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| --- |
| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc183002411)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 4](#_Toc183002412)

[**C. Course Content** 8](#_Toc183002413)

[**D. Students Assessment Activities** 11](#_Toc183002414)

[**E. Learning Resources and Facilities** 14](#_Toc183002415)

[**F. Assessment of Course Quality** 15](#_Toc183002416)

[**G. Specification Approval** 15](#_Toc183002417)

# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG3343-3 Morphology is a comprehensive 45-hour course that delves into the intricate processes of English word formation. Beginning with foundational concepts over 3 hours, students explore what constitutes a word, along with inflection and derivation. The course then dedicates 6 hours to studying complex words through morpheme identification, allomorphy, and the establishment of word-formation rules. A significant emphasis is placed on productivity and the mental lexicon over 8 hours, where students examine what makes words possible or actual, measure productivity, and understand constraints like pragmatic and structural restrictions. Affixation is thoroughly explored in 6 hours, covering prefixes, suffixes, infixes, and their phonological, morphological, and semantic properties. Over 7 hours, the course investigates derivation without affixation, including conversion, prosodic morphology, truncations, blends, abbreviations, and acronyms. Compounding is analyzed for 6 hours, focusing on recognizing compounds, their structural patterns, and semantic interpretations across nominal, adjectival, and verbal forms. Finally, the course allocates 9 hours to theoretical issues in modeling word formation, where students engage with phonology-morphology interactions, affix ordering, and various morphological theories such as morpheme-based and word-based approaches. By integrating theoretical frameworks with practical analysis, the course equips students with the skills to conduct independent morphological research and critically engage with ongoing debates in the field. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG320-3 Introduction to Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objective of ENG3343-3 Morphology is to provide students with a thorough understanding of English word-formation processes and to develop their ability to analyze and interpret complex morphological structures. Through 45 hours of balanced instruction emphasizing key areas such as the productivity of word formation and theoretical modeling, the course aims to enhance students' knowledge of fundamental concepts like inflection and derivation, equip them with methodological tools for morpheme identification and analysis, and deepen their understanding of affixation and non-affixational processes. By dedicating substantial time to theoretical issues and practical applications, students are prepared to critically evaluate different morphological theories, apply them to linguistic data, and conduct independent research. Ultimately, the course seeks to cultivate analytical and research skills necessary for students to contribute thoughtfully to discussions in the field of linguistics and to understand the complexities of English morphology. | | | | | | |

