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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty** |
| **Credit hours** | **Department** |
| **Bachelor** | **Course Syllabus** | **Academic year 2022/2023** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
| **0120220** | | **Phonetics** | | **0120234** |
| **Room #** | **Class time** | | **Course type** | |
| **409** | **Mon, Wed**  **9:45-11:15** | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| *dmalahmeh@philadelphia.edu.jo* | **Mon, Wed:**  **10:00-11:00 am** | **Ext. 2479** | **413** | **Dr. Dima Malahmeh** |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **100%** | **0%** | **0%** |

**Course Description**

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| This course introduces Phonetics as the branch of Linguistics that studies sounds in isolation and the physical aspects of speech sounds. The course covers the airstream mechanisms and speech organs. In the course, the characteristics of sounds (i.e. consonants and vowels) are explained. Students learn how to produce and transcribe mainly the sounds of the English language, while learning the articulatory properties of each sound. Students also gain practical skills in transcribing data using the International Phonetic Alphabet (IPA), and producing both English and foreign sounds in isolation and in varying contexts. Ultimately, students are able to apply these skills towards describing and transcribing sounds and understanding the importance of studying Phonetics. |

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
| **S4** | Introduce Phonetics as a sub-discipline of Linguistics, and the branches of Phonetics | **K1** |
| **S4** | Explain the airstream mechanisms, body parts involved in the production of sounds, and the characteristics of English sounds (consonants and vowels) | **K2** |
| **A1** | Understand the importance of studying linguistics in general and phonetics in particular | **K3** |
| **Skills** | | |
| **S4** | Transcribe English words phonetically | **S1** |
| **S4** | Familiarize students with the allophonic variations of vowels and consonants | **S2** |
| **Attitudes** | | |
| **A3** | Increase students’ ability to work in groups / teams | **A1** |

**Learning Resources**

|  |  |
| --- | --- |
| Ladefoged, P., & Johnson, K. (2014). *A course in phonetics*. Nelson Education. | Course textbook |
| Roach, P. (2009). *English Phonetics and Phonology Paperback with Audio CDs (2): A Practical Course*. Cambridge University Press. | Supporting References |
| https://www.lexilogos.com/keyboard/ipa.htm | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | *Introduction to Linguistics and Phonetics* | **1** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | *Introduction to Phonetics and its branches* | **2** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | Lecture, flipped Class, project- based learning | *The Vocal organs* | **3** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Place and Manner of Articulation* | **4** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Consonant chart + Transcription of consonants* | **5** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Consonant chart + Transcription of consonants* | **6** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Cardinal vowels + Vowel chart + Transcription of vowels* | **7** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Vowel chart + Transcription of vowels* | **8** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Practicing transcription* | **9** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Consonants of English* | **10** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *English Vowels* | **11** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Diacritics* | **12** |
| Textbook, Video of a talk or conversation | quiz, in class and out of class assignment, presentations, reports, videotaped assignment | flipped Class, project- based learning, problem solving based learning, collaborative learning | *Practice* | **13 + 14+ 15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| --- |
| Using Technology |
| Searching for reliable info on the web. Preparing a PPT presentation, using audio-visual aids in presentations |
| Communication skills |
| Understanding the emphatic aspects of communication |
| Application of concepts learnt |
| Analyzing a speech phonetically |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K1, K2, K3** | **8** | **30 %** | **Mid Term Exam** |
| **K1, K2, K3, S1, S2 & A1** | **4, 6, 9, 11, 12, 14** | **30 %** | **Various Assessments \*** |
| **K1, K2, K3, S1 & S2** | **16** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* include: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Introduce Phonetics as a sub-discipline of Linguistics, and the branches of Phonetics | **K1** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Explain the airstream mechanisms, body parts involved in the production of sounds, and the characteristics of English sounds (consonants and vowels) | **K2** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Lecture / project / collaborative learning | **K3** |
| Skills | | | |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Transcribe English words phonetically | **S1** |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Familiarize students with the allophonic variations of vowels and consonants | **S2** |
|  |  | **Attitudes** |  |
| In-class discussion / quiz / homework | Lecture / project / collaborative learning | Increase students’ ability to work in groups / teams | **A1** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment, presentations, reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
|  |  |  | Transcribe English words phonetically | **S1** |
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**Description of Program Learning Outcome Assessment Method**

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| --- | --- |
| **Detailed Description of Assessment** | **Number** |
| Students will be asked to transcribe a speech. |  |
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**Assessment Rubric of the Program Learning Outcome**

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Rating** | | | | **Score** | | **4** | **3** | **2** | **1** |  | | **ASSIGNMENT BASICS** | | | | | | | **Articles** | Information is gathered from multiple, research-based sources. | Information is gathered from multiple sources. | Information is gathered from a limited number of sources. | Information is gathered from a single source. |  | | **SUMMARY** | | | | | | | **Theme** | Well organized, demonstrates logical sequencing and structure. | Well organized, but demonstrates illogical sequencing or structure. | Weakly organized with no logical sequencing or structure. | No organization, sequencing, or structure. |  | | **Background/Foundation** | Detailed conclusions are reached from the evidence offered. | Conclusions are reached from the evidence offered. | There is some indication of conclusions from the evidence offered. | No conclusions are made from the evidence offered. |  | | **Research Question** | Research question(s) are formed through the literature review and clearly stated. | Research question(s) are formed through the literature review. | Research question(s) were not formed but could be formed through the literature review. | Research question(s) were not formed and are not apparent from the literature review. |  | | **Reference Sheet** | Information is cited properly and in APA format. | Information is cited properly. | Information is cited, but has errors. | Information is not cited or is cited incorrectly. |  | | **PRESENTATION** | | | | | | | **Length** | Adheres to 5 – 10 page criteria. | Exceed or does not meet 5 – 10 page criteria by ½ page or less. | Exceed or does not meet 5 – 10 page criteria by ½ to 1 page. | Exceed or does not meet 5 – 10 page criteria by more than 1 page. |  | | **Format** | Font, spacing, and APA format are correct. | Font and spacing, font and APA, or spacing and APA are correct. | Font, spacing, or APA format is correct. | Font, spacing, and APAP format are incorrect. |  | | **Grammar** | There is 1 or less grammatical error. | There are 2 grammatical errors. | There are 3 grammatical errors. | There are 4 or more grammatical errors. |  | | **TOTAL POINTS** |  | | | |  | |