علم الصوتيات وعلم الاصوات
Phonetics & Phonology Course Specification

I. Information about Course Lecturer		
Name	Dr. Fawwaz An-Nashef	**Office Hours:** 3/weekly
Place and phone number	**Department of English (774847787)**	
E-mail:	**fawanashef@gmail.com**	

I. Course Identification and General Information:					
Course Title:	Phonetics & Phonology				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42 hrs
Level & Semester:	Level Three – First Semester				
Pre-requisites (if any):	Introduction to Linguistics				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	English Department- Faculty of Arts and Humanities – Sana'a University				
Prepared by:	Dr. Fawwaz An-Nashef				
Date of Approval:	2020-2021				

IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended Learning Outcomes (PILOs)	
PILOs	**CILOs**
Upon the completion of the BA program, students are expected to:	**Upon the completion of this course, students are expected to:**
(A) Knowledge & Understanding:	

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عميد الكلية — أ.م.د. عبدالملك محمد عيسى

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A1: showknowledge and understanding of different linguistic and literary theories and schools of thought and English and American linguistics/literature;	a1-Demonstrate an awareness of the relationship between phonetics and phonology with the other branches of linguistics in English.
A2: expressa knowledge of social values and traditions common in other cultures;	a2-Display a clear understanding of the key concepts and terminologies in phonetics and phonology of English.
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3-Demonstrate how to write and pronounce the full inventory of phonemic symbols for speech sounds of English; and show clear awareness of the different stress and intonation rules and their functions as well as the different aspects of connected speech.
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1-Explain the different voicing, place and manner of articulation of English consonant sounds.
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2-Describe English sounds using the three-term labels.
B3: compare different literary, linguistic and translation theories and strategies;	b3-Compare the sound system of English with that of Arabic based on the IPA.
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b4-Display the way sounds change when words are put together in a sentence; and explore the constituent parts of a syllable.

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(C) Professional &Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1-Prepare a phonemic transcription for all consonants and vowels of English based on the IPA criteria for describing consonants and vowels.
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2-Produce well-pronounced words, phrases and sentences with correct stress and intonation.
C3: make use of basic technological applications to facilitate learning and research process;	c3-Make use of some phonetics websites to practice the phonemic transcription of words, phrases and even sentences.
(D) Transferrable Skills	
D1: make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1- Connect the phonetic and phonological knowledge acquired to their use of the language in their communication with people of different cultures, be it written or spoken..
D2: manage time, work under pressure, and involve in team activities;	d2-Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.
D3: pursue knowledge to improve self-learning;	d3-Make use of some phonetic and phonological websites and applications that will improve their pronunciation skills in English language.
D4: involve creatively in social and academic activities.	d4-Apply the phonetic/phonological knowledge acquired to their use of the

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	language in their communication activities.

IV. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	**Teaching Strategies**	**Assessment Strategies**
a1-Demonstrate an awareness of the relationship between phonetics and phonology with the other branches of linguistics in English.	✓ Lecture ✓ Class discussion	- Class Participation - Assignment - Exams
a2-Display a clear understanding of the key concepts and terminologies in phonetics and phonology of English.	✓ Lecture ✓ Class discussing ✓ Groupwork	- In- class exercises - Quizzes
a3-Demonstrate how to write and pronounce the full inventory of phonemic symbols for speech sounds of English; and show clear awareness of the different stress and intonation rules and their functions as well as the different aspects of connected speech.	✓ Lecture ✓ In-class activities ✓ Lab session ✓ Simulation of real situations	- Assignment - In-class exercises - Individual tasks
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
CILOs	**Teaching Strategies**	**Assessment Strategies**
b1-Explain the different voicing, place and	✓ Lecture	- Assignment

manner of articulation of English consonant sounds.	✓ In-class activities ✓ Communicative drills ✓ Pair- work ✓ Lab session	- Asking volunteers to describe and transcribe words on the board.
b2-Describe English sounds using the three-term labels.	✓ Lecture ✓ Describing a list of words in class ✓ Self-learning ✓ Problem solving strategy.	- Quizzes - Assignment - Exams - In-class exercise
b3-Compare the sound system of English with that of Arabic based on the IPA.	✓ Lecture ✓ Class discussion ✓ Collaborative learning/team work ✓ Lab session	- Quizzes - Assignment and oral discussion - Exams
b4-Display the way sounds change when words are put together in a sentence; and explore the constituent parts of a syllable.	✓ Lecture ✓ Class discussion ✓ Encouraging students to think independently and engage in group discussion. ✓ Lab session	- Quizzes - Assignment - In-class exercise -
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		
CILOs	**Teaching Strategies**	**Assessment Strategies**
c1-Prepare a phonemic transcription for all consonants and vowels of English based on the IPA criteria for describing consonants and vowels.	✓ Lecture ✓ In-class activities ✓ Class discussion	- Quizzes - Group- work and discussion - Assignment
c2-Produce well-pronounced words, phrases and sentences with correct stress and intonation.	✓ Lecture ✓ Class discussion ✓ Group work ✓ Lab session ✓ Pair- work ✓ Individual	✓ Assignment ✓ Midterm exam ✓ In-class activities ✓ Oral exam

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	counselling	
c3-Make use of some phonetics websites to practice the phonemic transcription of words, phrases and even sentences.	✓ Class discussion ✓ Communicative drills ✓ Competitive tasks	✓ Assignment and oral discussion ✓ Book exercises ✓ In-class activities ✓ Quiz

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
d1- Connect the phonetic and phonological knowledge acquired to their use of the language in their communication with people of different cultures, be it written or spoken..	✓ Class discussion ✓ Competitive tasks ✓ Pair work ✓ Group work	✓ In-class challenging exercises ✓ Group assignment
d2-Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.	✓ Competitive tasks ✓ Pair work ✓ Group work	✓ Assignments with due-date ✓ Group presentations ✓ Midterm exam ✓ Final exam
d3-Make use of some phonetic and phonological websites and applications that will improve their pronunciation skills in English language.	✓ Lecture ✓ Class discussion ✓ Individual counselling	✓ Assignment ✓ Midterm exam ✓ In-class activities
d4-Apply the phonetic/phonological knowledge acquired to their use of the language in their communication activities.	✓ Group work ✓ Encouraging students to think independently ✓ Engaging students in group discussions.	✓ Class participation ✓ Group discussion ✓ Group assignments

V. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number	Contac	Learning

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			of Weeks	t Hours	Outcomes
1	The production of speech sounds	- Introduction to the course. - Syllabus and Policies of the course. - Articulators above the larynx - Vowels and consonants - English short vowels	first	3	a1, b1,c1, d1, d3, d4
2	Long vowels, diphthongs and triphthongs	- Long and short vowels - Diphthongs - Triphthongs	Second	3	a3, b3, c1, c2,d1, d2, d3
3	Voicing and consonants	- The larynx - Respiration and voicing - English plosives - Voiced and voiceless sounds -	Third	3	a3, b1, b2, c1, c2,d1, d2, d3
4	The phoneme	- The phoneme - Symbols and transcription - Phonology	fourth	3	a3,b2, b3, c2 ,d1, d3, d4
5	Place of articulation	- Bilabials - Labio-dentals - Dentals - Alveolars - Post-alveolars - Palatals - Velars - Glottals	Fifth & Sixth	6	a3, b1, b2, c1, c2, d1, d2
6	**Midterm Exam**	Midterm Exam	Seventh	3 hrs	a1, a3, b2, b3, c2, d1, d2, d4
7	Manner of articulation	- Plosives/Stops - Fricatives - Affricates - Nasals - Approximants/semi vowels - Liquids	eighth	3hrs	a2,a3, b1, b2, c1, c2, d1, d3, d4

