



Course Specification

(Bachelor)

Course Title: Morphology

Course Code: ENG3343-3

Program: Bachelor of Arts in English

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	6
D. Students Assessment Activities	9
E. Learning Resources and Facilities	9
F. Assessment of Course Quality	Error! Bookmark not defined.
G. Specification Approval	Error! Bookmark not defined.





A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 5 – Year 3)

4. Course General Description:

Morphology (ENG3343-3) offers a focused and systematic introduction to how English words are formed, structured, and interpreted. The course begins by establishing core concepts—what counts as a word, how word-formation is studied, and how inflection differs from derivation—providing a foundation for all subsequent analysis. Students then explore the internal structure of complex words through morpheme identification, allomorphy, and the formulation of word-formation rules. This leads into an investigation of productivity and the mental lexicon, where students consider how new words enter the language, how productivity can be measured, and what pragmatic and structural factors shape morphological creativity. A major component of the course is devoted to affixation, covering the properties and classification of English prefixes, suffixes, and infixes, and examining how phonology, morphology, and semantics interact in affixal processes. The course also addresses forms of derivation that occur without overt affixes, including conversion, truncation, blending, and acronym formation. Students further develop their analytical skills through an in-depth study of compounding, learning to recognize compounds, analyze their internal structure and headedness, and interpret patterns across nominal, adjectival, verbal, and neoclassical forms. The course concludes with key theoretical perspectives on morphological structure and word-formation.

5. Pre-requirements for this course (if any):

ENG320-3 Introduction to Theoretical Linguistics

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The Morphology (ENG3343-3) course aims:

- To introduce students to the fundamental principles and concepts underlying English word formation.
- To develop an understanding of how complex words are structured and how meaning is built from smaller linguistic units.
- To explore the range of morphological processes in English, including affixation, compounding, and non-affixal derivation.



- familiarize students with key issues in morphological productivity and how words are represented in the mental lexicon.
- To provide a framework for analyzing morphological data using both descriptive and theoretical approaches.
- To introduce major theoretical models of morphology and their implications for analyzing word-formation patterns.
- To equip students with the analytical tools needed to engage with contemporary debates in morphological theory.
- To cultivate the ability to apply morphological concepts to real linguistic data and broader issues in linguistic analysis.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning	-	-
3	Hybrid • Traditional classroom • E-learning	-	-
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate understanding of key morphological concepts, including morphemes, allomorphy, word-	K1	• Interactive lectures • Guided readings • Concept explanation with examples • In-class discussions	• Quizzes • Midterm exam • Final exam • Short analytical assignments



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	formation rules, and productivity.			
1.2	Explain major theoretical models of word formation (morpheme-based, word-based, analogy, NDL) and discuss how they account for English morphological structure.	K2	• Lectures on theory • Comparative analysis activities • Instructor-led seminars • Multimedia presentations	
1.3	Describe how morphological processes interact with phonological, syntactic, and semantic systems in English.	K1 & K5	• Case studies • Problem-solving exercises • Group discussions on cross-level interactions	• Midterm Exam
2.0				
2.1	Analyze and classify morphological structures in English, identifying constituent morphemes and explaining their functions	S1	• Data analysis workshops • Guided problem sets • Peer-learning tasks • Hands-on exercises using linguistic corpora	• Midterm exam • Final exam • Short analytical assignments
2.2	Apply theoretical frameworks to real linguistic data to evaluate patterns of affixation, compounding, and non-affixal derivation.	S1 & S4	• Task-based learning • Application-focused seminars • Group problem-solving sessions	• Midterm exam • Final exam • Short analytical assignments
2.3	Conduct morphological analyses using basic research skills, including data collection, pattern	S2	• Research mini-tasks • Instructor feedback sessions	• Short analytical assignments





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	identification, and interpretation.			
3.0				
3.1	Demonstrate academic integrity in analyzing linguistic data and citing scholarly sources appropriately.	V1	- Ethics orientation - Clear citation instruction - Modeling ethical research practices	Plagiarism-free submission verification
3.2	Collaborate effectively in group analyses and discussions of morphological phenomena, demonstrating respect for diverse viewpoints.	V2	- Group projects - Structured teamwork activities - Collaborative problem-solving	- Participation in group discussions - Collaborative analysis reports
3.3	Show responsibility for their own learning by seeking feedback, engaging in independent study, and reflecting on their analytical development.	V3	- Reflective learning activities - Self-evaluation tasks - Independent study guidance	- Self-assessment reports - Instructor feedback logs

C. Course Content

No	List of Topics	Contact Hours
1.	Basic Concepts 1.1 What Is a Word? 1.2 Studying Word-Formation 1.3 Inflection and Derivation 1.4 Summary	3
2.	Studying Complex Words 2.1 Identifying Morphemes 2.1.1 The Morpheme as the Minimal Linguistic Sign 2.1.2 Problems with the Morpheme: The Mapping of Form and Meaning 2.2 Allomorphy	6





