Course Specifications

Course Title:	Morphology
Course Code:	**ENG 426**
Program:	**Bachelor of Arts in English**
Department:	**Department of English**
College:	**Faculty of Languages & Translation**
Institution:	**King Khalid University**

Table of Contents

A. Course Identification

1. Credit hours: 3

2. Course type

a. University ☐   College ☐   Department ☒   Others ☐

b. Required ☒   Elective ☐

3. Level/year at which this course is offered: Level 7/4th Year

4. Pre-requisites for this course (if any)**: ENG 320**

5. Co-requisites for this course (if any)**: N/A**

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
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	20
2	Assignments	
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	Total	20

* 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

ENG 426 a Morphology course that is taught to BA students in their level 7. It has three credit hours.

2. Course Main Objective

This course presents a general survey of the basic linguistic aspects of English words and their structure. It covers definition and types of words; their sub-parts (morphemes); word

formation processes such as compounding, derivation, internal change, conversion, clipping, etc...; phonology-morphology interface as represented in morphophonemic changes and processes; and syntax-morphology interface as represented in inflectional suffixes.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge:**	
1.1	To distinguish between words and non-words in English.	K1
1.2	To analyze a word into morphemes	K2
1.3	To differentiate between the linear and hierarchical structures of English words	K2
1.4	To classify the word formation processes used for deriving new words	K1
2	**Skills:**	
2.1	To explore primary and secondary sources related to morphology	S2
2.2	To synthesize collected information related to common morphological phenomena	S3
2.3	To think critically and analytically to understand the major concepts.	S2
2.4	To diagram English words according to their morphological structures	S2
3	**Competence:**	
3.1	To show their understanding of various concepts in morphology by taking two quizzes in a semester	C1
3.2	To explain an assigned topic to the class in the form of an oral presentation	C1
3.3	To discuss assigned topics in pairs/groups with a critical feedback on each other's performance	C3

C. Course Content

No	List of Topics	Contact Hours
1	Word: definition, classification, types versus tokens, lexicon	3
2	Morpheme: definition, types (root versus affixes; free vs bound)	6
3	Morphophonemic: Morphemes & allomorphs, morphological processes	6
4	Derivation & Derivational affixes	6
5	Compounding: compounds versus phrases, types	3
6	Common word formation processes	6
7	Inflection: Derivation versus inflection, regular versus irregular inflection	6
8	Productivity in morphological processes	6
9	Historical origin of English words and morphemes	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	To distinguish between words and non-words in English	Lectures	Quizzes, midterm & final exam
1.2	To analyze a word into morphemes	Course discussion	Quizzes, midterm & final exam
1.3	To differentiate between the linear and hierarchical structures of English words	Lectures and class discussions	Quizzes
1.4	To classify the word formation processes used	Pair/group work	Mid-term & Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	for deriving new words		
2.0	**Skills**		
2.1	To explore primary and secondary sources related to morphology	Students are assigned with tasks to complete individually or in groups.	Quizzes
2.2	To synthesize collected information related to common morphological phenomena	Class discussions for teaching students to think independently and engage in group discussions.	Quizzes
2.3	To think critically and analytically to understand the major concepts.	Class discussion with students	Quizzes
2.4	To diagram English words according to their morphological structures	Class discussion with students.	Quizzes/Midterm/Final exams
3.0	**Competence**		
3.1	To show their understanding of various concepts in morphology by taking two quizzes in a semester	Motivating learners to raise their awareness of time management in attempting the tasks.	Quizzes
3.2	To explain an assigned topic to the class in the form of an oral presentation	Practice oral presentations prior to classroom performance that helps students revise the course contents. Q&A at the end of the presentation serves as a critical feedback on their performances.	Such in-class activities are part of exam preparation that are monitored by the teacher.
3.3	To discuss assigned topics in pairs/groups with a critical feedback on each other's performance	As part of autonomous learning, students work in pairs/groups and tackle specific topics using technology. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers.	Instructor's assessment/monitoring of student's performance and seriousness during group work. Feedback is given upon their performance.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm progress test 1	8	25% / 20%
2	Quiz (optional)	11	5%
3	Midterm progress test 2	13	25% / 20%
4	Quiz (optional)	15	5%
5	Final exam	18/17	50%

*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 :
Tutor provides individual students with assistance and advice on academic matters.

Office hours: 5 hours per week

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	Carstairs-McCarthy, Andrew. 2002. An Introduction to English Morphology. Edinburgh
Essential References Materials	Aronoff, Mark & Kirsten Fudeman. 2005. What is Morphology? Oxford: Blackwell Harley, Heidi. 2000. English Words: A Linguistic Introduction. Oxford: Blackwell Publishing. lag, Ingo. 2003. Word-Formation in English. Cambridge: Cambridge University Press. Spencer, Andrew and Arnold M. Zwicky (Editors). 2001. The Handbook of Morphology. Oxford: Blackwell. Stockwell, Robert & Donka Minkova. 2001. English Words History and Structure. Cambridge: Cambridge University Press.
Electronic Materials	Blackboard online facilities, SDL, Internet search capabilities
Other Learning Materials	Longman Dictionary of Contemporary English Oxford Advanced Learner's Dictionary

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	• A lecture room • Projector and screen • A maximum of 20 students per class • 20 seats and 20 small desks
Technology Resources (AV, data show, Smart Board, software, etc.)	• Open labs for individual practice (language learning center) • Internet connection
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	N/A

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Confidential completion by the students of the Standard Course Evaluation	Tutor reminds the students that teaching-learning is a joint enterprise.	Exchange of midterm tests and quizzes among instructors
Questionnaire at the end of each semester	Tutor explains at the beginning of the semester that students' success reflects his/her success and invites them to feel free to comment on the teaching style	Observing guidelines for uniformity, objectivity, and fairness of evaluation standards.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	and strategies he/she adopts.	
Report on students' responses in a student-faculty meeting	Tutor observes students' non-linguistic behavior as the lesson unfolds.	Mutual checking of random samples of examination papers by teachers of the same course.
Formal/Informal coordination meetings among the teachers of the course	Tutor welcomes individual students' reactions (often shared at office hours).	

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	Department of English Council
Reference No.	20138
Date	24/2/1441 G

Prepared by: Course Coordinator
Reviewed and Approved by: Quality Committee