

COURSE DESCRIPTIONS

New New

Faculty	Arts & Languages				
Department	English Language and Literature		NQF level	5	
Course Title	English Language Phonetics	Code	102208	Prerequisite	English Pronunciation
Credit Hours	3CH	Theory	√	Practical	
Course Leader	Noora Abu Ain	email	nooraain@jadara.edu.jo		
Lecturers		emails			
Lecture time	11:30-1:00	Classroom	C 408	Attendance	Fulltime
Semester	Second 2023/2034	Production	17-10-2023	Updated	8-10-2024
Type of Teaching	<input type="checkbox"/> Face to Face <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online				

Short Description

This course will introduce the students to the study of the physical features of speech. Student will learn how to produce, perceive, and transcribe the sounds of the English language, while learning the acoustic and articulatory properties of each sound. The main aim of this course is to provide students with solid background for the study of the sound patterns of English and to master the basic nation of phonetic transcription.

Course Objectives

This Course aims to:

1. Define the basic terms required to describe sounds.
2. Describe the speech mechanisms.
3. Identify the name of the vocal organs.
4. Identify the place of articulation.
5. Identify the manner of articulation.
6. Distinguish between English vowels and English consonants.
7. Identify simple phonological process, assimilation, deletion, and intonation.

Course Intended Learning Outcomes (CILOs)

A. Knowledge - Theoretical Understanding

- a1. Define the basic terms required to describe sound. (K1)
- a2. Understand the basic notion of phonetic transcription. (K2)

B. Knowledge - Practical Application

- a3. Use the main techniques to describe sounds. (K3)

C. Skills - Generic Problem Solving and Analytical Skills

b1. listen carefully and to notice differences in pronunciation. (S1)
D. Skills - Communication, ICT, and Numeracy
E. Competence: Autonomy, Responsibility, and Context
c1. Role play in a group or a team. (C1)
Teaching and Learning Methods
<input type="checkbox"/> Face to Face Lectures ✓ <input type="checkbox"/> Brainstorming ✓ <input type="checkbox"/> Synchronous remote <input type="checkbox"/> Asynchronous remote <input type="checkbox"/> Using Video <input type="checkbox"/> Discussions ✓ <input type="checkbox"/> Research Project <input type="checkbox"/> Case Study <input type="checkbox"/> Field visit <input type="checkbox"/> Problem solving ✓
Assessment Methods
<input type="checkbox"/> Formative Assessment <input type="checkbox"/> Quiz ✓ <input type="checkbox"/> Lab Exam <input type="checkbox"/> Homework ✓ <input type="checkbox"/> Project Assessment <input type="checkbox"/> Oral Presentation ✓ <input type="checkbox"/> Midterm ✓ <input type="checkbox"/> Final Exam ✓

Course Contents					
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods
1.	3	Welcome! & introduction Al. a2	Key Terms and the speech organs	Lectures, Presentations, Class discussions	Participation Ask/Answer).
2.	3	Welcome! & introduction Al. a2	Key Terms and the speech organs.	Lectures, Presentations, Class discussions	Participation Ask/Answer).
3.	3	Speech Anatomy. A1, a3	Speech Mechanism	Lectures, Presentations, Watching videos	Assignments /Presentations /Participation
4.	3	Speech Anatomy. A1, a3	Speech Mechanism	Lectures, Presentations, Watching videos	Assignments /Presentations /Participation
5.	3	Speech Anatomy. A1, a3	Speech Mechanism	Lectures, Presentations, Watching videos	Assignments /Presentations /Participation
6.	3	Articulatory phonetics B1, b2	<ul style="list-style-type: none"> - Place of articulation - Manner of articulation -(consonants) and (vowels).	Lectures, Presentations, Class discussions /Collaborative learning/Team work.	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/Answer).
7.	3	Articulatory phonetics B1, b2	<ul style="list-style-type: none"> - Place of articulation - Manner of -- articulation 	Lectures, Presentations, Class discussions	Assignments /Presentations /Participation/

			-(consonants) and (vowels).	/Collaborative learning/Team work.	quizzes/ multiple choice Exams/(Ask/Answer).
8.	3	Articulatory phonetics B1, b2	- Place of articulation - Manner of articulation -(consonants) and (vowels).	Lectures, Presentations, Class discussions /Collaborative learning/Team work.	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/Answer).
9.	3	Articulatory phonetics B1, b2	- Place of articulation - Manner of articulation -(consonants) and (vowels).	Lectures, Presentations, Class discussions /Collaborative learning/Team work.	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/Answer).
10.	3	The syllable C1	- The definition of syllable - The structure of the English Syllable Syllable decision	Lectures, Presentations, Class discussions /Collaborative learning/Team work	Assignments /Presentations /Participation.
11.	3	The syllable C1	- The definition of syllable - The structure of the English Syllable Syllable decision	Lectures, Presentations, Class discussions /Collaborative learning/Team work	Assignments /Presentations /Participation.
12.	3	Stress and intonation B2, c1	- The realization of stress in English. - Degrees of stress: Primary stress: Secondary stress The Difference Between Stress and Intonation	Lectures, Presentations, Class discussions /Collaborative learning/Team work	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/Answer)
13.	3	Stress and intonation B2, c1	- The realization of stress in English. - Degrees of stress: Primary stress: Secondary stress The Difference Between Stress and Intonation	Lectures, Presentations, Class discussions /Collaborative learning/Team work	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/Answer)

14.	3	Stress and intonation B2, c1	<ul style="list-style-type: none"> - The realization of stress in English. - Degrees of stress: Primary stress: Secondary stress <p>The Difference Between Stress and Intonation</p>	Lectures, Presentations, Class discussions /Collaborative learning/Team work	Assignments /Presentations /Participation/ quizzes/ multiple choice Exams/(Ask/Answer)
15.	3	Revision			
16.	3	Final exams			

Infrastructure	
Textbook	English Phonetics and Phonology: A Practical Course/ Peter Roach
References	Phonetics: A Coursebook by Rachael-Anne Knight Use related websites such as : https://soundsofspeech.uiowa.edu/home https://www.internationalphoneticassociation.org/content/links-phonetics-resources https://agendaweb.org/phonetic-resources.html
Required reading	Ladefoged, Peter (2006) A Course in Phonetics, Sixth Edition
Electronic materials	https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf
Other	

Course Assessment Plan						
Assessment Method		Grade	CILOs			
First (Midterm)		30%	10%	5%	5%	10%
Second (if applicable)						
Final Exam		50%	20%	10%	10%	10%
Coursework		20%				
Coursework assessment methods	Assignments		5%			
	Case study					
	Discussion and interaction		5%			
	Group work activities					
	Lab tests and assignments					
	Presentations					
	Quizzes		10%			
Total		100%	50%	15%	15%	20%

Plagiarism

Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).

Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.