

<b>Faculty:</b> Graduate Studies	
<b>Department:</b> English Language, Literature and Translation	<b>Program:</b> MA
<b>Academic year:</b>	<b>Semester:</b>



## Course Plan

### First: Course Information

<b>Course No. :</b> 0202760	<b>Course Title:</b> The Intonation of English Language	<b>Credit Hours:</b> 3	<b>Theoretical:</b>	<b>Practical:</b>
<b>Prerequisite No. and Title:</b>		<b>Section No.:</b>	<b>Lecture Time:</b>	
<b>Level in JNQF</b>	<b>The Ninth Level</b>			
<b>Type Of Course:</b>	<input type="checkbox"/> <b>Obligatory University Requirement</b> <input type="checkbox"/> <b>Elective University Requirement</b> <input type="checkbox"/> <b>Obligatory Faculty Requirement</b> <input type="checkbox"/> <b>Elective Faculty Requirement</b> <input type="checkbox"/> <b>Obligatory Specialization Requirement</b> <input type="checkbox"/> <b>Elective Specialization Requirement</b> <input type="checkbox"/> <b>Ancillary course</b>			
<b>Type of Learning:</b>	<input type="checkbox"/> <b>Face-to-Face Learning</b> <input type="checkbox"/> <b>Blended Learning (2 Face-to-Face + 1 Asynchronous)</b> <input type="checkbox"/> <b>Online Learning (2 Synchronous+ 1 Asynchronous)</b>			

### Second: Instructor's Information

<b>Course Coordinator:</b>		
<b>Name:</b>	<b>Academic Rank:</b>	
<b>Office Number:</b>	<b>Extension Number:</b>	<b>Email:</b>
<b>Course Instructor:</b>		
<b>Name:</b>	<b>Academic Rank:</b>	
<b>Office Number:</b>	<b>Extension Number:</b>	<b>Email:</b>
<b>Office Hours:</b>		



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### Third: Course Description

This course aims to help students master the intonation patterns of spoken English at the levels of listening and speaking. It covers how the English utterance is made of terms and how the tone consists of one or more rhythmic units. Tonality and tonicity are very well covered. The intonation patterns will be related to their meaning and to the various grammatical structures they signal. The course is almost practical; it is based on ear training and oral practice.

### Fourth: Course objectives

1. **Recognize** the importance of intonation in spoken English and its role in conveying meaning and structure.
2. **Apply** ear training techniques to improve perception and reproduction of English intonation patterns.
3. **Practice** oral exercises that develop accurate use of tone, tonality, and tonicity in various grammatical contexts.
4. **Collaborate** with peers in group pronunciation tasks and oral presentations to reinforce learning and feedback.
5. **Evaluate** the accuracy and appropriateness of intonation in one's own and others' spoken English using established criteria.
6. **Adapt** intonation patterns in real-time speech situations to enhance fluency and communicative clarity.
7. **Demonstrate** continuous, self-directed improvement in listening and speaking performance through regular practice and reflection.



## Fifth: Learning Outcomes

<i>Level descriptor according to (JNQF)</i>	<i>CILOs Code</i>	<i>CILOs</i> If any CLO will not be assessed in the course, mark NA.	<i>Associated PILOs Code</i> Choose one PILO for each CILO*	<i>Assessment method</i> Choose at least two methods
<b>Knowledge</b>	<b>K1</b>	<b>Describe</b> the key components of English intonation, including tone units, tonality, tonicity, and pitch patterns.	PK1	
	<b>K2</b>	<b>Explain</b> how intonation functions in English utterances to convey meaning and grammatical relationships.	PK2	
	<b>K3</b>	<b>Identify</b> the structure of English intonation in terms of rhythmic units and their role in spoken discourse.	PK3	
	<b>K4</b>	<b>Summarize</b> the correlation between intonation patterns and grammatical forms such as statements, questions, and commands.	PK4	
<b>Skills</b>	<b>S1</b>	<b>Analyze</b> spoken English utterances to determine the tonality and tonicity used and their communicative effects.	PS1	
	<b>S2</b>	<b>Discriminate</b> between different intonation patterns through focused listening and ear training exercises.	PS2	
	<b>S3</b>	<b>Apply</b> appropriate intonation contours in speech to match communicative intent and grammatical structure.	PS3	
	<b>S4</b>	<b>Produce</b> accurate and contextually appropriate English intonation patterns in structured oral practice activities.	PS4	



<b>Competencies</b>	<b>C1</b>	<b>Demonstrate</b> autonomous improvement in listening comprehension and oral production through continued ear training and speaking exercises.	PC1	
	<b>C2</b>	<b>Collaborate</b> in group-based pronunciation activities, peer assessments, and oral presentations focused on intonation mastery.	PC2	
	<b>C3</b>	<b>Evaluate</b> one's own and others' spoken English using learned intonation features and correction techniques.	PC3	
	<b>C4</b>	<b>Integrate</b> intonation patterns effectively into spontaneous speech for improved fluency and communicative clarity.	PC4	

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; For each CILO, the PILO could be the same or different.



## Sixth: Learning Resources

<b>Main Reference:</b>	Tench, P. (1996). <i>The intonation systems of English</i> . Cassell.			
<b>Author:</b>		<b>Issue No.:</b>	<b>Print:</b>	<b>Publication Year:</b>
<b>Additional Sources &amp; Websites:</b>	<div><div>●</div><div>Cruttenden, A. (1997). <i>Intonation</i> (2nd ed.). Cambridge University Press.</div><div>●</div><div>Wells, J. C. (2006). <i>English intonation: An introduction</i>. Cambridge University Press.</div></div>			
<b>Teaching Type:</b>	<div><input type="checkbox"/> Classroom</div> <div><input type="checkbox"/> Laboratory</div> <div><input type="checkbox"/> Workshop</div> <div><input type="checkbox"/> MS Teams</div> <div><input type="checkbox"/> Moodle</div>			

## Seventh: Course Structure

Lecture Date	Course Intended Teaching Outcomes (CILOs)	Topics	Teaching Procedures*	Teaching Methods**	References***

\*Teaching procedures: (Face-to-Face, synchronous, and asynchronous).

\*\* Teaching methods: (Lecture, video....).



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\*\*\* Reference: (Pages of the book, recorded lecture, video....)



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## Eighth: Assessment Methods

Methods	Online Learning	Blended Learning	Face-To-Face Learning	Specific Course Output to be assessed **If any CILO will not be assessed in the course, mark NA.												
				K1	K2	K3	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
First Exam																
Second Exam																
Mid-term Exam																
Participation																
Asynchronous Activities																
Quizzes																
Assignments																
Group presentation																
Final Exam																
Total out of 100																



## Ninth: Course Policies

- All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
  - a. Punctuality.
  - b. Participation and interaction.
  - c. Attendance and exams.
- Academic integrity: (cheating and plagiarism are prohibited).

Approval	Name	Date	Signature
Head of Department			
Faculty Dean			