**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** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 | **Recall** the basic concepts of morphology, including the definition of a word, inflection, and derivation. *(Unit 1: Basic Concepts – 3 hours)* | K2 | Facilitate students' recall of basic morphological concepts—such as the definition of a word, inflection, and derivation—by employing interactive activities that promote active engagement with the course material. | Formative Assessment 1 (5 Marks) |
| 1.2 | **Identify** the processes involved in analyzing complex words, including morpheme identification, allomorphy, word-formation rules, and compounding. *(Unit 2: Studying Complex Words – 6 hours)* | K4 | Guide students to identify processes in analyzing complex words—such as morpheme identification, allomorphy, word-formation rules, and compounding—through problem-solving tasks that encourage analytical thinking using the approved course content. | Formative Assessment 2 (5 Marks) |
| 1.3 | **Explain** the concept of productivity in word-formation, its measurement, and constraints affecting it, such as pragmatic and structural restrictions. *(Unit 3: Productivity and the Mental Lexicon – 8 hours)* | K1 | Clarify the concept of productivity in word-formation—including its measurement and constraints like pragmatic and structural restrictions—by facilitating discussions and exploratory activities that deepen understanding. | Midterm Exam (30 Marks) |
| 1.4 | **Describe** the types of affixation (prefixes, suffixes, infixes) and their properties in English morphology. *(Unit 4: Affixation – 6 hours)* | K3 | Present the types of affixation—prefixes, suffixes, infixes—and their properties in English morphology through comparative analysis and student-led presentations to enhance comprehension. | Midterm Exam (30 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | **Apply** morphological analysis techniques to complex words, addressing allomorphy and multiple affixation. *(Unit 2: Studying Complex Words – 6 hours)* | S4 | Engage students in applying morphological analysis techniques to complex words by solving real-world examples that address allomorphy and multiple affixation, fostering practical skills. | Assignment 1 (5 Marks) |
| 2.2 | **Analyze** word-formation processes without affixation (conversion, truncation, blending, abbreviations, acronyms) and construct compound words, explaining their structural and semantic properties. *(Units 5 & 6: Derivation without Affixation and Compounding – 13 hours total)* | S1 | Direct students to analyze word-formation processes without affixation—such as conversion, truncation, blending, abbreviations, acronyms—and to construct compound words, explaining their structural and semantic properties, through collaborative projects that enhance critical thinking. | Quiz (10 Marks) |
| 2.3 | **Evaluate** the productivity of morphological processes using linguistic data, identifying constraints like blocking and structural restrictions. *(Unit 3: Productivity and the Mental Lexicon – 8 hours)* | S2 | Guide students to evaluate the productivity of morphological processes using linguistic data by conducting data-driven investigations that identify constraints like blocking and structural restrictions. | Assignment 2 (5 Marks) |
| 2.4 | **Assess** different theoretical models of word-formation, including morpheme-based and word-based morphology, and apply them to morphological data, considering phonology-morphology interaction and affix ordering. *(Unit 7: Theoretical Issues – 9 hours)* | S7 | Facilitate the assessment of different theoretical models of word-formation—including morpheme-based and word-based morphology—and application to morphological data, considering phonology-morphology interaction and affix ordering, through case studies and critical analysis exercises. | Final Exam (40 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | **Value** the significance of morphological analysis in understanding language structure by actively engaging in class discussions and demonstrating a positive attitude towards learning morphology. | V1 | Encourage students to value the significance of morphological analysis by promoting active participation in class discussions and fostering a positive learning environment. | Observations |
| 3.2 | **Demonstrate** autonomy in learning by independently applying morphological concepts and analysis techniques to new and unfamiliar linguistic data beyond classroom examples. | V2 | Motivate students to demonstrate autonomy by independently applying morphological concepts and analysis techniques to new and unfamiliar linguistic data, supporting self-directed learning. | Observations |
| 3.3 | **Exhibit** responsibility by consistently meeting deadlines, maintaining academic integrity in all coursework, and collaborating effectively with peers during group activities and projects. | V3 | Instill a sense of responsibility by setting clear expectations for meeting deadlines, maintaining academic integrity, and collaborating effectively during group activities and projects. | Observations |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Basic Concepts**  1.1 What Is a Word?  1.2 Studying Word-Formation  1.3 Inflection and Derivation  1.4 Summary | 3 |
|  | **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  2.3 Establishing Word-Formation Rules  2.4 Multiple Affixation and Compounding  2.5 Summary | 6 |
| **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  4.5 Prefixes  4.6 Infixation  4.7 Summary | 6 |
| **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** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)**  **Aligned CLO: 1.1 Recall the basic concepts of morphology, including the definition of a word, inflection, and derivation. (Unit 1: Basic Concepts)**  Reasoning: This assessment evaluates students' foundational understanding of morphology, focusing on CLO 1.1. It includes questions on key concepts such as what constitutes a word, the differences between inflection and derivation, and basic morphological terminology, covering content from Unit 1. It includes comprehensive course content including but not limited to this CLO, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 5% |
|  | **Formative Assessment 2 (5 Marks)**  **Aligned CLO: 1.2 Identify the processes involved in analyzing complex words, including morpheme identification, allomorphy, word-formation rules, and compounding. (Unit 2: Studying Complex Words)**  Reasoning: Aligned with CLO 1.2, this assessment tests students' ability to analyze complex words and understand morphological processes. It includes practical exercises on identifying morphemes, recognizing allomorphs, and understanding word-formation rules, covering content from Unit 2. It encompasses cumulative course content including but not limited to the CLO, reflecting the comprehensive curriculum plan. | Mentioned in the new Course Syllabus | 5% |
|  | **Assignment 1 (5 Marks)**  **Aligned CLO: 2.1 Apply morphological analysis techniques to complex words, addressing allomorphy and multiple affixation. (Unit 2: Studying Complex Words)**  Reasoning: This assignment assesses practical application skills as per CLO 2.1. Students will perform detailed morphological analyses on complex words, demonstrating proficiency in handling allomorphy and multiple affixation, reinforcing content from Unit 2 before the midterm. It includes cumulative course content including but not limited to this CLO, as outlined by the course teaching team. | Mentioned in the new Course Syllabus | 5% |
| **4.** | **Assignment 2 (5 Marks)**  **Aligned CLO: 2.3 Evaluate the productivity of morphological processes using linguistic data, identifying constraints like blocking and structural restrictions. (Unit 3: Productivity and the Mental Lexicon)**  Reasoning: Targeting CLO 2.3, this assignment evaluates students' ability to assess morphological productivity using linguistic data. It revisits and deepens their understanding of productivity and constraints discussed earlier in the course, encouraging critical thinking and application of theoretical concepts after the midterm. It incorporates cumulative course content including but not limited to this CLO, following the curriculum set by the teaching team. | Mentioned in the new Course Syllabus | 5% |
| **5.** | **Quiz (10 Marks)**  **Aligned CLO: 2.2 Analyze word-formation processes without affixation (conversion, truncation, blending, abbreviations, acronyms) and construct compound words, explaining their structural and semantic properties. (Units 5 & 6: Derivation without Affixation and Compounding)**  Reasoning: This quiz, aligned with CLO 2.2, tests students' ability to analyze non-affixational word-formation processes and to construct and interpret compound words. It covers content from Units 5 and 6, assessing their analytical skills after the midterm. | Mentioned in the new Course Syllabus | 10% |
| **6.** | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**  **Aligned CLOs:**   * **1.3 Explain the concept of productivity in word-formation, its measurement, and constraints affecting it, such as pragmatic and structural restrictions. (Unit 3: Productivity and the Mental Lexicon)** * **1.4 Describe the types of affixation (prefixes, suffixes, infixes) and their properties in English morphology. (Unit 4: Affixation)**   Reasoning: The midterm exam covers CLOs 1.3 and 1.4, providing a comprehensive assessment of students' understanding of productivity in word-formation and the different types of affixation. This ensures students have a solid grasp of these key concepts at the halfway point of the course. It includes comprehensive content including but not limited to this CLO, as decided by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **7.** | **Final Exam (40 Marks)**  **Although aligned with s certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.**  **Aligned CLO: 2.4 Assess different theoretical models of word-formation, including morpheme-based and word-based morphology, and apply them to morphological data, considering phonology-morphology interaction and affix ordering. (Unit 7: Theoretical Issues)**  Reasoning: Aligned with CLO 2.4, the final exam evaluates students' ability to assess theoretical models and apply them to complex morphological data. It encompasses content from the entire course, providing a cumulative assessment of their knowledge and skills. | Mentioned in the new Course Syllabus | 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 (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |