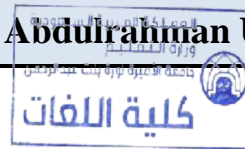




## Course Specifications

<b>Course Title:</b>	<b>Phonology</b>
<b>Course Code:</b>	<b>LING 214</b>
<b>Program:</b>	<b>Applied Linguistics</b>
<b>Department:</b>	<b>Applied Linguistics</b>
<b>College:</b>	<b>College of Languages</b>
<b>Institution:</b>	<b>Princess Nourah Bint Abdulrahman University</b>



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## A. Course Identification

<b>1. Credit hours:</b>	4
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 4
<b>4. Pre-requisites for this course (if any):</b> Phonetics LING114	
<b>5. Co-requisites for this course (if any):</b> N/A	

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> This course aims at introducing Phonology as a branch of Linguistics to students.
<b>2. Course Main Objective</b> This course will enable the students to: <ul style="list-style-type: none"> <li>• Define Phonology and its components.</li> <li>• Identify the levels of representation in phonology: Phonemes and Allophones.</li> <li>• Gain background knowledge on phonological alternation.</li> <li>• Develop their self-evaluation skills based on the instructor's diagnostic analysis of their pronunciation</li> </ul>



### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Define Phonology and its key concepts and theories.	K1
2	<b>Skills :</b>	
2.1	Investigate the relationship between phonology and morphology.	S4
2.2	Demonstrate confidence by presenting in front of the class.	S5
2.3	Using digital software, online audio, and video in class and at home.	S6
2.4	Develop their self-evaluation skills based on peer and instructor's diagnostic analysis of their pronunciation as well as evaluate the performance of other students effectively and with respect.	S3
3	<b>Values:</b>	
3.1	Demonstrate students' abilities to work effectively in a team and respond positively to the supervisor's guidance.	V1

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course	2
2	Chapter 1: Phonology and Phonetics	2
3	Chapter 2: Phonemic Analysis (Levels of representation: phonemes and allophones)	2
4	Chapter 3: More on Phonemic Analysis	2
5	Chapter 4: Features (Feature Theory)	6
6	Chapter 5: Morphology: Variation and Contrast	6
7	Chapter 6: Phonological Alternation.	6
8	Chapter 13: Syllable Representations and Syllabification	6
9	Chapter 14: Stress Rules and Phonology	6
10	Revision	2
<b>Total</b>		<b>40</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding</b>		
1.1	Define Phonology and its key concepts and theories.	Presenting diagrams of phonological rules and patterns using interactive programs. Lecture, guided observation, and practices in class. Encouraging students to compare and contrast vowels.	1. Giving individual, pair, and group presentations to improve their knowledge of phonology. 2. Preparing weekly oral and written



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			activities at home and in class. 3. Tests and exams to evaluate understanding of phonological rules and concepts.
<b>2.0</b>	<b>Skills</b>		
2.1	Investigate the relationship between phonology and morphology.	Planning and participating in class activities Allowing students to analyze and reproduce phonological rules and patterns and compare them to the model as activities in class and assignments. Giving individual, pair, and group presentations to improve their ability to explain and reproduce notations and rules. Drawing tables and charts to illustrate phonological features.	Evaluation of students' activities in class and assignments. Tests and exams to evaluate their oral and written production. Keeping portfolios for students that include their analysis of phonological processes and features.
2.2	Explain sound patterns using the tools of phonemic analysis.		
2.3	Reproduce notations to describe phonological patterns.		
2.4	Demonstrate confidence by presenting in front of the class	Participating in individual, pair, and group presentations to improve their production.	Presentation assessment.
2.5	Using digital software, online audio, and video in class and at home.	Developing students' abilities to use online resources. Enhancing students' skills in using	Assignment assessment. Presentation assessment.



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		technology to practice phonological analysis. Giving individual, pair, and group presentations using technology.	
2.6	Develop their self-evaluation skills based on peer and instructor's diagnostic analysis of their pronunciation as well as evaluate the performance of other students effectively and with respect.	Self-evaluation activities in class Peer evaluation activities in class	Participation assessment in class.
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate students' abilities to work effectively in a team and respond positively to the supervisor's guidance.	Participating in pair, and group projects. Giving pair and group presentations. Peer and group evaluation activities in class	Participation and presentation assessment in class.

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation	All weeks	10%
2	Midterm Test	5	30%
3	quizzes, presentations, and assignments	4-10	20%
4	Exam	Final exams	40%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

- Each instructor will have office hours available for the students.
- Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
- For academic guidance, students may consult their assigned academic advisors.

## F. Learning Resources and Facilities



## 1. Learning Resources

<b>Required Textbooks</b>	Bruce Hayes. <i>Introductory Phonology</i> . Wiley-Blackwell, 2009. David Odden. <i>Introducing Phonology</i> . Cambridge University Press, 2005.
<b>Essential References Materials</b>	Wolfram, Walt. Johnson, Robert. <i>Phonological Analysis: Focus on American English</i> . Pearson, 1988. (This reference has been added in First Semester of the academic year 14439-1440H based on the approval of all of the following: The Program Committee, in its third meeting, dated 1-3-1440H; The Department Council Meeting, in its ninth meeting, dated 13-03-1439H; and the College Council Meeting, in its ninth meeting, dated Sunday 2-4-1440H.). Orion, Gertrude. 2011. <u><i>Pronouncing American English: Sounds, Stress, and Intonation</i></u> . Newbury House. Roach, Peter. 2009. <u><i>English Phonetics and Phonology (Fourth Edition)</i></u> . Cambridge: Cambridge University Press. O’connor, J. D. 1981. <i>Better English Pronunciation (Second Edition)</i> . Cambridge University Press.
<b>Electronic Materials</b>	-Electronic Materials, Web Sites etc Presentations on Phonology: <a href="http://udel.edu/~dlarsen/ling101/slides/Phonologyhandout.pdf">http://udel.edu/~dlarsen/ling101/slides/Phonologyhandout.pdf</a> <a href="http://sites.middlebury.edu/linguistics101/files/2012/10/class10_phonological_rules.pdf">http://sites.middlebury.edu/linguistics101/files/2012/10/class10_phonological_rules.pdf</a> Phonological Features Chart: <a href="https://dl.dropboxusercontent.com/u/5956329/Riggle/PhonChart_v1212.pdf">https://dl.dropboxusercontent.com/u/5956329/Riggle/PhonChart_v1212.pdf</a> <a href="http://linguistics.byu.edu/faculty/eddingtond/223/distinctive%20features%20chart.pdf">http://linguistics.byu.edu/faculty/eddingtond/223/distinctive%20features%20chart.pdf</a> Listen to the audio and see transcription: One-syllable words <a href="http://home.cc.umanitoba.ca/~krussll/phonetics/practice/typewriter/pract1a.html">http://home.cc.umanitoba.ca/~krussll/phonetics/practice/typewriter/pract1a.html</a> Two-syllable words <a href="http://home.cc.umanitoba.ca/~krussll/phonetics/practice/typewriter/pract2a.html">http://home.cc.umanitoba.ca/~krussll/phonetics/practice/typewriter/pract2a.html</a> Longer words <a href="http://home.cc.umanitoba.ca/~krussll/phonetics/practice/typewriter/pract3.html">http://home.cc.umanitoba.ca/~krussll/phonetics/practice/typewriter/pract3.html</a> Texts transcribed in IPA: <a href="http://home.cc.umanitoba.ca/~krussll/phonetics/readings/readings.html">http://home.cc.umanitoba.ca/~krussll/phonetics/readings/readings.html</a> <a href="http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm">http://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm</a> Many important links:



