



## Course Specifications

<b>Course Title:</b>	Morphology and Syntax
<b>Course Code:</b>	LING 223
<b>Program:</b>	Bachelor Degree of Arts in Applied Linguistics (English).
<b>Department:</b>	Department of Applied Linguistics.
<b>College:</b>	College of Languages
<b>Institution:</b>	Princess Nourah Bint Abdulrahman

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	4
2. Assessment Tasks for Students .....	6
<b>E. Student Academic Counseling and Support .....</b>	<b>6</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1. Learning Resources .....	6
2. Facilities Required.....	7
<b>G. Course Quality Evaluation .....</b>	<b>7</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## Table of Contents

## A. Course Identification

<b>1. Credit hours:</b> 4			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level Three/ Second Year			
<b>4. Pre-requisites for this course (if any):</b> Grammar in Use LING 132			
<b>5. Co-requisites for this course (if any):</b>  None			

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	4	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

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

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b> This course is focused on Syntactic and Morphological terminology, hypotheses and structures of English and other languages.
<b>2. Course Main Objective</b> 1. What is the main purpose for this course? This course is intended to introduce students to: <ol style="list-style-type: none"> <li>the key concepts and technical terms in the field of Morphology and syntax.</li> <li>various morphological and syntactic structures of English.</li> </ol>

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Recognize the different forms and parts of words in English.	K1
1.2	Define the important topics in syntax like phrases, phrase structure rules and basic sentence patterns.	K1
2	<b>Skills:</b>	
2.1	Develop an ability to think critically and analytically about the internal structure of words and sentences.	S3
2.2	To be able to apply the basic morphological and syntactic theories on various contexts.	S5
3	<b>Values:</b>	
3.1	Demonstrate the ability to communicate effectively in class (individually and/or in a group).	V1

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction Introducing the meaning of (Morphology and Syntax) and the main topics they deal with.	2
2	A word and its parts: roots, affixes and their lexical items.	6
3	A word and its forms: inflection	3
4	A word and its relatives: derivation	3
5	Compound words, blends and phrasal words	3
6	Parts of speech	3
7	Constituency, Trees, and Rules	3
8	Structural Relations	3
9	Binding Theory. Anaphors, pronouns, and R-expressions.	3
10	Basic Xbar syntax. Optional constituents, complements and modifiers.	6
11	Advanced Xbar Syntax.	3
12	Auxiliaries and Functional Categories	2
<b>Total</b>		<b>40</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
1.0	<b>Knowledge and Understanding</b>		
1.1	Recognize the different forms and parts of words in English.	<ul style="list-style-type: none"> <li>Lectures</li> <li>PowerPoint presentations</li> <li>Small group work</li> <li>discussions</li> </ul>	<ul style="list-style-type: none"> <li>Short quizzes</li> <li>Exams</li> <li>Assignments</li> <li>Peer evaluations</li> <li>Group activities</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> <li>Class activities: fill-in exercises, error-analysis exercises.</li> </ul>	
1.2	Define the important topics in syntax like phrases, phrase structure rules and basic sentence patterns.	<ul style="list-style-type: none"> <li>Lectures</li> <li>PowerPoint presentations</li> <li>Small group work</li> <li>Class activities.</li> </ul>	<ul style="list-style-type: none"> <li>Short quizzes</li> <li>Exams</li> <li>Assignments</li> <li>Peer evaluations</li> </ul>
<b>2.0</b>	<b>Skills</b>		
2.1	Develop an ability to think critically and analytically about the internal structure of words and sentences.	<ul style="list-style-type: none"> <li>Lectures</li> <li>PowerPoint presentations</li> <li>Small group work</li> <li>discussions</li> <li>Class activities: error-analysis exercises, discussion of meaning exercises</li> </ul>	<ul style="list-style-type: none"> <li>Short quizzes</li> <li>Exams</li> <li>Assignments</li> <li>Peer evaluations</li> </ul>
2.2	To be able to apply the basic morphological and syntactic theories on various contexts.	<ul style="list-style-type: none"> <li>Lectures</li> <li>PowerPoint presentations</li> <li>Small group work</li> <li>Class activities: fill-in exercises, open-ended exercises, paragraph practice.</li> </ul>	<ul style="list-style-type: none"> <li>Short quizzes</li> <li>Exams</li> <li>Assignments</li> <li>Peer evaluations</li> </ul>
<b>3.0</b>	<b>Values</b>		
3.1	Demonstrate the ability to communicate effectively in class (individually and/or in a group).	<ul style="list-style-type: none"> <li>Small-group tasks (e.g., generating questions)</li> <li>Debates/ Discussions (e.g., think-pair-share)</li> <li>Research activities</li> </ul>	<ul style="list-style-type: none"> <li>Participation (individual or in a group)</li> <li>Peer evaluations</li> </ul>

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Class performance	Ongoing	10%
2	Assignment 1 & 2	Weeks 5 & 7	10%
3	Assignment 3	Weeks 9	10%
4	One midterm exam	Week 10	30%
5	Final Exam	As scheduled	40%

\*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:**

- Each instructor will have office hours available for the students.
- Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
- For academic guidance, students may consult their assigned academic advisors.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Carstairs-McCarthy, Andrew. 2002. <i>An Introduction to English Morphology: Words and Their Structure</i> , 4th edition. Edinburgh University Press. Carnie, Andrew. 2013. <i>Syntax: A Generative Introduction</i> , 3rd edition. Oxford: Wiley-Blackwell.
<b>Essential References Materials</b>	L. 2003. <i>Introducing Linguistic Morphology</i> . Edinburgh University Press Radford A. 1999. <i>Syntax: A Minimalist Introduction</i> . CUP. International Journal of Applied Linguistics: <a href="http://www.blackwellpublishing.com/journal.asp?ref=0802-6106">http://www.blackwellpublishing.com/journal.asp?ref=0802-6106</a> Norman C. Stageberg and Dallin D. Oaks. 1999. <i>An Introductory to English Grammar</i> , 5 <sup>th</sup> Edition. Wadsworth Publishing. Thomas, Linda. 1993. <i>Beginning Syntax</i> . Oxford UK & Cambridge USA: Blackwell publishers. Radford, A. 1981. <i>Transformational Syntax: A Student's guide to Chomsky's Extended Standard Theory</i> . Cambridge University Press.
<b>Electronic Materials</b>	Chaudhuri, University of Alberta. • Web-Cite <a href="http://www.questia.com">www. Questia.com</a> • Purdue On-Line Writing Lab – <a href="http://owl.english.purdue.edu/oldindex.html">http://owl.english.purdue.edu/oldindex.html</a> <a href="http://www.universaltteacher.org.uk/lang/syntax.htm">http://www.universaltteacher.org.uk/lang/syntax.htm</a> <a href="http://www.sil.org/linguistics/ETEXT.HTML">http://www.sil.org/linguistics/ETEXT.HTML</a> 402 <a href="http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm">http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/Index.htm</a>

	<a href="http://www.utexas.edu/courses/linguistics/resources/syntax/index.htm">http://www.utexas.edu/courses/linguistics/resources/syntax/index.htm</a> <a href="http://www.blexas.edu/courses/linguistics/resources/syntax/">http://www.blexas.edu/courses/linguistics/resources/syntax/</a>
<b>Other Learning Materials</b>	N/A

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• White board</li> <li>• Smart board</li> <li>• E-podium</li> <li>• Data show</li> </ul>
<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
Effectiveness of teaching and assessment	Students.	indirect

**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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	