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| --- | --- |
| **Course Title:** | **Morphology** |
| **Course Code:** | **ENGL 314** |
| **Program:** | **BA English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **6** | | | | |
| **4. Pre-requisites for this course** (if any)**: ENGL 215** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: None** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 30 | 70% |
| **2** | **Blended** | 15 | 30% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 45 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description **Defining the subject area**: Morphology is the sub-branch of linguistics which studies the structure of words and word-formation processes.  This course purports to provide students with:   1. A working knowledge of word structure and word-formation processes ( roots, bases and stems, prefixing/infixing/circumfixing, morpheme/allomorph, lexicon, mental dictionary, inflectional/grammatical vs. derivational/lexical morphology, lexical gaps/neologisms, etc.). 2. A basic understanding of a variety of word-formation processes (compounding, blending, back-formations, pullet surprises, reduplications, eponyms, clippings, acronyms, abbreviations, etc.). 3. Skills to analyses and use English words effectively and creatively in speaking and writing. 4. Ability to argue intelligently and soundly and to think critically, analytically and innovatively with and about language (e.g. lexical gaps and neologisms)   **Methods**: Instructors may use a wide range of methods including: lecturing, class seminars/presentations, response papers, peer-teaching, etc.  Assessment: Instructors are encouraged to combine both traditional and modern methods of assessment (testing, quizzes, response papers, etc.). |
|  |
| 2. Course Main Objective 1. What is the main purpose for this course?   1. To understand the nature of word formation and word structure. 2. Become aware of the rules of word formation 3. To be able to change the word function (verb, noun, adjective and adverb). 4. Introduces students to the fundamentals of Morphology, in general and English Morphology, in particular. 5. Acquaints students with lexical knowledge, use and word-formation processes. 6. Familiarizes students with major morphological processes such as : lexical gaps, neologisms, pullet surprises, bending, compounds, acronyms, back-formations, clippings, abbreviations, eponyms, reduplications, etc. 7. Promotes students ability to think logically, analytically, sensibly and soundly via seeing the rule-governed nature of word-formation processes.   Provide insights into the ongoing change of English vocabulary knowledge and practices, as a result of Internet language/Mobile ( the impact of SMS and email clippings on present-day English). |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Know the tenets of Morphology in general, and English Morphology, in more specific terms |  |
| 1.2 | Recognize the workings of morphology, and the cognitive nature of word-formation processes and lexical knowledge ( e.g. Lexical Gaps, Pullet Surprises and Neologisms, Sign language Morphology vs. Natural Language Morphology, etc.). |  |
| 1.3 | Integrate word-knowledge and processes with the totality of linguistic knowledge. |  |
| 1... |  |  |
| **2** | **Skills :** |  |
| 2.1 | Analyze English words into their roots, bases/stems, morphemes, allomorphs, etc. |  |
| 2.2 |  |  |
| 2.3 |  |  |
| 2... |  |  |
| **3** | **Values:** |  |
| 3.1 | See the Creativity of language via being aware of the phenomenon of Discreteness (ability to cut down longer words into smaller chunks and form longer ones from smaller chunks). |  |
| 3.2 |  |  |
| 3.3 |  |  |
| 3... |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction to morphology | 3 |
| 2 | What is Morphology? Types of Morphology and Morphological Analysis (Inflectional vs. Derivational, Lexical vs. Grammatical Morphology), Morphological knowledge (Mental lexicon), | 6 |
| 3 | Word-Formation Processes: Morpheme, Allomorph, Roots, Bases/Stems, Prefixes, Infixes, Suffixes, Circumfixes, etc. (Note the rarity of infixes and circumfixes in English). | 6 |
| 4 | Lexical Gaps, Pullet Surprises and Neologisms and their implications for both theoretical and applied linguistics. | 6 |
| 5 | Blends vs. Compounds, Clippings, Acronyms vs. Back-formations (providing students with as many examples as possible from English,( a few examples from other languages could be mentioned as well). | 6 |
| 6 | Eponyms, Reduplications,( with many English examples). | 3 |
| 7 | More practice on identifying roots, bases, stems, prefixes, suffixes (infixes and circumfixes from languages where they may exist). | 6 |
| 8 | Presentations/Response Papers/Project Discussions/Seminars | 6 |
| 9 | More Practice on various word-formation processes ( e.g. roots, bases, stems, lexical gaps, back-formations, blending, compounding, etc). | 3 |
| **Total** | | 45 |

# 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** | **Knowledge and Understanding** | | |
| 1.1 | Know the tenets of Morphology in general, and English Morphology, in more specific terms | Lecture and power point presentation | Assignments, tests and exams |
| 1.2 | Recognize the workings of morphology, and the cognitive nature of word-formation processes and lexical knowledge ( e.g. Lexical Gaps, Pullet Surprises and Neologisms, Sign language Morphology vs. Natural Language Morphology, etc.). | Lecture and power point presentation | Assignments, tests and exams |
| … | Integrate word-knowledge and processes with the totality of linguistic knowledge. | Lecture and power point presentation | Assignments, tests and exams |
| **2.0** | **Skills** | | |
| 2.1 | Analyze English words into their roots, bases/stems, morphemes, allomorphs, etc. | Lecture , power point presentation and whole group and small group discussion | Individual assignments and group quizzes, tests and exams |
| 2.2 |  |  |  |
| … |  |  |  |
| **3.0** | **Values** | | |
| 3.1 | See the Creativity of language via being aware of the phenomenon of Discreteness (ability to cut down longer words into smaller chunks and form longer ones from smaller chunks). | group work participation and presentation discussion. | Assessing participation in the group, taking responsibility , working effectively and acting ethnically in personal or public forum. The ability of solving problems individually |
| 3.2 |  |  |  |
| … |  |  |  |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | 1st midterm | week 6-7 | 20 % |
| **2** | Participation | All along | 5 % |
| **3** | Quizzes | All along | 5% |
| **4** | Home Assignments | All along | 5% |
| **5** | 2nd midterm | Week 11-12 | 20 % |
| **6** | Final | Week 16 | 50 |
| **7** |  |  |  |
| **8** |  |  |  |

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

# E. Student Academic Counseling and Support

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| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**   * **A timetable for academic advising is made at the begging of the semester. Instructors are available throughout the whole semester for counselling.** * **A timetable for office hours is made at the begging of the semester. Timings for each instructors are specified.** |
|  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Introducing Morphology by Rochelle Lieber 4th Edition, 2013 |
| **Essential References Materials** | Language: An Introduction (Morphology chapter 3 )by Victoria Fromkin, 2007. |
| **Electronic Materials** | NA |
| **Other Learning Materials** | Online Journals and Articles |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classroom |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | Smartboard, Data show, Podium, Software. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | NA |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Effectiveness of teaching and assessment | Faculty | Exams and quizzes |
| Achievement of course learning outcomes | Faculty – peer reviewers | Assessment of CLOs |
| Quality of learning resources | Students | Questionnaires |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**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

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |