



هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS

ENG 327

English Morphology and Syntax

Course Specifications

Institution King Saud University	Date of Report 30/1/2019
College/Department College of Arts / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: English Morphology & Syntax - ENG 327		
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) B. A. in English		
4. Name of faculty member responsible for the course Several Professors.		
5. Level/year at which this course is offered Fifth Level/Third Year		
6. Pre-requisites for this course (if any) None		
7. Co-requisites for this course (if any) None		
8. Location if not on main campus		
9. Mode of Instruction (mark all that apply)		
a. Traditional classroom	<input type="text"/> What percentage?	<input type="text" value="70"/>
b. Blended (traditional and online)	<input type="text"/> What percentage?	<input type="text"/>
c. e-learning	<input type="text"/> What percentage?	<input type="text" value="30"/>
d. Correspondence	<input type="text"/> What percentage?	<input type="text"/>
f. Other	<input type="text"/> What percentage?	<input type="text"/>
Comments:		

B. Objectives

1. What is the main purpose for this course?
After finishing the course, students will be able to:
 1. Describe aspects of the morpho-syntactic structure of English.
 2. Define key concepts in the morphological and syntactic theoretical structure of natural human language.
 3. Explain how morphology and syntax interact in English and in other languages in general
 4. Examine and test the linguistic ability allowing human beings to produce the morphological and the syntactic 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)
 1. The following series of orientation workshops are essential for BOTH faculty and students¹:
Faculty: assessment and teaching methods applied in Linguistic courses
Students:
Suggested workshops:
 - a) Basic skills with word processing software.
 - b) Plagiarism
 - c) Virtual classes
 - d) Critical and Investigative Thinking Skills
 - e) Scholarly Sources: When and How to use them
 2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed
 3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)
 4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.
 5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for linguistic courses, or at least a unified standard.
 6. Include e-books such as those from Gutenberg

¹ Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if available; Library.

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

The aim of this course is to provide the students with a general introduction to English morphology and syntax. It is designed to give the students a brief glimpse of the theory and practice of the structural grammar of the English language. A detailed analysis of English morphemes and word formation processes as well as the structure of English sentences and phrases will be treated.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Morphology and Syntax: a brief background Goals of Linguistic Study	1	3 hours
Lexeme Formation: Basics & Beyond	2	6 hours
Inflection	2	6 hours
Theoretical Challenges in Morphology	1	3 hours
Heads and Modifiers	1	3 hours
Constituent Structure & Constructions	2	6 hours
Clauses	1	3 hours
Grammatical Function & Syntactic Linkage	2	6 hours
The Morpho-Syntactic Interface	2	6 hours

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other: Exams	Total
Contact Hours	Planned	42 hours				3 hours	45 hours
	Actual						



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Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week.	6 hours
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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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	Recognize the structure of English morphology and syntax	1. Lectures/ PowerPoint presentations	1. Class participation
	Describe the basic morphological and syntactic theoretical structure of the natural human language	2. Class discussion	2. Quizzes
	State how morphology and syntax interact in English and in other languages in general	3. Close reading and text analysis	3. Class presentations based on outside reading about the novels to be covered
			4. Midterms questions
			5. Final written exam
2.0	Cognitive Skills Students should be able to:		
	Explain morphological analysis of words	1. lectures	1. class participation



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	Analyze phrases and sentences	2. class discussions 3. problem sets 4. Analyzing morphological and syntactic data on English and other language.	2. class discussions 3. problem sets 4. midterms and exams 5. assignments
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Demonstrate leadership role	1. Assigning reading assignments to students prior to lectures. 2. Individual counselling on areas of concern to the students. 3. In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.	1. Active class participation reflects the student's willingness to learn with a positive attitude towards the course. 2. Performance on midterm, term papers, and final exam are evidence of the student's ability to recollect and synthesize information.
3.2	Demonstrate a sense of accountability.	1. To instil a sense of responsibility for one's learning. 2. To have clear deadlines for submissions, exam dates and other important rules to be written in the course syllabus, which is given to students at the beginning of each term.	Enforcing deadlines and rules mentioned in the syllabus.
3.3	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	Communication, Information Technology, Numerical Students should be able to:		
4.1	Develop writing and verbal skills for communication	This should be encouraged by the instructors in using	1. Class presentations 2. Group work



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		any means of communication in class or outside class.	3. Journals
4.2	Search using the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.3	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper 2. Students will be graded on their use of online scholarly material on their research papers
4.4	Operate the internet to communicate with the teaching staff or faculty	The use of LMS and email.	The use of a professional email address and language
5.0	Psychomotor		
5.1	N/A	N/A	N/A

5. 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 midterm	Week 6	15%
2	Presentation	End of Term	5%

3	Assignments	Throughout Term	15%
4	2 nd midterm	Week 11	15%
5	Research Paper	Week 14	10%
6	Final	TBA	40%

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)
4 office hours, email, & Blackboard

E. Learning Resources

1. List Required Textbooks

Payne, Thomas E. (2010). *Understanding English Grammar: A Linguistic Introduction*. Cambridge University Press.

Miller, Jim. (2009). *An Introduction to English Syntax*. Edinburgh University Press.

Carstairs-McCarthy, Andrew (2006). *An Introduction to English Morphology*. Edinburgh University Press

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

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

Our University's Blackboard site (<http://www.lms.ksu.edu.sa>)

The Linguist List (<http://www.linguistlist.org>) provides a wealth of on-line information on language and linguistics.

The Stanford Linguistics Meta-Index (<http://www-nlp.stanford.edu/links/linguistics.html>)

Ethnologue (<http://www.ethnologue.com>) is a reference work containing information about the languages of the world.

Glottopedia (<http://www.glottopedia.org>) is an on-line encyclopedia of linguistics, continuously being updated.

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- CD-ROMs (available with required text)

- Collection of additional speech sound recordings

- Iphone/Android applications

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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
Lecture rooms should be large enough to accommodate 30 students

Smart learning lab large enough to hold 40 students

2. Computing resources (AV, data show, Smart Board, software, etc.)
Fully equipped smart classrooms/labs that include e-podiums and projectors

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)
2. End of term college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated

2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor

1. Peer evaluation to benefit from viewpoints of other faculty members
2. Class observations by coordinators or Head of department

3. Processes for Improvement of Teaching

1. Training sessions
2. Workshops to facilitate the exchange of experiences amongst faculty members
3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given
4. Encouragement of faculty members to attend professional development conferences.
5. Keep up to date with pedagogical theory and practice



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6. 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. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.

2. Check marking of a sample of examination papers by another faculty member.

3. Students who believe they are under graded can have their papers checked by a second reader

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

1. Compare syllabi and course description with other universities

2. Conduct peer review or course observation

3. Biannual meetings of faculty members to discuss improvement

4. Review curriculum periodically and suggest improvements

5. Apply students course evaluation survey

6. External examiner

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____