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8	The syllable	Constituents of the syllable - Strong and weak syllables	Ninth	3	a2, b3, c2, d1, d4
9	Stress	- Stress in simple words - Complex word stress - The weak forms	Tenth	3	a3, b4, b3, c2, c3,d1, d2, d3, d4
10	Aspects of connected speech	- Rhythm - Assimilation - Elision - Linking - Metathesis - Epenthesis	Eleventh	3	a3, b4, c3, d1, d2, d4
11	Intonation	- Types of intonation - Functions of intonation	twelfth	3	a3, b4, c2, c3, d1 d3, d4
12	**Final Exams**	**Final Exams**	Thirteenth	3	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4
Number of Weeks and Contact Hours per Semester:			**14 weeks**	**42 hrs**	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	Lab session	8 weeks	8 hrs	a3, b1, b3, b4, c2, d4
Number of Weeks and Contact Hours per Semester:		8 weeks	8 hrs	

VI. Teaching Strategies of the Course

- ✓ Lectures
- ✓ Class discussion
- ✓ In – class competitive tasks
- ✓ Pair work
- ✓ Group work

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- ✓ Encouraging students to think independently
- ✓ Engaging students in group discussions.
- ✓ Class discussion
- ✓ Competitive tasks
- ✓ Communicative drills
- ✓ Individual counselling
- ✓ Encouraging prediction skills.
- ✓ Collaborative learning/team work
- ✓ Problem-solving strategies
- ✓ Individual counselling
- ✓ Lab sessions

VII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4	Weekly	10
2	Assignments	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4	Weekly	10

VIII. Schedule of Assessment Task for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	Weekly	10	10%	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4
2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4
3	Midterm	Week 7	10	10%	a1, a3, b2, b3, c2, d1,d3, d2
4	written final exam	Week 14	70	70%	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4

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Total Mark	**100**	**100%**	

IX. Learning Resources:
A. Required Textbook(s) (*maximum two*):
1. Roach, P. (1991). *English phonetics and phonology: A practical Course*. Second Edition. Cambridge University Press.
B: Essential References:
1. Ladefoged, P. (2004) *A Course in Phonetics*, 2nd edition. Oxford University Press.
2. J.D. O'Connor (1980) *Better English pronunciation*. Cambridge University Press.
3. International Phonetic Association (1999) *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*, Cambridge University Press.
C. Electronic Materials and Websites:
1. http://www.cetl.org.uk/learning/phonetic/index.html
2. https://jbdowse.com/ipa/
3. https://www.phon.ucl.ac.uk/resource/tutorials.html

X. Course Policies:	
1.	**Class Attendance**: It is determined according to the regulations and the general policy of the college/university. - According to Article (21) of the regulations of Students Affairs, the system of study is 'Regular', hence; the student is denied entry to the final exam if his attendance is less than (75%).
2.	**Tardy**: Tardy students are treated according to the regulations and the general policy of the college/university.
3.	**Exam Attendance/Punctuality**: It follows the general policy of the College/university which states that: During exams, the following rules will be followed: **a**. In case the student comes at least half an hour late for an exam, the Article (45) of the Student Affairs Regulations states that he/she won't be allowed to take the exam. **b**. The student is not allowed to leave the examination room/hall until half of the time has passed.
4.	**Assignments/Projects**: Assignments/projects should be submitted to the instructor of the course on time. In case of late- submission of assignments, the general policy of the department will be in effect.
5.	**Cheating**: It is subject to the general rules, procedures and regulations of the university which state that, according to Article (72) of the Student Affairs

	Regulations, the student shall be punished with one of the following: a. Canceling the student's exam in the course. b. Depriving the students from one or more coming exams (as determined by the college's penal committee).
6.	**Plagiarism**: All types of plagiarism are unacceptable and are considered dishonest practices. If some cases are found, the student will be punished with the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.
7.	**Other Policies**: Students are expected to be punctual, and, as always, to conduct themselves professionally and courteously. Using electronic devices or speaking with each other is not allowed; the student involved shall be expelled out of the class and shall be considered to be absent.

