



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)



Course Specifications

Institution: University of Jeddah	Date of Report: 30/3/2016
College/Department: Faculty of Sciences and Arts / department of English and Translation	

A. Course Identification and General Information

1. Course title and code: Morphology – Lane 333			
2. Credit hours: 3			
3. Program(s) in which the course is offered: Bachelor of Arts Degree Program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Zynullabedin Mohammad Yunus			
5. Level/year at which this course is offered: Level 6			
6. Pre-requisites for this course (if any): Lane 321			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: KM: 1			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



B Objectives

<p>1. What is the main purpose for this course? <i>Upon completion of this course, students will be able to:</i></p> <ul style="list-style-type: none"> • Define 'Morpheme', 'Morph' and 'Allomorph'. • Analyze the word into smallest morphemes. • Differentiate between lexemes and word-form. • Understand word formation processes. • Differentiate between free and bound morphemes. • Explain affix types based on their position. • Differentiate between inflectional and derivational affixes. • Explain affix types based on their position. • Identify the tests that distinguish word-forms from phrases. • Break down words using morphological models. • Define the morphological typology of some languages. • Explain the adequacy of having the lexical morphology as a separate module for morphology.
<p>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)</p> <ul style="list-style-type: none"> • Increase long/short essay questions • Refer students to web and IT applications that are related to morphology. • Encourage students to observe the use of language in their daily life, take notes of their observations, and bring them to class for discussion in the light of literature findings in the field

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to morphology	1	3
Dividing words up	1	3
Words & paradigms	1	3
Lexical & grammatical morphology	2	6
Inflectional & derivational paradigm	2	6
Roots, bases, stems, and other structural things	2	6
Compound & complex bases	1	3
Identifying grammatical morphemes	1	3
Where to fix affixes	1	3
Words	1	3
Allomorphy	1	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39 Hours	None	None	None	None	39 Hours
Credit						

3. Additional private study/learning hours expected for students per week. By appointment; depending on the instructor.	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

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. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is 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		
1.1	<p>(i) Description of the knowledge to be acquired:</p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> • Define “Morpheme”, “Morph”, and “Allomorph” • Distinguish between “Morphs” and “Morphemes” • Identify “Morphs” and “Morphemes” in a given word • Define “Lexeme” and the word-form • Distinguish between lexemes and word-forms • Explain different word formation processes • Distinguish between “Free Morphs” and “Bound Morphs” • Distinguish between “Roots”, “Bases”, and “Stems” • List/Define affixes types based on their position • Distinguish between “Inflectional” and “Derivational” affixes • Draw a tree diagram to show the internal structure of a word hierarchically 		
1.2	<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations given by instructor • Class Discussion • Assigning performance tasks (e.g. oral presentations) (Optional) 		
1.3	<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> • Performance tasks (e.g. oral presentations) (Optional) • Quizzes/ Tests • Exams 		
2.0	Cognitive Skills		
2.1	<p>(i) Description of cognitive skills to be developed</p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> • Develop critical thinking skills to analyze and synthesize between the different morphological forms of a word • Demonstrate the skill of recognition and 		



	<p>distinction between the various word forms</p> <ul style="list-style-type: none"> • Develop maturity and self-growth in learning about one's own language and other languages • Demonstrate the skill of independent critical thinking 		
2.2	<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations given by instructor • In-class practice • Class discussion • Assigning performance tasks (e.g. oral presentations) (Optional) 		
2.3	<p>(iii) Methods of assessment of students cognitive skills</p> <ul style="list-style-type: none"> • Performance tasks (e.g. oral presentations) (Optional) • Quizzes/ Tests • Exams 		
3.0	Interpersonal Skills & Responsibility		
3.1	<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> • Show self-reliance when working independently • Cooperate in pair/ group activities and display teamwork skills • Display a professional commitment to ethical practice on a daily basis • Evaluate people for what they are, not how they look 		
3.2	<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ul style="list-style-type: none"> • Encouraging group/pair discussions • Assigning individual/ group/pair performance tasks • Emphasizing the importance of respecting others and valuing their thoughts 		
	(iii) Methods of assessment of students interpersonal		



	skills and capacity to carry responsibility <ul style="list-style-type: none"> Performance tasks (e.g. oral presentations) (Optional) 		
4.0	Communication, Information Technology, Numerical		
4.1	(i) Description of the skills to be developed in this domain. <i>This course will enable students to:</i> <ul style="list-style-type: none"> Cooperate in pair/ group activities and display teamwork skills Express opinion and share viewpoints Provide examples and suggest ideas Conduct an online research (Optional) Manage basic computer skills Demonstrate an academic PowerPoint presentation (Optional) 		
4.2	(ii) Teaching strategies to be used to develop these skills <ul style="list-style-type: none"> Opening discussion sessions Asking for examples Asking for ideas and suggestions Giving students more opportunities to speak and freely express personal thoughts Offering students the opportunity to exchange thoughts, views, and experience Teaching basic online researching skills (Optional) Referring students to on-campus learning centres and to self-study resources 		
4.3	(iii) Methods of assessment of students numerical and communication skills <ul style="list-style-type: none"> Performance tasks (e.g. oral presentations) (Optional) Written/oral feedback 		
5.0	Psychomotor		
5.1	N/A		
5.2	N/A		



Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

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	Quiz I	4	15%
2	Mid – term Test	8	20%
3	Quiz II	12	15%
4	Final Examination	16	30%
5	Class room participation, performance, homework, attendance		20%

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)

E. Learning Resources

1. List Required Textbooks: <ul style="list-style-type: none"> Carstairs-McCarthy, A. (2002). <i>An introduction to English morphology</i>. Edinburgh: Edinburgh University Press.
2. List Essential References Materials (Journals, Reports, etc.) <ul style="list-style-type: none"> Stageberg, N., & Oakes, D. (2000). <i>An Introductory English Grammar</i> (5th ed.). Orlando, FL.: Harcourt College Publishers. Bauer, L. (1999). <i>Introducing linguistic morphology</i>. Edinburgh: Edinburgh University Press. Coats, R. (1999). <i>Word structure</i>. London: Routledge. Haspelmath, M (2002). <i>Understanding morphology</i>. Arnold: London. Katamba, F. (1993). <i>Morphology, modern linguistic series</i>. New York: St. Martin's Press. Mathews, P. R. (1991). <i>Morphology</i> (2nd ed.). Cambridge: Cambridge University Press. Stageberg, N. (1981). <i>An Introductory English Grammar</i>. USA: Holt Rinehart Winston.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
5. Other learning material such as computer-based programs/CD, professional standards or regulations and



software.

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 halls with 30 + seats capacities depending on the number of registered student.

2. Computing resources (AV, data show, Smart Board, software, etc.)

- A computer with Office PowerPoint installed
- Computer speakers
- Internet connection
- A projector and a projection screen

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

- Online student survey

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

- Optional workshops for instructors provided by the university to enhance the quality of teaching.
- Regular departmental meetings to ensure the effectiveness of the teaching-learning process.

3 Processes for Improvement of Teaching

- There are usually three to four meetings per semester that deal with reviewing course effectiveness and planning for improvement.

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)



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

Faculty or Teaching Staff: Zynullabedin Mohammad Yunus

Signature:

Date Report Completed: _____

Received by: _____

Dean/Department Head

Signature:

Date: 30/3/2016