



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	University College Education , Majmaah University
Academic Department :	English
Programme:	BA in English Language
Course title and code:	Morphology ENGL 314
Specification Approved Date :	10/03/2019

Course Specifications:

Institution: Majmaah University	Date: 10/03/2019
College/Department : College of Education	

A. Course Identification and General Information:

1. Course title and code: Morphology ENGL 314			
2. Credit hours:3			
3. Program(s) in which the course is offered. B. A. in English			
4. Name of faculty member responsible for the course Dr. Mohammed Alharbi			
5. Level/year at which this course is offered: Level 6 / third Year			
6. Pre-requisites for this course (if any): One course is pre-requisite for this course which is Introduction to Linguistics ENGL 215.			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Majmaah			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="70 %"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30 %"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

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.
 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).

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)
 1. Update text books and references.
 2. Use IT or web-based reference material such as videos.
 3. Use Electronic resources for worksheets and quizzes.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

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.).

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1. Introduction to morphology	1	3

2. What is Morphology? Types of Morphology and Morphological Analysis (Inflectional vs. Derivational, Lexical vs. Grammatical Morphology), Morphological knowledge (Mental lexicon),	1	3
3. Word-Formation Processes: Morpheme, Allomorph, Roots, Bases/Stems, Prefixes, Infixes, Suffixes, Circumfixes, etc. (Note the rarity of infixes and circumfixes in English).	2	6
4. Lexical Gaps, Pullet Surprises and Neologisms and their implications for both theoretical and applied linguistics.	2	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).	1	3
6. Eponyms, Reduplications,(with many English examples).	1	3
7. More practice on identifying roots, bases, stems, prefixes, suffixes (infixes and circumfixes from languages where they may exist).	1	3
8. Presentations/Response Papers/Project Discussions/Seminars	2	6
9. More Practice on various word-formation processes (e.g. roots, bases, stems, lexical gaps, back-formations, blending, compounding, etc).	1	3

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30 hours	None	None	None	None	30 hours
	Actual	30 hours	None	None	None	None	30 hours
Credit	Planned	2 hours	None	None	None	None	2 hours
	Actual	2 hours	None	None	None	None	2 hours

3. Additional private study/learning hours expected for students per week.

2 hours per

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate

assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course 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
2.3	Integrate word-knowledge and processes with the totality of linguistic knowledge.	Lecture and power point presentation	Assignments, tests and exams
2.0	Cognitive 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
3.0	Interpersonal Skills & Responsibility		
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		
4.0	Communication, Information Technology, Numerical		
4.1	Use of online resources and data basis	Lecture , power point presentation and whole group and small group discussion	Individual assessment according to the effective oral and written form
4.2	Using search engines Delivering Presentations	Individual oral presentation	Individual assessment according to the effective oral and written form
5.0	Psychomotor		
5.1	Not Applicable		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1 st midterm	week 6-7	10 %
2	Participation	All along	10 %
3	Quizzes	All along	5 %
4	Home Assignments	All along	5 %
5	2 nd midterm	Week 11-12	10 %
6	Final	Week 14	60 %
7			
8			

D. Student Academic Counseling and Support

1 hour per course per week

E Learning Resources

1. List Required Textbooks

Introducing Morphology by Rochelle Lieber 4th Edition, 2013

2. List Essential References Materials (Journals, Reports, etc.)

1. **Language: An Introduction (Morphology chapter 3)** by Victoria Fromkin, 2007.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- NA

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Online Journals and Articles

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

30 seats

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms well equipped with teaching aids
- Language labs
- Library
- Conference hall

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop computer
- Multimedia projector system

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Peer evaluation,

Class observations by supervisors

G Course Evaluation and Improvement Processes



<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching By meetings and discussing that in regular biases</p>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department By doing peer-evaluating per course.</p>
<p>4. Processes for Improvement of Teaching Training sessions, workshops to facilitate experience exchange among faculty members Regular meetings to discuss and solve problems Discussion of challenges in the classroom with colleagues and supervisors Encouraging faculty members to attend professional development conferences Keep up to date with pedagogical theory and practice Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</p>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated.</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements</p>

Name of Course Instructor: Dr. Mohammed Alharbi

Signature:

Date Specification Completed: 1/3/1440

Program Coordinator: Dr. Aied Alenizi

Signature:Date Received:

