



## Course Specifications

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

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## A. Course Identification

<b>1. Credit hours: 3</b>
<b>2. Course type</b> a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 7/4 <sup>th</sup> Year
<b>4. Pre-requisites for this course (if any): Introduction to Linguistics (ENG 320)</b>
<b>5. Co-requisites for this course (if any): N/A</b>

### 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	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> ENG 426 a Morphology course that is taught to BA students in their level 7. It has three credit/contact hours.
<b>2. Course Main Objective</b> It is expected that by the time students have finished studying this course they should be able to: <ul style="list-style-type: none"> <li>• understand the peculiar nature of morphology</li> <li>• expound different types of morphemes in English</li> <li>• explain the constituent structures of syllables, phonemes, morphemes and words.</li> <li>• state the various types of word formation processes that exist in English</li> </ul>

### 3. Course Learning Outcomes

CLOs		Aligned-PLOs
1	<b>Knowledge and Understanding</b>	
1.1	To distinguish between different types of morphemes in English language.	K1
1.2	To recognize the differences between the terms: morphemes, morphs & allomorphs.	K2

CLOs		Aligned-PLOs
1.3	To understand the internal structure of English words.	K2
1.4	To identify the different processes of word-formation in English language.	K1
<b>2</b>	<b>Skills :</b>	
2.1	To think critically and analytically.	S2
2.2	To use standard and academic English.	S1
2.3	To pass sound judgment after reading some information.	S3
2.4.	To make use of information from primary and secondary sources in support of a valid thesis and argument.	S3
<b>3</b>	<b>Values:</b>	
3.1	To undertake professional, independent learning, which leads to life-long learning.	V1
3.2	To act responsibly and ethically in carrying out individual as well as group projects.	V3
3.3	To participate in class discussion (Practice group-work) and think critically.	V1

### C. Course Content

No	List of Topics	Contact Hours
1	What is morphology?	5
2	Words, dictionaries, and the mental lexicon	6
3	Lexeme formation: the familiar	6
4	Productivity and creativity	6
5	Lexeme formation: further afield	6
6	Inflection	6
7	Typology	5
8	Theoretical Challenges	5
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	To distinguish between different types of morphemes in English language.	Lectures and class discussions	Quizzes, midterms & final exam
1.2	To recognize the differences between the terms: morphemes, morphs & allomorphs.	Lectures and class discussions	Quizzes, midterms & final exam
1.3	To understand the internal structure of English words.	Lectures and class discussions	Quizzes, midterms & final exam
1.4	To identify the different processes of word-formation in English language.	Lectures and class discussions	Quizzes, midterms & final exam
<b>2.0</b>	<b>Skills</b>		
2.1	To think critically and analytically.	Students are assigned with tasks to complete individually or group work (e.g. worksheets, seminars, etc...).	Quizzes, midterms & final exam
2.2	To use standard and academic English.	Class discussions for teaching students to think independently and engage in group discussions.	Quizzes, midterms & final exam
2.3.	To pass sound judgment after reading	Class discussion with	Quizzes, midterms &

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	some information.	students.	final exam
2.4.	To make use of information from primary and secondary sources in support of a valid thesis and argument.	Class discussions for teaching students to think independently and engage in group discussions.	Quizzes, midterms & final exam
<b>3.0</b>	<b>Values</b>		
3.1	To undertake professional, independent learning, which leads to life-long learning.	Class participation and discussion.	Worksheet +Discussion
3.2	To act responsibly and ethically in carrying out individual as well as group projects.	Class participation and discussion.	Worksheet +Discussion
3.3	To participate in class discussion (Practice group-work) and think critically.	Class participation and discussion.	Worksheet +Discussion

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	3	5 Marks
2	Mid-Term (1)	5	15 Marks
3	Mid-Term (2)	8	15 Marks
4	Worksheet (1) + Discussion = 5 Marks	Varies	15 Marks
	Worksheet (2) + Discussion = 5 Marks		
	Worksheet (3) + Discussion = 5 Marks		
5	Final exam	17/18	50 Marks

\*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

<b>Required Textbooks</b>	LIEBER, ROCHELLE (2015). <i>Introducing Morphology</i> (second edition). CAMBRIDGE UNIVERSITY PRESS. (Chapters 1-10 except chapters 8 & 9)  (A third edition will be published on 31 October 2021 and it will replace the second edition of 2015 from the second semester of the coming academic year).
<b>Essential References Materials</b>	-Haspelmath, Martin (2002). <i>Understanding Morphology</i> . Co-published in the United States of America by Oxford University Press Inc., New York.  -Haspelmath, Martin & Sims, Andrea (2010). <i>Understanding Morphology</i> (second edition). Hodder Education, an Hachette UK Company.

	<p>-Alexander, Takar (2012). Introduction to English Morphology. PETER LANG GmbH. DOI 10.3726/978-3-653-01564-5.</p> <p>- Hamawand, Zeki (2011). Morphology in English: Word Formation in Cognitive Grammar. Continuum International Publishing Group.</p>
<b>Electronic Materials</b>	Blackboard online facilities, SDL, Internet search capabilities
<b>Other Learning Materials</b>	Longman Dictionary of Contemporary English/ Oxford Advanced Learner's Dictionary

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (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
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Open labs for individual practice (language learning center)  Internet connection
<b>Other Resources</b> (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 and strategies he/she adopts.	Observing guidelines for uniformity, objectivity, and fairness of evaluation standards.
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).	

## H. Specification Approval Data

<b>Council / Committee</b>	Department of English
<b>Reference No.</b>	14
<b>Date</b>	May 2, 2021