

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



Course Plan

First: Course Information

Course No.:0202 750	Course Title: <i>Phonetics of English</i>	Credit Hours: 3 hours	Theoretical:3	Practical:-
Prerequisite No. and Title:		Section No.:	Lecture Time:	
Level in JNQF	Level Nine			
Type Of Course:	<div><div><input checked="" type="checkbox"/> Obligatory University Requirement</div><div><input type="checkbox"/> Obligatory Faculty Requirement</div><div><input type="checkbox"/> Obligatory Specialization Requirement</div><div><input type="checkbox"/> Ancillary course</div></div> <div><div><input type="checkbox"/> Elective University Requirement</div><div><input type="checkbox"/> Elective Faculty Requirement</div><div><input type="checkbox"/> Elective Specialization</div></div>			
Type of Learning:	<div><div><input checked="" type="checkbox"/> Face-to-Face Learning</div><div><input type="checkbox"/> Blended Learning (2 Face-to-Face + 1 Asynchronous)</div><div><input type="checkbox"/> Online Learning (2 Synchronous+ 1 Asynchronous)</div></div>			

Second: Instructor's Information

<i>Course Coordinator:</i>					
<i>Name:</i>		<i>Academic Rank:</i>			
<i>Office Number: 226A</i>		<i>Extension Number:</i>		<i>Email:</i>	
<i>Course Instructor:</i>					
<i>Name:</i>		<i>Academic Rank:</i>			
<i>Office Number:</i>		<i>Extension Number:</i>		<i>Email:</i>	
<i>Office Hours:</i>	<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>



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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.



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
Knowledge	K1	To know The importance of Phonetic study of languages.	PK1	Lecture In-class Task
	K2	To know Main Phonological features of modern linguistics.	PK2	In-class Task Assignment
	K3	To know Types phonetics of linguistics	PK3	Lecture In-class Task Quiz
	K3	To know Major contributors to the development of phonology	PK3	
Skills	S1	Analyzing important Scientific studies of phonology.	PS1	Lecture In-class Task
	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
	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:	1. Archangeli, D. and Langendon, T. 1997. Optimality Theory. Oxford: Blackwell. 2. Some chosen texts.	
Medium of teaching:	Classroom <input checked="" type="checkbox"/> Laboratory <input type="checkbox"/> Workshop <input type="checkbox"/> MS Teams <input type="checkbox"/> Moodle <input type="checkbox"/>	

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



				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

*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 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	C1	C2
First Exam											
Second Exam											
Mid-term Exam			30		√	√	√	√	√	√	
Participation				√	√	√	√	√	√	√	√
Asynchronous Activities			20	√	√	√	√	√	√	√	√
Term-paper			10								
Assignments											
Group presentation											
Final Exam			40		√	√	√	√	√	√	
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			



THIRD EDITION

PHILIP CARR

ENGLISH PHONETICS AND PHONOLOGY

AN INTRODUCTION

with website



WILEY Blackwell