

Kingdom of Saudi Arabia

National Commission for



المملكة العربية السعودية

الهيئة الوطنية للتقويم

والاعتماد الأكاديمي

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**



Course Specifications

Institution: King Khalid University	Date: 2016
College/Department: Faculty of Languages and Translation, Department of English	

A. Course Identification and General Information

1. Course title and code: Morphology – (ENG 426)			
2. Credit hours: 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English			
4. Name of faculty member responsible for the course: Assoc. Prof. Sorin Ciutacu, PhD			
5. Level/year at which this course is offered: Level 7, 4th Year			
6. Pre-requisites for this course (if any): ENG 320			
7. Co-requisites for this course (if any): N.A.			
8. Location if not on main campus: N.A.			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100 %"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
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:			

Each student is required to have a copybook in which he copies the notes and exercises the teacher writes on the board and in which he does any work the teacher assigns to him. The teacher checks at the beginning of each session whether each student has done his homework.

B Objectives

1. What is the main purpose for this course?

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; syntax-morphology interface as represented in inflectional suffixes; and the generative and non-generative theories of morphology.

2. Briefly describe any plans for developing and improving the courses 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).

- Encourage students to make use of relevant materials available online.
- Provide students with advice and support regarding online supplementary materials.

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

Course Description:

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Word: definition, classification, types versus tokens, lexicon	1	3
Morpheme: definition, types (root versus affixes; free vs bound)	2	6
Morphophonemics: Morphemes & allomorphs, morphological processes	2	6

Derivation & Derivational affixes	1	3
Compounding: compounds versus phrases, types	1	3
Common word formation processes	2	6
Inflection: Derivation versus inflection, regular versus irregular inflection	2	6
Productivity in morphological processes	2	6
Historical origin English words and morphemes	1	3
Theories of morphology: generative and non-generative theories	1	3

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	3					3
Credit	3					3
3. Additional private study/learning hours expected for students per week.						3 hours

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		
	<p>By the end of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> Distinguish between words and non-words in English. Be able to analyse and divide a word into morphemes Recognize the linear and hierarchical structure of English words Know the nature and outcome of word formation processes and how to use them to derive new words Recognize and produce allomorphic alteration of morphemes resulting from morphophonemic processes and be able to formulate such changes into morphological rules Recognise and be able to use inflectional suffixes correctly in the appropriate syntactic context Be familiar with the basic concept and principles of the generative and non-generative (prosodic) theories of morphology 	<p>Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> Lectures Class discussion Notebook Assignments 	<p>Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> Class participation Quizzes * Class presentations * Two midterm exams Final exam <p>*optional activities</p>
2.0	Cognitive Skills		
	<p>Cognitive skills to be developed:</p> <ul style="list-style-type: none"> Ability to think critically and analytically Ability to use standard and academic English Ability to pass sound judgment after reading some information Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument 	<p>Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> Lectures for teaching students how to read attentively and critically. Class discussions for teaching students to think independently and engage in group discussions Encourage individual meetings of students with the instructor to discuss topics of the course. 	<p>Methods of assessment of students cognitive skills</p> <ul style="list-style-type: none"> Class participation Presentations Research papers Midterm exams Group assignments

3.0	Interpersonal Skills & Responsibility		
	<p>Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ul style="list-style-type: none"> • Students can complete both reading and writing assignments in due time • Students can participate in class discussion and think critically • Students can act responsibly and ethically in carrying out individual as well as group projects • Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team 	<p>Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> • Lectures in which students are made aware of the significance of time management • Discussions with students on ethical behaviour in conducting research • Individual counselling on research projects and writing difficulties • Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his peers 	<p>Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> • Active class participation reflects the students ability to keep up with the reading schedule • Performance on midterms and final exams are evidence of the student's ability to recollect and synthesise information • Instructor's assessment of student's performance and seriousness during individual supervision hours
4.0	Communication, Information Technology, Numerical		
	<p>Description of the skills to be developed in this domain</p> <ul style="list-style-type: none"> • Use of electronic journals and data basis • Use of blackboard and online facilities • Use of PowerPoint and Data show presentations • Introduction to blogging and commenting on blog articles 	<p>Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> • Encourage students to make extensive use of material on the web • Encourage students to consult the specialist in the computer lab for help on web-based material • Demand the use of PowerPoint when giving presentations • Demonstrate and give blogging and wiki assignments and coach students on how to carry them out 	<p>Methods of assessment of students numerical and communication skills</p> <ul style="list-style-type: none"> • Give marks for the use of web-based material in students' presentations. • Distribute (in the beginning) the basics of assignments so that students know what they will be evaluated on
5.0	Psychomotor		
5.1	N.A.	N.A.	N.A.
5.2	N.A.	N.A.	N.A.



English Program Outcomes:

1. Students will demonstrate: (Knowledge)

1.1 Knowledge of different skills required for communication and use of English language for academic and general purposes.

1.2 Knowledge of Linguistics, Applied Linguistics, their scope and branches.

1.3 Knowledge of translation processes, text types, and translation problems and solutions

1.4 Knowledge of different types of literary forms

2. Students will also demonstrate: (Cognitive Skills)

2.1 The ability to employ reading and writing skills for academic and general purposes and to use English successfully in spoken and written communication.

2.2 The ability to appreciate and analyse simple literary texts.

2.3 The ability to solve linguistic problems (phonological, morphological, and syntactic) and to distinguish the various levels of language structure.

2.4 The ability to identify different genre types and translate various text types.

3. Students will also demonstrate: (interpersonal skills and responsibility)

3.1 The ability to use English appropriately for social and cross-cultural communication

3.2 The ability of using English for ethical reasoning, argumentation and simple research writing individually or in teams

4. Students will also demonstrate: (Communication and Information Technology Skills)

4.1 The ability to use technology for language learning, communication and research

4.2 Their skill in utilizing Blackboard tools such as online forums, online assignments, course mail, etc. for learning and communication and participation in virtual classes.

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1	V											
1.2	V	V										

2.1					V		V					
2.2												
2.3					V							
3.1									V			
3.2									V			
4.1											V	V
4.2												V

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
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	17/18	50%
6	Total		100%

D. Student Academic Counselling and Support

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):

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

Office hours: 5 hours per week

E Learning Resources

1. List Required Textbooks:

Carstairs-McCarthy, Andrew. 2002. An Introduction to English Morphology. Edinburgh:



Edinburgh University Press
<p>2. List Essential References Materials (Journals, Reports, etc.)</p> <p>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.</p>
<p>3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)</p> <p>Longman Dictionary of Contemporary English Oxford Advanced Learner's Dictionary</p>
<p>4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.</p> <p>Blackboard online facilities, internet search capabilities</p>
<p>5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. N.A.</p>

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.)



<p>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p> <ul style="list-style-type: none"> • A lecture room • Projector and screen • A maximum of 20 students per class • 20 seats and 20 small desks
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <ul style="list-style-type: none"> • Open labs for individual practice (language learning centre) • Internet connection
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <ul style="list-style-type: none"> • N.A.

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> • Confidential completion by the students of the Standard Course Evaluation Questionnaire at the end of each semester • Report on students' responses in a student-faculty meeting • Formal/ Informal coordination meetings among the teachers of the course
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Tutor reminds the students that teaching-learning is a joint enterprise. • Tutor explains at the beginning of the semester that students' success reflects his success and invites them to feel free to comment on the teaching style and strategies he adopts. • Tutor observes students' non-linguistic behaviour as the lesson unfolds. • Tutor welcomes individual students' reactions (often shared at office hours).
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> • Course allocation takes into consideration tutor's academic profile and disposition. • Adequate orientation for tutors who are to teach the course for the first time or have not taught it over more than two semesters.
<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)</p> <ul style="list-style-type: none"> • Exchange of midterm tests and quizzes among instructors • Observing guidelines for uniformity, objectivity, and fairness of evaluation standards. • Mutual checking of random samples of examination papers by teachers of the same



course.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- A beginning of term, a midterm, and an end of term coordination meeting between the teachers of different sections of the same course.
- A beginning of term and an end of term coordination meeting of the coordinators of the Linguistics subjects.

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff: _____

Program Coordinator: Assoc Prof Sorin Ciutacu, PhD

Signature: _____ Date Received: _____