Course Specification

— (Bachelor)

Course Title:	Morphology and Syntax
Course Code:	LANT1303
Program:	English Language, BA
Department:	Languages and Translation
College:	Education and Arts
Institution:	University of Tabuk
Version:	2023.10
Last Revision Date:	2022

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A. General information about the course:

1. Course Identification

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: (Level 5)

4. Course general Description:

Morphology and Syntax constitute the core of the grammar of a language. Morphology studies the internal structure of words and their meaningful constituents. Syntax studies the structure of sentences: (i) how words are combined to form phrases, (ii) how phrases are combined to form larger phrases, clauses and sentences, and (iii) how clauses are combined to form complex sentences.

5. Pre-requirements for this course (if any):

LANT1209 Introduction to Linguistic studies.

6. Pre-requirements for this course (if any):

7. Course Main Objective(s):

This course will develop students' ability to analyze words and sentences leading them to understand how smaller units are built up to compose larger constructions. Students will benefit from this course as it will improve their academic writing and equip them with essential knowledge and skills needed for them as linguistics students and English language teachers.

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		

No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	**45**
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		**45**

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify different types of affixes, morphemes, words, processes of word formation, form classes, and structure classes.	**K1**	Lectures Demonstrations Class or online Discussions	assignments
1.2	Examine the difference between derivational and inflectional suffixes.	**K2**		
1.3	Recognize the different types of phrases, and basic sentence patterns.	**K2**		
1.4	Demonstrate knowledge of the characteristics of different types of phrases.	**K2**		
2.0	**Skills**			
2.1	Analyze the constituents of words	**S4**	Discussion Problem-solving	Exams assignments

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Compare between the characteristics of inflectional and derivational morphology	S3		
2.3	Divide sentences into phrases and clauses.	S4		
2.4	Analyze structures of simple sentences by creating basic hierarchical tree diagrams.	S4		
3.0	**Values, autonomy, and responsibility**			
3.1	Adhere to academic values and ethics.	V1	Lectures Demonstrations Class or online Discussions	Assignments Group oral presentation
3.2	Work autonomously to achieve target tasks .	V2		Assignments
3.3	Work collaboratively to achieve target tasks with responsibility.	V3		Group oral presentation

C. Course Content

No	List of Topics	Contact Hours
1	Morphology: definitions and basic concepts: Its Object of Study Morphology's place in Grammar Differences between the Lexicon and Morphology	**3**
2	Differences between the Lexicon and Morphology	
3	Morphemes Definition of Morphemes	**3**
4	Free and Bound morphemes Bases	
5	Affixation: Types of affixes (prefixes – suffixes- infixes)	**3**
6	Inflectional Morphology Inflections in English	**3**
7	Characteristics of inflections. Inflectional paradigms	**3**
8	Derivational Morphology i. Characteristics of derivational affixes ii. Types of derivational suffixes	**3**
9	Words	**3**

10	Processes of Word Formation	3
11	Parts of Speech: Form Classes	3
12	Parts of Speech: Structure Classes	3
13	Syntax: Types of phrases i. noun phrases ii. verb phrases iii. adjective phrases iv. adverbial phrases v. prepositional phrases	3
14	Basic Sentence Patterns	3
15	Tree Diagramming	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st midterm exam	7	20%
2.	2nd midterm exam	12	20%
3.	Assignments	Throughout	10%
4.	Oral presentation	13	10%
5.	Final exam	16-17	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Stagerber, Norman & Oaks, Dallin (2000). An Introductory English Grammar (5th edition). Thomson Learning: Boston.
Supportive References	Plag, Ingo (2008). Word-Formation in English. CUP: Cambridge Carstairs-McCarthy, A. (2018). An Introduction to English Morphology: Words and Their Structure (2nd ed.). London: Edinburgh UP. Radford, A. (2009). An Introduction to English Sentence Structure. Cambridge University Press.
Electronic Materials	Electronic Materials, Websites, Facebook, Twitter, etc. https://www.youtube.com/c/AzeLinguistics/featured
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Blackboard Data show
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	• Students • Peer reviewers (course coordinator and other instructors teaching the course	1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method: • Faculty-student meetings to get students' oral feedback. • Surveys: Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	• Students • Peer reviewers (course coordinator and other instructors teaching the course	1. Direct method: Looking at actual samples of student work in the course such as assignments, projects...etc. 2. Indirect method (survey): • Regular meetings between the teachers and the course coordinator • Surveys: Confidential (anonymous) completion of a course

Assessment Areas/Issues	Assessor	Assessment Methods
		evaluation questionnaire
Quality of learning resources	• Department Chair • Quality and Development Committee	Regular meetings between the course coordinator and other faculty members teaching the same course.
The extent to which CLOs have been achieved	Course instructor	KPI (success rate) - direct
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	COUNCIL OF THE LANGUAGES AND TRANSLATION DEPARTMENT
REFERENCE NO.	MEETING NO. 9/1445
DATE	15/04/1445