# Syllabus

| 1 | Course title | Special Subject in the English Language |
|---|---|---|
| 2 | Course number | 2201482 |
| 3 | Credit hours | 3 |
| | Contact hours (theory, practical) | 3 |
| 4 | Prerequisites/corequisites | English Linguistics |
| 5 | Program title | Bachelor's Degree in English Literature |
| 6 | Program code | 2201 |
| 7 | Awarding institution | University of Jordan |
| 8 | School | School of Foreign Languages |
| 9 | Department | Department of English Language and Literature |
| 10 | Level of course | Third Year students |
| 11 | Year of study and semester (s) | 2021/2022, Second Semester |
| 12 | Final Qualification | BA |
| 13 | Other department (s) involved in teaching the course | None |
| 14 | Language of Instruction | English |
| 15 | Teaching methodology | ☒Blended ☒Online. ☒Face to face |
| 16 | Electronic platform(s) | ☒e-learning ☒Microsoft Teams ☐Skype ☐Zoom ☐Others………… |
| 17 | Date of production/revision | February, 2022 |

**18 Course Coordinator:**

Name: **Dr. Raya Kalaldeh**


Office number:

Phone number: **00962-6-5355000**

Email:

Office Hours: **Mon-Wed (11-12:30)-** or by appointment

## 19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

## 20 Course Description:

The content of this course varies from one instructor to another. It is actually determined by the research interest of the instructor according to his area of specialization. The course usually provides an in-depth investigation of a certain linguistic topic that has not been thoroughly covered in the language courses offered in the study plan.

## 21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and

language features.

7. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

| No. | Course Learning Outcomes | Program Outcomes | | | | | | | | | | Assessment Tools | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Transcribe English text phonetically. | X | | | | | X | | | | | X | | | X | | X | | X | | |
| 2 | Identify and classify the main types of speech sounds on the basis of, spectrograms of recorded speech signals displayed by a software for speech analysis | X | | | | | X | | | | | X | | | X | | X | | X | | |
| 3 | Apply standard tools and methods used in the field of experimental phonetics | X | | | | | | X | | | X | X | | | X | | X | | X | | |
| 4 | Explain the relation between articulatory features of speech sounds and their spectrographic representation and be aware of differences between speech production and perception | X | | | | X | X | | | | X | X | | | X | | X | | X | | |
| 5 | Align and label speech files containing recorded utterances on the basis of their visual spectrogram and audio representation | X | | | | | | | X | | | X | | | X | | X | | X | | |
| 6 | Carry out measurements of segmental and suprasegmental features of | | | | X | | | | X | | | X | | | X | | X | | X | | |

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| | speech and to extract acoustic parameters (vowel formants and F0 interpolations) in order to create database for experiment. | | | | | | | | | | | | | | |
| **8** | Create a simple recording data according to specific phonetic-acoustic criteria and to carry out recordings based on the data. | | | | | X | | X | | X | X | X | | |

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

## 22. Topic Outline and Schedule:

| Week | Lecture | Topic | Course Learning Outcomes | Teaching Methods*/platform | Evaluation Methods** | References |
|---|---|---|---|---|---|---|
| 1 | 1.1 | Phonetics and a scientific study of speech: objectives, methods and applications | 1 | Face to face /Microsoft Teams | Quiz | Assigned textbook |
| | 1.2 | Phonetics and a scientific study of speech: | 1 | Face to face Microsoft | Quiz | Assigned textbook |

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| | | objectives, methods and applications | | | Teams | | |
| | 1.3 | Phonetics and a scientific study of speech: objectives, methods and applications | 1 | Face to face Microsoft Teams | Quiz | Assigned textbook | |
| 2 | 2.1 | Description of articulatory and acoustic features of vowels and consonants | 1+2 | Face to face Microsoft Teams | Quiz | Assigned textbook | |
| | 2.2 | Description of articulatory and acoustic features of vowels and consonants | 1+2 | Face to face Microsoft Teams | Quiz | Assigned textbook | |
| | 2.3 | Description of articulatory and acoustic features of vowels and consonants | 1+2 | Face to face Microsoft Teams | Quiz | Assigned textbook | |
| 3 | 3.1 | Grapheme-to-phoneme conversion: theory and practice. | 2 | Face to face Microsoft Teams | Quiz | Assigned textbook | |
| | 3.2 | Grapheme-to-phoneme conversion: theory and practice. | 2 | Face to face Microsoft Teams | Quiz | Assigned textbook | |
| | 3.3 | Grapheme-to-phoneme | 2 | Face to | Quiz | Assigned | |