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Template for Course Specification:

I. Information about Course Lecturer		
Name:	Dr. Fawwaz An-Nashef	**Office Hours:** 3/weekly
Place and phone number		**Dept. of English (774847787)**
E-mail:		**fawanashef@gmail.com**

II. Course Identification and General Information:					
Course Title:	Phonetics & Phonology				
Course Code and Number:					
Credit Hours:	**Theory**	**Seminar**	**Practice**	**Training**	**Total**
	3				**42**
Level & Semester:	Level Three – First Semester				
Pre-requisites (if any):	Introduction to Linguistics				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Study system:	Regular / by semester				
Prepared by:	Dr. Fawwaz An-Nashef				
Date of Approval:	2020/2021				

III. Course Description:
This course explores speech sounds in two ways, as physical entities (phonetics) and as linguistic units (phonology). In viewing sounds as physical elements, the focus will be on articulatory description: How are speech sounds made? Starting with the organs of speech, students will be introduced to the types of movements and configurations of the vocal tract that are used to produce sounds. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. Students will use the three-term labels to describe sounds (i.e., Place, Manner and Voicing).

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The second part of the course will focus on the two-part phonology. That is, the segmental phonology which includes the description of phonemes and the supra-segmental phonology (i.e., above segment) which focuses on syllable structure, stress and intonation. Moreover, some aspects of connected speech (i.e., assimilation, epenthesis, metathesis, elision and linking) will be introduced in this course.

V. Learning Outcomes

a1-Demonstrate an awareness of the relationship between phonetics and phonology with the other branches of linguistics in English.

a2- Display a clear understanding of the key concepts and terminologies in phonetics and phonology of English.

a3-Demonstrate how to write and pronounce the full inventory of phonemic symbols for speech sounds of English; and show clear awareness of the different stress and intonation rules and their functions as well as the different aspects of connected speech.

b1-Explain the different voicing, place and manner of articulation of English consonant sounds.
b2-Describe English sounds using the three-term labels.
b3- Compare the sound system of English with that of Arabic based on the IPA.
b4- Display the way sounds change when words are put together in a sentence; and explore the constituent parts of a syllable.
c1-Prepare a phonemic transcription for all consonants and vowels of English based on the IPA criteria for describing consonants and vowels.
c2- Produce well-pronounced words, phrases and sentences with correct stress and intonation.
c3- Make use of some phonetics websites to practice the phonemic transcription of words, phrases and even sentences.
d1- Connect the phonetic and phonological knowledge acquired to their use of the language in their communication with people of different cultures, be it written or spoken..
d2-Reflect their confidence in the ability to communicate effectively through English, and in managing their assignments and submitting them on time.
d3-Make use of some phonetic and phonological websites and applications that will improve their pronunciation skills in English language.
d4-Apply the phonetic/phonological knowledge acquired to their use of the language in their communication activities.

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VI. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	The production of speech sounds	- Introduction to the course. - Syllabus and Policies of the course. - Articulators above the larynx - Vowels and consonants - English short vowels	first	3	a1, b1,c1, d1, d3, d4
2	Long vowels, diphthongs and triphthongs	- Long and short vowels - Diphthongs - Triphthongs	Second	3	a3, b3, c1, c2,d1, d2, d3
3	Voicing and consonants	- The larynx - Respiration and voicing - English plosives - Voiced and voiceless sounds -	Third	3	a3, b1, b2, c1, c2,d1, d2, d3
4	The phoneme	- The phoneme - Symbols and transcription - Phonology	fourth	3	a3,b2, b3, c2 ,d1, d3, d4
5	Place of articulation	- Bilabials - Labio-dentals - Dentals - Alveolars - Post-alveolars - Palatals - Velars - Glottals	Fifth & Sixth	6	a3, b1, b2, c1, c2, d1, d2
6	**Midterm Exam**	Midterm Exam	Seventh	3 hrs	a1, a3, b2, b3, c2, d1, d2, d4
7	Manner of articulation	- Plosives/Stops - Fricatives - Affricates - Nasals - Approximants/semi vowels	eighth	3hrs	a2,a3, b1, b2, c1, c2, d1, d3, d4

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		- Liquids			
8	The syllable	Constituents of the syllable - Strong and weak syllables	Ninth	3	a2, b3, c2, d1, d4
9	Stress	- Stress in simple words - Complex word stress - The weak forms	Tenth	3	a3, b4, b3, c2, c3,d1, d2, d3, d4
10	Aspects of connected speech	- Rhythm - Assimilation - Elision - Linking - Metathesis - Epenthesis	Eleventh	3	a3, b4, c3, d1, d2, d4
11	Intonation	- Types of intonation - Functions of intonation	twelfth	3	a3, b4, c2, c3, d1 d3, d4
12	**Final Exams**	**Final Exams**	Thirteenth	3	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, c4, d1, d2, d3,d4
Number of Weeks and Contact Hours per Semester:			**14 weeks**	**42 hrs**	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
Number of Weeks and Contact Hours per Semester:				

VII. Teaching Strategies of the Course

- ✓ Lectures
- ✓ Class discussion
- ✓ In – class competitive tasks
- ✓ Pair work
- ✓ Group work
- ✓ Encouraging students to think independently
- ✓ Engaging students in group discussions.

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- ✓ Class discussion
- ✓ Communicative drills
- ✓ Individual counselling
- ✓ Encouraging prediction skills.
- ✓ Collaborative learning/team work
- ✓ Problem-solving strategies
- ✓ Individual counselling

VIII. Activities/Assignments				
No.	**Activities/Assignments**	**Aligned CILOs**	**Week Due**	**Mark**
1	In-class Q & A sessions	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4	Weekly	10
2	In-class individual presentations	-	-	-
3	Group presentations	-	-	-
4	In-class peer and teacher's evaluation			

IX. Schedule of Assessment Task for Students During the Semester:					
No.	**Assessment Method**	**Week Due**	**Mark**	**Proportion of Final Assessment**	**Aligned CILOs**
1	Assignments	Weekly	10	10%	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4
2	Attendance and Participation	Weekly	10	10%	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4
3	Midterm	Week 7	10	10%	a1, a3, b2, b3, c2, d1,d3, d2
4	written final exam	Week 14	70	70%	a1, a2, a3, b1, b2, b3, b4, c1, c2, c3, d1, d2, d3,d4
Total Mark			**100**	**100%**	

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IX. Learning Resources:
A. Required Textbook(s) (*maximum two*):
1. Roach, P. (1991). *English phonetics and phonology: A practical Course*. Second Edition. Cambridge University Press.
B: Essential References:
4. Ladefoged, P. (2004) *A Course in Phonetics*, 2nd edition. Oxford University Press.
5. J.D. O'Connor (1980) *Better English pronunciation*. Cambridge University Press.
6. International Phonetic Association (1999) *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*, Cambridge University Press.
C. Electronic Materials and Websites:
4. http://www.cetl.org.uk/learning/phonetic/index.html
5. https://jbdowse.com/ipa/
6. https://www.phon.ucl.ac.uk/resource/tutorials.html

XI. Course Policies:	
1.	**Class Attendance**: It is determined according to the regulations and the general policy of the college/university. - According to Article (21) of the regulations of Students Affairs, the system of study is 'Regular', hence; the student is denied entry to the final exam if his attendance is less than (75%).
2.	**Tardy**: Tardy students are treated according to the regulations and the general policy of the college/university.
3.	**Exam Attendance/Punctuality**: It follows the general policy of the College/university which states that: During exams, the following rules will be followed: **a**. In case the student comes at least half an hour late for an exam, the Article (45) of the Student Affairs Regulations states that he/she won't be allowed to take the exam. **b**. The student is not allowed to leave the examination room/hall until half of the time has passed.
4.	**Assignments/Projects**: Assignments/projects should be submitted to the instructor of the course on time. In case of late- submission of assignments, the general policy of the department will be in effect.
5.	**Cheating**: It is subject to the general rules, procedures and regulations of the university which state that, according to Article (72) of the Student Affairs Regulations, the student shall be punished with one of the following: c. Canceling the student's exam in the course. d. Depriving the students from one or more coming exams (as determined by the

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	college's penal committee).
6.	**Plagiarism**: All types of plagiarism are unacceptable and are considered dishonest practices. If some cases are found, the student will be punished with the final dismissal from the college based on the Article (79) of the Student Affairs Regulations.
7.	**Other Policies**: Students are expected to be punctual, and, as always, to conduct themselves professionally and courteously. Using electronic devices or speaking with each other is not allowed; the student involved shall be expelled out of the class and shall be considered to be absent.

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