	2.3 Establishing Word-Formation Rules 2.4 Multiple Affixation and Compounding 2.5 Summary	
3.	Productivity and the Mental Lexicon 3.1 Introduction: What Is Productivity? 3.2 Possible and Actual Words 3.3 Complex Words in the Lexicon 3.4 Measuring Productivity 3.5 Constraining Productivity 3.5.1 Pragmatic Restrictions 3.5.2 Structural Restrictions 3.5.3 Blocking 3.6 Summary	8
4.	Affixation 4.1 What Is an Affix? 4.2 How to Investigate Affixes: More on Methodology 4.3 General Properties of English Affixation 4.3.1 Phonological Properties 4.3.2 Morphological Properties 4.3.3 Semantic Properties 4.3.4 Classifying Affixes 4.4 Suffixes 4.4.1 Nominal Suffixes 4.4.2 Verbal Suffixes 4.4.3 Adjectival Suffixes 4.4.4 Adverbial Suffixes 4.5 Prefixes 4.6 Infixation 4.7 Summary 4.1 What Is an Affix? 4.2 How to Investigate Affixes: More on Methodology 4.3 General Properties of English Affixation 4.3.1 Phonological Properties 4.3.2 Morphological Properties 4.3.3 Semantic Properties 4.3.4 Classifying Affixes 4.4 Suffixes 4.4.1 Nominal Suffixes 4.4.2 Verbal Suffixes 4.4.3 Adjectival Suffixes 4.4.4 Adverbial Suffixes	6





	4.5 Prefixes 4.6 Infixation 4.7 Summary	
5.	Derivation without Affixation 5.1 Conversion 5.1.1 The Directionality of Conversion 5.1.2 Conversion or Zero-Affixation? 5.1.3 Conversion: Syntactic or Morphological? 5.2 Prosodic Morphology 5.2.1 Truncations: Truncated Names, -Y Diminutives, and Clippings 5.2.2 Blends 5.3 Abbreviations and Acronyms 5.4 Summary	7
6.	Compounding 6.1 Recognizing Compounds 6.1.1 What Are Compounds Made Of? 6.1.2 More on the Structure of Compounds: The Notion of Head 6.1.3 Canonical and Non-Canonical Compounds 6.1.4 Summary 6.2 An Inventory of Compounding Patterns 6.3 Nominal Compounds 6.3.1 Headedness 6.3.2 Interpreting Nominal Compounds 6.3.3 Stress Assignment 6.4 Adjectival Compounds 6.5 Verbal Compounds 6.6 Neoclassical Compounds 6.7 Compounding: Syntax or Morphology? 6.8 Summary	6
7.	Theoretical Issues: Modeling Word-Formation 7.1 Introduction: Why Theory? 7.2 Phonology-Morphology Interaction 7.3 Affix Ordering 7.4 The Nature of Word-Formation Rules 7.4.1 Morpheme-Based Morphology 7.4.2 Word-Based Morphology 7.4.3 Analogy 7.4.4 Naive Discriminative Learning 7.5 Summary	9
Total		45





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	Weeks 4 & 12	10%
2.	Short analytical assignment 1	Week 6	10%
3.	Short analytical assignment 2	Week 10	10%
4.	Midterm Exam	Week 8	30%
5.	Final Exam	Week 16	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Plag, Ingo (2018). Word-Formation in English. Second Edition. Cambridge University Press.
Essential References	- Lieber, Rochelle (2016). Introducing Morphology (second edition). Cambridge University Press. -- Tokar, Alexander (2012). Introduction to English Morphology. Peter Lang GmbH. doi10.3726/978-3-653-01564-5. - Aronoff, Mark & Fudeman, Kirsten (2011). What is Morphology? A. John Wiley & Sons, Ltd. Publication. - Hamawand, Zeki (2011). Morphology in English: Word Formation in Cognitive Grammar. Continuum International Publishing Group. - Haspelmath, Martin & Sims, Andrea (2010). Understanding Morphology (second edition). Hodder Education, & Hachette UK Company. - Haspelmath, Martin (2002). Understanding Morphology. Co-published in the United States of America by Oxford University Press Inc., New York.
Electronic Materials	https://www.bartleby.com/essay/The-Relationship-Between-Phonology-And-Morphology-PJGQAKGF3U https://ivypanda.com/essays/phonology-and-morphology-relationship/ https://assets.cambridge.org/97805218/55426/excerpt/9780521855426_excerpt.pdf
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
Facilities	- Standard classroom accommodating 25–30 students - Adequate lighting and ventilation



Items	Resources
	• Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