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| | | conversion: theory and practice. | | face Microsoft Teams | | textbook |
| 4 | 4.1 | Speech production and perception. | 1+2 | Face to face Microsoft Teams | Quiz | Assigned textbook |
| | 4.2 | Speech production and perception. | 1+2 | Face to face Microsoft Teams | Quiz | Assigned textbook |
| | 4.3 | Speech production and perception. | 1+2 | Face to face Microsoft Teams | Quiz | Assigned textbook |
| 5 | 5.1 | Introduction to speech analysis tools | 3 | Face to face Microsoft Teams | Quiz | Assigned textbook |
| | 5.2 | Introduction to speech analysis tools | 3 | Face to face Microsoft Teams | Quiz | Assigned textbook |
| | 5.3 | Introduction to speech analysis tools | 3 | Face to face Microsoft Teams | Quiz | Assigned textbook |
| 6 | 6.1 | Visual representation of speech sounds: spectrograms | 4 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 6.2 | Visual representation of speech sounds: spectrograms | 4 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 6.3 | Visual | 4 | Face to | Project | Assigned |

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| | | representation of speech sounds: spectrograms | | face Microsoft Teams | | textbook |
| 7 | 7.1 | Segmentation (phonetic alignment) of continuous speech using audio and visual (spectrographic) representation | 5 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 7.2 | Segmentation (phonetic alignment) of continuous speech using audio and visual (spectrographic) representation | 5 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 7.3 | Segmentation (phonetic alignment) of continuous speech using audio and visual (spectrographic) representation | 5 | Face to face Microsoft Teams | Project | Assigned textbook |
| 8 | 8.1 | Acoustic measurements of distinctive features of speech segments | 6 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 8.2 | Acoustic measurements of distinctive features of speech segments | 6 | Face to face Microsoft Teams | Project | |
| | 8.3 | Acoustic measurements of | 6 | Face to face | Project | Assigned textbook |

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| | | distinctive features of speech segments | | Microsoft Teams | | |
| 9 | 9.1 | Measurements suprasegmental features | 6 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 9.2 | Measurements suprasegmental features | 6 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 9.3 | Measurements suprasegmental features | 6 | Face to face Microsoft Teams | Project | Assigned textbook |
| 10 | 10.1 | Designing and planning of a phonetic experiment. Formulating experimental hypotheses | 7 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 10.2 | Designing and planning of a phonetic experiment. Formulating experimental hypotheses | 7 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 10.3 | Designing and planning of a phonetic experiment. Formulating experimental hypotheses | 7 | Face to face Microsoft Teams | Project | Assigned textbook |
| 11 | 11.1 | Creation/selection recording | 8 | Face to face | Project | Assigned textbook |

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|---|---|---|---|---|---|---|
| | | data and realization of recordings | | Microsoft Teams | | |
| | 11.2 | Creation/selection recording data and realization of recordings | 8 | Face to face Microsoft Teams | Project | Assigned textbook |
| | 11.3 | Creation/selection recording data and realization of recordings | 8 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
| 12 | 12.1 | Annotation of speech recordings for use in the phonetic experiment. | 5 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
| | 12.2 | Annotation of speech recordings for use in the phonetic experiment. | 5 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
| | 12.3 | Annotation of speech recordings for use in the phonetic experiment. | 5 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
| 13 | 13.1 | Extraction of a database | 6+7+8 | Face to face Microsoft | Project 1 | Assigned textbook |

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|  |  |  |  | Teams |  |  |
|  | 13.2 | Extraction of a database | 6+7+8 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
|  | 13.3 | Extraction of a database | 6+7+8 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
| 14 | 14.1 | Testing experimental hypotheses: selection and application of basic statistical methods | 10+9 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
|  | 14.2 | Testing experimental hypotheses: selection and application of basic statistical methods | 10+9 | Face to face Microsoft Teams | Project 1 | Assigned textbook |
|  | 14.3 | Testing experimental hypotheses: selection and application of basic statistical methods | 10+9 | Face to face Microsoft Teams | Project 2 | Assigned textbook |
| 15 | 15.1 | Presentation of the experimental results: preparation of the report | 11+12 | Face to face Microsoft Teams | Project 2 | Assigned textbook |

| | 15.2 | Presentation of the experimental results: preparation of the report | 11+12 | Face to face Microsoft Teams | Project 2 | | |
|---|---|---|---|---|---|---|---|
| | 15.3 | Presentation of the experimental results: preparation of the report | 11+12 | Face to face Microsoft Teams | Project 2 | | |

