

Course Specifications

(CS)

ENG 414-3

Morphology & Syntax



Course Specifications

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| Institution: Najran University | Date of Report 11/3/1438 |
| College/Department : College of Science & Arts / English Department | |

A. Course Identification and General Information

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| 1. Course title and code: Morphology & Syntax- Eng. 414-3 | | |
| 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) | | |
| English Program | | |
| 4. Name of faculty member responsible for the course: Dr. Anwar Al-Athwary & T. Hadeel Ali Al-Sharif | | |
| 5. Level/year at which this course is offered: Level 7 (4th Year) | | |
| 6. Pre-requisites for this course (if any): Introduction to Linguistics Eng. 323 | | |
| 7. Co-requisites for this course (if any): None | | |
| 8. Location if not on main campus Main campus | | |
| 9. Mode of Instruction (mark all that apply) | | |
| a. Traditional classroom | <input type="text"/> | What percentage? <input type="text"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | What percentage? <input type="text"/> 100% |
| c. e-learning | <input type="text"/> | What percentage? <input type="text"/> |
| d. Correspondence | <input type="text"/> | What percentage? <input type="text"/> |
| f. Other | <input type="text"/> | What percentage? <input type="text"/> |
| Comments: No comments | | |



B Objectives

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| 1. What is the main purpose for this course? |
| <ul style="list-style-type: none"> Develop the students' knowledge of different morpho-syntactic components of the language. |
| 2. Briefly describe any plans for developing and improving the course 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) |
| <ol style="list-style-type: none"> Use of power-point presentations and projector in class. Use of IT or web-based reference material. |

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

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| Course Description: |
| The course tackles the study of different morpho-syntactic components of the language, and the study of some major syntactic analyses. It gives a brief introduction to the different syntactic eras to familiarize the students with the different syntactic theories. |

| 1 Topics to be Covered | | |
|---|-------------|---------------|
| Lit of Topics | No of Weeks | Contact hours |
| A. Morphology: <ul style="list-style-type: none"> Introduction to morphology Basic concepts in morphology: morpheme, types of morpheme (free & bound), the difference between morpheme and allomorph Allomorphy/allophony: Phonological and morphological conditioning of morphemes. | 2 | 6 |
| B. Morphology: <ul style="list-style-type: none"> Inflection and Derivation Differences between inflection and derivation, Morphological analysis of words: prefixes, suffixes and infixes | 2 | 6 |
| C. Morphology: <ul style="list-style-type: none"> Word formation processes (roots, bases, stems, prefixes, infixes, suffixes, circumfixes, etc.) lexical gaps, acronyms, blends, clippings, eponyms, back-formations, lexical gaps, neologism...etc. | 2 | 6 |



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| D. Syntax of English - Lexical Categories <ul style="list-style-type: none"> - Nouns - Verbs - Adjectives - Adverbs - Determiners - Pronouns - Conjunctions E. Syntax: English basic Sentence Types <ul style="list-style-type: none"> - Simple - Coordinate - Complex | 2 | 6 |
| F. Syntax: Basic Concepts <ul style="list-style-type: none"> - well-formedness, - grammaticality, - constituent, - categories, - Syntax: Types of syntactic analysis - Parsing (Traditional Grammar). - Immediate Constituent Analysis (IC) at word and construction levels - Ambiguity (Deep and surface structure) | 3 | 9 |
| G. Syntax: Phrase Structure Grammar <ul style="list-style-type: none"> - Phrase structure rules - Tree diagrams and phrase markers | 3 | 9 |
| H. Syntax: Introduction to Transformational Grammar <ul style="list-style-type: none"> - Introduction to Transformational-Generative Grammar | 1 | 3 |

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|--|------------|----------|------------|-----------|--------|-------|
| 2. Course components (total contact hours and credits per semester): | | | | | | |
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 3x15 weeks | ----- | ----- | ----- | ----- | 45 |
| Credit | 3 | ----- | ----- | ----- | ----- | 3 |

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| 3. Additional private study/learning hours expected for students per week. (3) Hours per week. |
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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 | | |
| 1.1 | <ul style="list-style-type: none"> Define some basic morpho-syntactic terms. | 1. Lecturing. 2. Classrooms Exercises 3. Presentations | 1. Midterm Exams 2. Final exam |
| 1.2 | <ul style="list-style-type: none"> Demonstrate the knowledge of the processes of word formation and different infra-word units of English, their types and classes | | |
| 2.0 | Cognitive Skills | | |
| 2.1 | <ul style="list-style-type: none"> Analyze the morpho-syntactic structure on different language data sets (words and sentences) applying phrase structure and transformational rules in generating sentences.. | 1. Lecturing 2. Discussion 3. Cooperative learning | 1. Midterm Exams 2. Final exam |
| 2.2 | <ul style="list-style-type: none"> Infer the meaning of unfamiliar vocabulary items following the techniques of morphological analysis and solve the ambiguity of sentences with two deep structures. | | 3. |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 | <ul style="list-style-type: none"> Bear responsibility when participating effectively in team work. | 1. Cooperative learning 2. Presentations 3. Self-learning strategies | 1. Observation cards 2. Online participation & Quizzes |
| 4.0 | Communication, Information Technology, Numerical | | |



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|------------|---|--|---|
| 4.1 | • Use modern methods of technology in learning English language skills. | 1. Discussion 2. Cooperative learning 3. Self-learning | 1. Observation cards 2. Online participation & Quizzes |
| 5.0 | Psychomotor | | |
| 5.1 | - Not applicable | | |
| 5.2 | | | |

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 | 2.1 | 2.2 | 3.2 | | 4.1 |
| 1.1 | | √ | | | | | | |
| 1.2 | | √ | | | | | | |
| 2.1 | | | | √ | | | | |
| 2.2 | | | | | √ | | | |
| 3.1 | | | | | | √ | | |
| 4.1 | | | | | | | | √ |

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 | 1 st Mid-term exam | 7 th week | 20% |
| 2 | 2nd Mid-term exam | 13 th week | 20% |
| 3 | Online participation & Quizzes | To be decided by the instructor | 10% |
| 3 | Final exam | 16 th week | 50% |

D. Student Academic Counseling 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)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising



Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.
5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system).

E. Learning Resources

1. List Required Textbooks

1. Thakur, D. (2002). *Linguistics Simplified: Morphology*. New Delhi: Bharati Bhawan
2. Stageberg, N. (1993). *An Introductory English Grammar*. USA: HBJ
3. Kim, J.B. & Sells, P. (2007). *English Syntax: An Introduction*. Center for the study of language and information

2. List Essential References Materials (Journals, Reports, etc.)

1. Carnie, Andrew (2002). *Syntax: A Generative Introduction*. Oxford: Blackwell Publishing.
2. Carstairs, A. McCarthy (2002). *An Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University Press.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

1. Aronoff, M. & Fudeman, K. (2011). *What is Morphology?* Second Edition. Oxford: Wiley-Blackwell.
2. Crane, L.B., Yeager, R.L., and Whitman, R.L. (1981). *An Introduction to Linguistics*. New York: Little Brown and Company Ltd.
3. Kuiper, K., and Allan, W.S. (1996). *An Introduction to English Language: Sound, Word and Sentence*. London: MacMillan Press, Ltd.
4. Miller, J. (2002). *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.
5. Stageberg, Norman & Dallin Oaks (2000). *An Introductory English Grammar, 5th Edi*. US: Thomson Learning Ltd.
6. Carter, R. & McCarthy M. (2006). *Cambridge Grammar of English*. Cambridge: CUP.
7. Minkova, D. & Stockwell, R. (2009). *English Words: History and Structure*. Cambridge: CUP
8. Plag, I. (2003). *Word Formation in English*. Cambridge: CUP.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

1. <http://www.prefixsuffix.com>
2. <http://www.etymonline.com>
3. <http://www.en.wikipedia.org/wiki/syntax>



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| 4. http://www.slideshare.net/ |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references. |

F. Facilities Required

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| 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.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) 1. Lecture rooms should be large enough to accommodate the number of registered students. |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) 1. Laptop computer 2. Overhead projector |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) • None |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> - Students' questionnaire evaluating teaching staff member and courses. - Indirect Course Learning outcomes effectiveness assessment questionnaire by students. - Assessment of Electronic learning effectiveness questionnaire by students. - Feedback of students' acquisition of taught material in the previous lectures. - Exam Paper Evaluation by students. - Meetings with students. |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ul style="list-style-type: none"> - Self-evaluation report. - Peer evaluation. - Program Head evaluation report. - Peer review of marks on corrected exam papers. - Revision of exam paper marks' sheets. - Revision of Random corrected exam papers. - Review of exam papers by Measurement & Assessment Committee. - Review of course report by a committee of staff members. - Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members. |
| 3 Processes for Improvement of Teaching |



1. Regular meetings with teaching staff members where problems are discussed and solutions *given
2. Discussion of challenges in the classroom with colleagues and supervisors.
3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs.
4. Keep up-to-date with pedagogical theory and practice
5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results.

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)

1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee.

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

1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report.

Name of Instructors: **Dr. Anwar Al-Athwary & T. Hadeel Ali Al-Sharif**

Signature: _____ Date Report Completed: **11/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: __Dr. Hussien Habbour & T./ Looloo Al-Raimy

Signature: _____ Date Received: **11/3/1438**

Reviewed by quality coordinator:

Dr. Asmaa Al-Adham

Dr. Muhammad Al-Askary