

<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> 0202762	<b>Course Title:</b> Phonological Theory	<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>		



### Third: Course Description

This course aims at introducing a subdiscipline of linguistics, phonology, which handles the organization of speech sounds in the language, how a language organizes sounds into systematic patterns and how speakers internalize knowledge of these patterns as a system of symbolic rules and representations. The fundamentals of the sound systems of the language are covered: segmental representation and distinctive features theory, syllable structures, prosodic domains and stress features. There is a concentration on the classical and current trends in generative phonology and there will be an introduction to the recent developments in phonological theory

### Fourth: Course objectives

1. Define key concepts in phonology, including segmental representation, distinctive features, syllable structures, and prosodic domains.
2. Explain how languages organize speech sounds into systematic patterns and how these are internalized as symbolic rules and representations.
3. Illustrate the role of distinctive feature theory and syllable structure in the analysis of sound systems in natural languages.
4. Apply basic phonological rules to analyze phonological data sets from English and other languages.
5. Compare classical and current generative phonological theories, identifying their key assumptions and analytical approaches.



6. Analyze phonological structures using both traditional rule-based frameworks and contemporary theoretical models.
7. Evaluate recent developments in phonological theory in light of empirical data and explanatory adequacy.
8. Construct a theoretical argument about a phonological phenomenon using data-driven reasoning and appropriate theoretical frameworks.



## 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 core principles of phonology as a subfield of linguistics, focusing on the organization of speech sounds in language.	PK1	
	<b>K2</b>	<b>Identify</b> the structural components of sound systems, including segmental representations, distinctive features, and syllable structures.	PK2	
	<b>K3</b>	<b>Explain</b> the concepts of prosodic domains and stress patterns in natural languages (Kenstowicz.	PK3	
	<b>K4</b>	<b>Summarize</b> classical and current trends in generative phonology and recent developments in phonological theory.	PK4	
<b>Skills</b>	<b>S1</b>	<b>Analyze</b> phonological data using symbolic rules and representations to uncover underlying patterns in sound systems.	PS1	
	<b>S2</b>	<b>Apply</b> theoretical models such as distinctive feature theory and syllable structure analysis to real-world language data.	PS2	
	<b>S3</b>	<b>Differentiate</b> between various generative phonological models and evaluate their explanatory power across language phenomena.	PS3	
	<b>S4</b>	<b>Interpret</b> phonological rules and representations within current theoretical	PS4	



		frameworks, including Optimality Theory and feature geometry.		
<b>Competencies</b>	<b>C1</b>	<b>Develop</b> well-supported phonological arguments using empirical data and theoretical constructs in written and oral formats.	PC1	
	<b>C2</b>	<b>Collaborate</b> with peers to conduct analyses of unfamiliar phonological systems, integrating theoretical concepts and phonetic data.	PC2	
	<b>C3</b>	<b>Critically evaluate</b> phonological theories and frameworks through independent reading and reflection on empirical findings.	PC3	
	<b>C4</b>	<b>Demonstrate</b> autonomous learning by researching a current topic in phonological theory and presenting findings in a professional academic format.	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>	<b>Goldsmith, J. (1976). Autosegmental phonology. MIT.</b>			
<b>Author:</b>		<b>Issue No.:</b>	<b>Print:</b>	<b>Publication Year:</b>
<b>Additional Sources &amp; Websites:</b>	●			
	<i>Develop well-supported phonological arguments using empirical data and theoretical constructs in written and oral formats.</i> ●			
	<i>Collaborate with peers to conduct analyses of unfamiliar phonological systems, integrating theoretical concepts and phonetic data.</i> ●			
	<i>Critically evaluate phonological theories and frameworks through independent reading and reflection on empirical findings.</i> ●			
	<i>Demonstrate autonomous learning by researching a current topic in phonological theory and presenting findings in a professional academic format.</i> ●			
<b>Teaching Type:</b>	●			
	<input type="checkbox"/> Classroom <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshop <input type="checkbox"/> MS Teams <input type="checkbox"/> Moodle			

## 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....).

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



## 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			