## 23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

| Evaluation Activity | Mark | Topic(s) | Intended Learning outcome | Period (Week) | Platform |
|---|---|---|---|---|---|
| **Quiz** | 10 | | 1-12 | 1-5 | Microsoft Team+ E-Learning |
| **Project** | 20 | | 1-12 | 1-15 | On campus |
| **Presentation** | 20 | | 1-12 | 15 | On campus |

| Term paper | 50 | | 1-12 | 15 | On campus | |
|------------|----|--|------|----|-----------|--|
| | | | | | | |

## 24 Course Requirements

**Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.**

## 25 Course Policies:

**A- Attendance policies:**
As per the University Regulations.

**B- Absences from exams and submitting assignments on time:**
As per the University Regulations.

**C- Health and safety procedures:**
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

**D- Honesty policy regarding cheating, plagiarism, misbehavior:**
As per the University Regulations.

**E- Grading policy:**
As explained above in 23.

**F- Available university services that support achievement in the course:**
Please ask me or your academic advisor for any help or support.

## 26 References:

Required book (s), assigned reading and audio-visuals:

- Ladefoged, P. 1996. Elements of acoustic phonetics. 2nd Ed. Oliver and Boyd, Edinburgh and London Ladefoged, P. 2012. Vowels and Consonants. 3rd Ed. An introduction to the sounds of languages. Blackwell Publishers
- Carr, P. 2013. *English phonetics and phonology: an introduction*. 2nd Ed. UK: Oxford. Blackwell publishing Ltd.
- Boersma, Paul & Weenink, David (2015). Praat: doing phonetics by computer [Computer program]. Version 5.4.22, retrieved 8 October 2015 from http://www.praat.org/
- International Phonetic Association. 1991. *Handbook of the international phonetic association.* Cambridge: Cambridge University Press.
- Ladefoged, P. 1993. *A course in phonetics,* 3rd ed. New York: Hartcourt Brace College Publishers.
- Roach, P. 2010. English phonetics and phonology: a practical course. Cambridge: Cambridge

University Press.
- Wells, J. C. 1982. *Accents of English*. rpt. 1996 Cambridge: Cambridge University Press.

B- Recommended books, materials, and media:

- http://www.bmc.med.utoronto.ca/anatomia/intro.swf
- http://www.phonetics.ucla.edu/course/contents.html
- http://www.phonetics.ucla.edu/vowels/contents.html
- http://international.okanagan.bc.ca/pronunciation/
- http://www.tedpower.co.uk/phono.html
- paulmeier.com/ipa/charts.html
- http://dictionary.reference.com/

**The Cambridge Handbook of Phonetics Rachael-Anne Knight, Jane Setter. Cambridge University Press (2021)**

## 27 Additional information:

The course of Experimental Phonetics should not take more than 30 students in each class.
Additional course material can be found on the e-learning (Moodle) course account.

## 28. Rubrics

### Rubric for the project

| Topic | Weight | Beginning | Developing | Accomplished | Exemplary | Score |
|-------|--------|-----------|------------|--------------|-----------|-------|
| Organization (Overall order, flow, transitions, and report sections) | 40% | Details and examples are not organized, are hard to follow and understand. The paper is not divided | Information is scattered and needs further development. The paper is divided into sections but needs improvement. | Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections. | Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and | |

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| | | into sections. | | | comprehension. The paper is divided into clear sections and each section is used effectively to convey target information | |
| Quality of Information on the topic of the presentation | 40% | Unable to find specific details about research questions and hypotheses. | Details about research questions and hypotheses are somewhat sketchy. | Some details about research questions and hypotheses do not support the topic presented by the student. | Supporting details about research questions and hypotheses are specific to topic and provide the necessary information. | |
| Grammar & Spelling | 20% | Numerous grammatical and/or spelling errors. | Three to five grammatical or spelling errors. | Fewer than 3 grammatical or spelling errors. | No spelling or grammatical errors. | |
| Instructor's Comments: | | | | | | |

**Assignment Score** _____

Name of Course Coordinator: ---------------------------------Signature: ----------------- Date: ------------

Head of Curriculum Committee/Department: --------------------------- Signature: -------------------------

Head of Department: ------------------------------------------------------ Signature: ----------------------

Head of Curriculum Committee/Faculty: ------------------------------------ Signature: ------------------

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