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| **Institution :** | University College of Science and HumanitiesMajmaah University |
| **Academic Department :** | English Language. |
| **Programme :** | B.A in English Language  |
| **Course title and code:** | Morphology ENG315. |
| **Specification Approved Date :**  | / / 1439 H |

**Course Specifications**

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| **Institution:**Majmaah University | Date :26/ 2 / 1439 H |
| **College/Department :** College of Science and Humanities / English Language |

**A. Course Identification and General Information**

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| 1. Course title and code: Morphology ENG315 |
| 2. Credit hours: 3 |
| 3. Program(s) in which the course is offered. B.A in English Language (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course:Dr.Zuhour Mohammed El Fadul |
| 5. Level/year at which this course is offered: 5th Level/3rd Year |
| 6. Pre-requisites for this course (if any): ENG113, ENG 124, ENG 214, ENG 223 |
| 7. Co-requisites for this course (if any): None |
| 8. Location if not on main campus: Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):40a. traditional classroom What percentage? 40b. blended (traditional and online) What percentage?0xc. e-learning What percentage?0xd. correspondence What percentage?20f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?The course aims to: 1. Improve students’ knowledge of English morphology by: 2. Introducing them to a detailed investigation of English morphology3. Introducing them to the principles of analyzing English word structure, including the rule-governed nature of word-formation processes. 4. Introducing them to 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)(4) Enhancing thestudents’ ability to think logically, analytically, sensibly and soundly via seeing the rule-governed nature of word-formation processes.5. Enabling them to use phonetic resources that are available on the internet. |

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| 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)Widely use of online resources in addition to extensive practice.Increased use of IT or web-based reference material2. Use Web-CT for uploading material Worksheets\_Games\_Quizzes\_Exercises.htm (Interesting) |

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

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| 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.).  |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Course Orientation. | 1. | 3. |
| What is Morphology? Types of Morphology and Morphological Analysis (Inflectional vs. Derivational, Lexical vs. Grammatical Morphology), Morphological knowledge (Mental lexicon). | .2. | .6 |
| Word-Formation Processes: Morpheme, Allomorph, Roots, Bases/Stems, Prefixes, Infixes, Suffixes, Circumfixes, etc. (Note the rarity of infixes and circumfixes in English). | 3. | .9 |
| Lexical Gaps, Pullet Surprises and Neologisms and their implications for both theoretical and applied linguistics. | 2. | .6. |
| 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). | .3. | 9. |
| Eponyms, Reduplications, (with many English examples). | 1. | .3. |
| More practice on identifying roots, bases, stems, prefixes, suffixes (infixes and circumfixes from languages where they may exist). | 1 | 3. |
| Presentations, Response papers, project Discussions, Seminars  | 1. | 3 |
| More practice on word –formations processes. | 1 | 3 |
| Total | 15 | 45 |

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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planned** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planned** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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| 3. Additional private study/learning hours expected for students per week. N0 |

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| 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** | Recall the tenets of Morphology in general, and English Morphology, in more specific terms. | Lecturing | Test |
| **1.2** | Practice the cognitive nature of word formation processes and lexical Knowledge. | Lecturing | Test/Quiz |
| **2.0** | **Cognitive Skills** |
| **2.1** | Apply analysis of the structure of English words**.** | visual aids | Test |
| **2.2** | Use affixes to create new words. | Demonstrative learning | Worksheets |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | Demonstrate the rule –governed the nature of word -formation processes**.** | Collaborative Learning | Worksheets |
| **3.2** | Communicate in English doing morphology tasks in due time. | Classroom discussion | Active class participation |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | Interpret the knowledge of word formation processes | Pair work | Oral presentation |
| **4.2** | Evaluate and judge the corrections in morphological analysis of words. | Individual work | Homework |
| **5.0** | **Psychomotor** |

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| **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** | I Mid Exam | 6th | 20 |
| **2** | II Mid Exam | 13th | 20 |
| **3** | Work sheets, presentation, homework, and class discussion | Throughout the course | 20 |
| **4** | Final Test | 15th | 40 |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)Throughout the working days |

**E Learning Resources**

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| 1. List Required TextbooksThe Study of Language, George Yule ,(1996)An Introductory English Grammar, Norman C. Stageberg ,(1965)An Introduction to Language , Victoria Fromkin (2015) What is Morphology , Mark Aronoff (2011) Morphology ,Francis Katamba (2002) |
| 2. List Essential References Materials (Journals, Reports, etc.)Mark Aronoff (2011) What's Morphology?Francis Katamba (2002) Morphology. |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.* www.linguistlist.org

<http://ielanguages.com/linguistics.html> |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.full-text book online!‎‎ |

**F. Facilities Required**

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| 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.)A hall to accommodate 30 students |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Computer lab with 30 workstations and software to be installed |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)* Language Laboratory: Computer Aided Multimedia English Language Lab (CAMELL)
* Center for Communication Skills Lab (CS Lab) ( for Practice the subject knowledge)
* A Public-Address system
* Four collar mikes
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| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) none |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching* Feedback to be taken soon after the First monthly exam to know the difficulties of the students, so that the HOD can advise the teacher ...
* ....Establish an Internal Quality Assurance Cell to train the teachers based on the feedback analysis...with a team of experienced teachers in the field.
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| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentResult Analysis of the first Mid Term Exams to concentrate on the weak studentsStudents’ course surveys at the end of final exam. |
| 3. Processes for Improvement of Teaching* Establishing an Internal Quality Assurance Cell to train the trainers
* Conduct the Workshops for the teachers on teaching strategies and to know the latest and new trends in teaching process
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| 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)* Mid Exams Result Analysis
* Students’ presentations
* Worksheets

Test papers |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.Biannual meeting of faculty members to discuss improvementsModifications in teaching strategies based on the students' results in the final exam. |

**Name of Course Instructor:**Dr. Zuhour Mohammed El Fadul

**Signature:Zuhour Date SpecificationCompleted:26/2/1439H**

**Program Coordinator:Dr. Murad Al Shboul**

**Signature: Murad. Date Received: //1439H.**