Course Specifications

Course Title:	Morphology
Course Code:	ENGL 314
Program:	B. A. in English Language
Department:	English Department
College:	Science and Humanities in Al-Ghat
Institution:	Majmaah University

A. Course Identification

1. Credit hours: 3 credit hours	

2. Course type
a. University ☐ College ☐ Department ■ Others ☐
b. Required ■ Elective ☐

3. Level/year at which this course is offered:
6th level

4. Pre-requisites for this course (if any)**:**
- **Introduction to Linguistics ENGL 215.**

5. Co-requisites for this course (if any)**:**
(NON)

6. Mode of Instruction (mark all that apply)

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

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	**45**
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	**45**
Other Learning Hours*		
1	**Study**	**2**
2	**Assignments**	
3	**Library**	
4	**Projects/Research Essays/Theses**	
5	**Others** (specify)	
	Total	

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

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:

- 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.).
- A basic understanding of a variety of word-formation processes (compounding, blending, back-formations, pullet surprises, reduplications, eponyms, clippings, acronyms, abbreviations, etc.).
- Skills to analyses and use English words effectively and creatively in speaking and writing.
- 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

By the end of the course, students are expected to:

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.
8. 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:**	
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.	
2	**Skills :**	

	CLOs	Aligned PLOs
2.1	Analyze English words into their roots, bases/stems, morphemes, allomorphs, etc.	
3	**Competence**	
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	Decision Making	

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).	3
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
10	An Overall Review/Revision, + Final Exam.	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**		
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
1.3	Integrate word-knowledge and processes with the totality of linguistic knowledge.	Lecture and power point presentation	Assignments, tests and exams
2.0	**Skills**		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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
3.0	**Competence**		
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	Decision Making		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	1st midterm	Middle of term	20 %
2	Participation	All along	5 %
3	Home assignments/Quizzes	All along	5 %
4	2nd midterm	Week 12	20 %
5	Final	Week 15	50 %
6			
7			
8			

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

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

4-5 hours office hours per week.

Students receive various kinds of counseling inside and outside classroom (formally and informally).

Particular counseling is given to help students do project work

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	-
Other Learning Materials	• Online Journals and Articles

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• Larger and more convenient classrooms. • Better equipped language labs.
Technology Resources (AV, data show, Smart Board, software, etc.)	• Laptop computer • Multimedia projector system • Computer lab
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	• CDs/Flash memory materials

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
End of term college evaluation of course by students (to be collected by the department)		
End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better		
Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated		

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	
Reference No.	
Date	