	<p><a href="http://www.unc.edu/~jlsmith/pht-url.html">http://www.unc.edu/~jlsmith/pht-url.html</a></p> <p><a href="http://www.cambridge.org/sa/cambridgeenglish/catalog/teacher-training-development-and-research/english-phonetics-and-phonology-4th-edition/english-phonetics-and-phonology-a-practical-course-4th-edition-hardback-audio-cds-2-paperback-audio-cds-2/resources">http://www.cambridge.org/sa/cambridgeenglish/catalog/teacher-training-development-and-research/english-phonetics-and-phonology-4th-edition/english-phonetics-and-phonology-a-practical-course-4th-edition-hardback-audio-cds-2-paperback-audio-cds-2/resources</a></p> <p><a href="http://staff.uny.ac.id/sites/default/files/pendidikan/Dr.%20Margana,%20M.Hum.,M.A./Book%20Two%20for%20Phonology.pdf">http://staff.uny.ac.id/sites/default/files/pendidikan/Dr.%20Margana,%20M.Hum.,M.A./Book%20Two%20for%20Phonology.pdf</a></p> <p><a href="http://www.agendaweb.org/phonetic-resources.html">http://www.agendaweb.org/phonetic-resources.html</a></p> <p><a href="http://lettere2.unive.it/lingue/lingua_ING/English_Pronunciation.pdf">http://lettere2.unive.it/lingue/lingua_ING/English_Pronunciation.pdf</a></p> <p><a href="http://users.ecs.soton.ac.uk/kpd/book.pdf">http://users.ecs.soton.ac.uk/kpd/book.pdf</a></p> <p><a href="https://www.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf">https://www.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf</a></p> <p><a href="https://play.google.com/store/apps/details?id=com.macmillan.app.sou.ndsfree&amp;hl=en">https://play.google.com/store/apps/details?id=com.macmillan.app.sou.ndsfree&amp;hl=en</a></p> <p><a href="http://www.oup.com/elt/global/products/englishfile/intermediate">http://www.oup.com/elt/global/products/englishfile/intermediate</a></p> <p><a href="http://faculty.washington.edu/dillon/PhonResources/vowels.html">http://faculty.washington.edu/dillon/PhonResources/vowels.html</a></p> <p>Transcription:</p> <p><a href="http://web.uvic.ca/ling/resources/ipa/charts/IPA lab/IPA lab.htm">http://web.uvic.ca/ling/resources/ipa/charts/IPA lab/IPA lab.htm</a></p> <p><a href="http://www.arts.gla.ac.uk/IPA/IPA_chart_(C)2005.pdf">http://www.arts.gla.ac.uk/IPA/IPA_chart_(C)2005.pdf</a></p> <p><a href="http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec1/trans.htm#suggest">http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/sec1/trans.htm#suggest</a></p> <p><a href="http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/practice/pract1.htm">http://www.umanitoba.ca/faculties/arts/linguistics/russell/138/practice/pract1.htm</a></p> <p><a href="http://lodefogeds.com/course/chapter1.1/chapter1.exercises.htm">http://lodefogeds.com/course/chapter1.1/chapter1.exercises.htm</a></p> <p>Dictionaries and glossaries:</p> <p><a href="http://www.howjsay.com/">http://www.howjsay.com/</a></p> <p><a href="http://www.word2word.com/dictionary.html">http://www.word2word.com/dictionary.html</a></p> <p><a href="http://www.yourdictionary.com/">http://www.yourdictionary.com/</a></p> <p><a href="http://www.alphadictionary.com/index.shtml">http://www.alphadictionary.com/index.shtml</a></p>
<b>Other Learning Materials</b>	None

## 2. Facilities Required

Item	Resources
<p><b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	Computer language lab
<p><b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)</p>	A computer per student.
<p><b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	Computer language lab, projector, speakers, CD's, and internet access.





## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students, Course coordinator, Department	<ul style="list-style-type: none"> <li>Using anonymous students' feedback throughout semester.</li> <li>Students' evaluation of the course via questionnaires.</li> <li>Regular meetings to be held by the course co-ordinator.</li> <li>Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.</li> <li>Examining the students' grades by the department.</li> <li>Evaluation of a sample exam by the department.</li> </ul>
Extent of achievement of course learning outcomes	Students, Instructor, Department	<ul style="list-style-type: none"> <li>Students' general standard in the course based on their test scores.</li> <li>Assignments completed by the students in accordance with expected standards.</li> <li>Tracking the students' progress and grades.</li> <li>Examining the students' grades by the department.</li> <li>Students' evaluation of the course via questionnaires.</li> </ul>

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Reference No.</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Date</b>	Applied Linguistics Program Committee (1) 9-2-1444



	Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444
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