



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 , KHULAIS Date of Report: 30/3/2016
College/Department : FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS, Department of English and translation

A. Course Identification and General Information

1. Course title and code: Syntax and Morphology, LANE 337																				
2. Credit hours: 3																				
3. Program(s) in which the course is offered. LANE (If general elective available in many programs indicate this rather than list programs)																				
4. Name of faculty member responsible for the course: Mr. ZYNULLABEDIN MOHAMMAD																				
5. Level/year at which this course is offered: VI YEAR / SEMESTER IIX																				
6. Pre-requisites for this course (if any)																				
7. Co-requisites for this course (if any)																				
8. Location if not on main campus: KHULAIS CAMPUS																				
9. Mode of Instruction (mark all that apply) <table><tr><td>a. Traditional classroom</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="80"/></td></tr><tr><td>b. Blended (traditional and online)</td><td><input checked="" type="checkbox"/></td><td>What percentage?</td><td><input type="text" value="20"/></td></tr><tr><td>c. e-learning</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>d. Correspondence</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr><tr><td>f. Other</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="text"/></td></tr></table>	a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80"/>	b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20"/>	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"/>
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Comments:																				

B Objectives



1. What is the main purpose for this course?

- Learners are introduced to the basic concepts of Syntax
- Learners are offered an insight into the background to this study
- Learners are introduced to the 'aims and methods' of syntax
- Learners learn about basic sentence structure
- Learners are introduced to the concept of 'parsing'
- Learners are introduced to 'clauses', 'words', and 'morphemes'
- Learners learn about 'bracketing'
- Learners learn about 'labelled bracketing'
- Learners learn about 'tree diagrams'
- Learners learn about 'phrase structure rules'
- Learners learn about 'sentence' and 'discourse'
- Learners learn 'constituency tests'
- Learners learn variations on basic sentence patterns
- Learners learn about 'constituents'
- Learners learn about 'word order'
- Learners learn about 'compound and complex sentences'
- Learners learn the various types of 'clauses'
- Learners learn about the various types of 'phrases'
- Learners learn about 'Noun phrases'
- Learners learn about 'pronouns'
- Learners learn about 'verb phrases'
- Learners learn about 'adjective phrases'
- Learners learn about 'adverb phrases'
- Learners learn about 'words'
- Learners learn about 'nouns', 'verbs', 'adjectives', 'adverbs', 'prepositions', 'conjunctions'
- Learners learn about 'Morphemes' and the definition of 'Morphology'.
- Learners learn about 'Free' and 'Bound' morphemes.
- Learners learn about 'Bases'.
- Learners get acquainted with the difficulties in 'Morphemic Analysis'.
- Learners learn about 'Affixes' as morphemes.
- Learners learn about 'Inflectional suffixes'.
- Learners learn about 'Derivational suffixes'.
- Learners learn about 'Suffixal Homophones'.
- Learners learn to analyse 'immediate constituents'.



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).

It is proposed that the learners be given extensive and repeated class and homework on the various patterns of English sentences, to familiarize them with most patterns. They are required to work on concepts like 'phrasing', and syntactic analyses.

It would be a good idea if a course textbook is introduced in this course to expose students to GE and communication to upgrade their level in English so as to cope with different materials.

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
Chapter 1 - Defining Syntax	4	12
Chapter 5 - Functional Categories	4	12
Chapter 8 - Morphemes	5	15
Chapter 9- word formation processes	3	9
Chapter 10- Functional and derivational morphology	3	9



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30-36	12	10	6	6	34
Credit						

3. Additional private study/learning hours expected for students per week. One hour per week	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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: Learners learn the basic concepts of syntax Learners recognise the difference between various types of sentences in the English Language. Learners train to recognise various clauses, phrases, words and morphemes.		
1.1	Learners train in 'phrasing' of sentences Learners analyse sentences according to well laid out concepts Learners train in labelled bracketing Learners train in tree diagrams	Students are exposed to various aspects of English grammar, sentences and words . Exercises in structure , vocabulary, and pronunciation are set to the students	By continuously observing their output and monitoring their acquisition by periodic spot tests and quizzes.
1.2	Learners learn about phrase structure rules Learners train to recognise immediate constituents Learners recognise words Learners train in morphemes	Students are exposed to various aspects of English grammar, sentences and words . Exercises in structure , vocabulary, and pronunciation are set to the students	By continuously observing their output and monitoring their acquisition by periodic spot tests and quizzes.
2.0	Cognitive Skills		



2.1	Learning strategies and vocabulary acquisition.	Students are exposed to different exercises and language aspects using dictionary and other sources.	Quizzes, exercises and class presentation
2.2	Memorizing and thinking about structure rules and norms.	Questioning and set students answering and finding new items and guess meaning of new words.	Quizzes, exercises and class presentation
3.0	Interpersonal Skills & Responsibility		
3.1	Self- learning, independency.	Expose learners to language use through intensive listening and reading using genuine language materials.	Quizzes, exercises and class presentation using language in real situations.
3.2	Exploring own capacities as self -learners		
4.0	Communication, Information Technology, Numerical		
4.1	Listening to news bulletins, weather forecasts, interviews and business bulletins on the radio as well as on the TV. Watching EPL on TV , Listening to CD while driving.	Expose learners to language use through intensive listening and reading using genuine language materials.	Quizzes, exercises and class presentation using language in real situations
4.2			
5.0	Psychomotor		
5.1	NA		
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching



NQF Learning Domains	Suggested Verbs
Knowledge	Learners learn the basic concepts of syntax Learners recognise the difference between various types of sentences in the English Language. Learners train to recognise various clauses, phrases, words and morphemes
Cognitive Skills	Learning strategies and vocabulary acquisition. Memorizing and thinking about structure rules and norms.
Interpersonal Skills & Responsibility	Self- learning, independency. Exploring own capacities as self -learners
Communication, Information Technology, Numerical	Listening to news bulletins, weather forecasts, interviews and business bulletins on the radio as well as on the TV. Watching EPL on TV, Listening to CDs while driving.
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 Exam	16	30 %
	Class room participation, performance, homework, attendance	Continuous assessment	20%
5			
6			
7			
8			



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)

I am available at my office for 2 hours a day, exclusively for students to interact with me. I also encourage students to ask me for any help they may require in the classroom sessions. Besides, I am available for consultations on my official KAU e-mail and website

E. Learning Resources

1. List Required Textbooks
Modern Syntax – by Andre Carnie

An Introductory English Grammar – Norman C. Stageberg & Dallin D. Oaks

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

1. **English Pronouncing Dictionary – Daniel Jones**

2. **Phonetic Transcription Exercises by Otto Jespersen**

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

English Pronouncing Dictionary by Daniel Jones

Laboratory exercises with Rosetta Stone

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

Web sites of the following university English departments

- **University College, London**
- **University of Michigan**
- **University of Lancaster**
- **University of Leeds**

G Course Evaluation and Improvement Processes



<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none">1. Periodical quizzes and tests2. Classroom manoeuvres to continually assess learners' progress3. In class interaction among learners4. Periodical analyses of learner errors5. Suggestions for the learners to eliminate their errors
<p>2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <p>Periodic internal as well as common tests and Quizzes.</p>
<p>3 Processes for Improvement of Teaching</p> <p>I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them. I am in the process of conducting surveys among the learners to lookout for unique errors too.</p>
<p>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)</p> <p>Discussion among various team members of the faculty based on the examination results</p>

Faculty or Teaching Staff: Mr. ZYNULLABEDIN MOHAMMAD

Signature: _____ **Date Report Completed: 30/3/2016**

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

Signature: _____ **Date:** _____