Faculty: Graduate Studies	
Department: English	Program: Linguistics
Language and Literature	
Academic Year:	Semester:



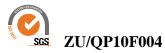
Course Plan

First: Course Information

Course No.:0202 <i>750</i>	Course Title: Phone English	etics of	es of Credit Hours: 3 hours		Theoretical:3	Practical:-	
Prerequisite No. an	Section	No.:	Lectur	Lecture Time:			
Level in JNQF	Level Nine						
Type Of Course:					Elective University ective Faculty Reque ective Specialization	uirement	
Type of Learning:	■ Face-to-Face Learning □ Blended Learning (2 Face-to-Face + 1 Asynchronous) □ Online Learning (2 Synchronous+ 1 Asynchronous)						

Second: Instructor's Information

Course Coordinator:							
Name:	Academic Rank:						
Office Number: 226A	Extension Number: Email:						
Course Instructor:	Course Instructor:						
Name:	Academic Rank:						
Office Number:	Extension Number:	Email:					
Office Hours: Sunday	Monday Tuesday Wedi	nesday Thursday					



Third: Course Description

This course aims at introducing a sub-discipline 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

Introduction to Basic Phonetic Principles

Develop a foundational understanding of the fundamental methodologies employed in Phonology.

Emphasis on phonological Analysis:

Prioritize the comprehension of the phonetic description and analysis, with a focus on ensuring robust phonetic analysis.

Awareness in Phonology:

Enhance cultural sensitivity and awareness by emphasizing the differences between British and American accents.

Diversified Phonological Practices:

Engage in practical exercises encompassing various syllabification to provide students with a comprehensive range of phonological analysis perspectives.

Problem-Solving Skills:

Develop proficiency in addressing and resolving challenges related to terminological, and technical aspects encountered during phonetic analysis.

Practical Considerations in Phonology:

Discuss and explore theoretical issues related to the phonological within an academic framework, preparing students for real-world application of their phonological analytical thinking skills.

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Fifth: Learning Outcomes

Level descriptor according to (JNQF)	CILOs Code	CILOs If any CLO will not be assessed in the course, mark NA.	Associated PILOs Code Choose one PILO for each CILO*	Assessment method Choose at least two methods
	K1	To know The importance of Phonetic study of languages.	PK1	Lecture In-class Task
TZ 1. 1	K2	To know Main Phonological features of modern linguistics.	PK2	In-class Task Assignment
Knowledge	К3	To know Types phonetics of linguistics	PK3	Lecture In-class Task Quiz
	К3	To know Major contributors to the development of phonology	PK3	
	S1	Analyzing important Scientific studies of phonology.	PS1	Lecture In-class Task
Skills	S2	Investigating the major qualities of modern phonetics.	PS2	Concept Mapping Think-Pair-Share
S3		examining Types of phonology	PS3	Think-Pair-Share In-class Task
Competencies	C1	Subject- Specific Skills: Ability to analyze and assess the differences between linguistic methods	PC1	Think-Pair-Share In-class Task
5 5.1. 	C2	Transferable Key Skills: Formulating new insights into linguistic theorization	PC2	In-class Task Quiz Jigsaw Assignment

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



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Sixth: Learning Resources

Main reference:	English Phonetics and Phonology: An Introduction	
Author: Philip Carr ·	Print: Routledge Press	Year: 2012
Additional Sources: Website:	 Archangeli, D. and Langendon, T. 1997. Optimali Some chosen texts. 	ty Theory. Oxford: Blackwell.
Medium of teaching:	Classroom Laboratory Workshop N	AS Teams □ Moodle □

Seventh: Course Structure

Lecture Date	Learning Outcome	Topics	Teaching Methods***	Teaching Procedures*	References***
	***	Phonetic and Phonology	Face-to-Face	***	***
	PK1, PK2,	Place of Articulation. Characteristics of vowels.	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PK1, PK2,	How to produce short and long vowels. How to transcribe short and long vowels.	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PK1, PK2,	Consonants Phonemes.	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PK2, PK3, PK4	Stressed and unstressed words of syllables	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PK2, PK3, PK4	Stressed and unstressed words of syllables	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PK2, PK3, PK4	Intonation chapter	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PK2, PK3, PK4	How to produce Diphthongs and triphthongs	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PC2	Intonation	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
	PC2	Suprasegmentally	Face-to-Face	Discussion, concept mapping,	Philip Carr



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			Debate	
PK1, PK2	Vowelization	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
PK1, PK2	Vowelization	Face-to-Face	***	Philip Carr
PK2, PK3, PK4	Intonation contour	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
PK1, PK2	Distribution	Face-to-Face	Discussion, concept mapping, Debate	Philip Carr
K1,abc	Revision	Face-to-Face	Revision	Revision

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^{*}Teaching procedures: (Lecture, video....).

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

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

Eighth: Assessment Methods

Methods	Online Blended Learning Learning	Face-To-	Specific Course Output to be assessed **If any CILO will not be assessed in the course, mark NA.								
		s	Learning	K1	К2	К3	S1	S2	S3	C1	C2
First Exam											
Second Exam											
Mid-term Exam			30			V	V			V	
Participation											
Asynchronous Activities			20	√	√	√	√	√	√	√	√
Term-paper			10								
Assignments											
Group presentation											
Final Exam			40						$\sqrt{}$		
Total out of 100			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			

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