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| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **English Department** |
| **Bachelor**  | **Course Syllabus** | **Academic year 2022 /2023** |

**Course information**

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| **Prerequisite**  | **Course Title** | **Course#** |
| **0120337** | **Morphology** | **0120336** |
| **Room #** | **Class time** | **Course type** |
| **407** | **12:45- 2:15** | [ ]  University Requirement [ ]  Faculty Requirement [ ]  Major Requirement [ ]  Elective [x]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail Address** | **Office Hours** | **Office Number**  | **Rank** | **Name** |
| hamaireh@philadelphia.edu.jo | Sunday, Monday, Tuesday & Wednesday: 11:30-12:30 | **406** | **Assistant Professor** | **Dr. Hanan Ali Amaireh** |

**Course Delivery Method**

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| **Course Delivery Method** |
| [x]  **Physical** [ ]  **Online** [ ]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **100%** |  |  |

**Course Description**

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| Morphology is the branch of Linguistics that studies the internal structure of words. It deals with the processes by which words are created, and the relation of words and word-parts to meaning and to syntax. It aims to cover several key topics in Morphology like: morphemes, roots, lexemes, allomorphs, derivation, inflection, compounds, blends, phrasal words, productivity, etc. In addition, relevant morpho-phonological processes are also studied in this course. This course surveys some of the important phenomena in the recent morphological research. It also teaches students what is considered as a lexical item (i.e. words added to the dictionary) and what is not. |

**Course Learning Outcomes**

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| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
|  | Students are expected to learn and understand the English Morphology and be familiar with the processes of word-formation. | **K1** |
|  | Students should be able to recognize and analyze English word structures, in terms of categories and pronunciation | **K2** |
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|  |
| **Skills**  |
|  | Students should be able to apply their knowledge in using the appropriate terminology in any morphological description.  | **S1** |
|  | Identify morphemes and allomorphs  | **S2** |
|  | Categorise affixation and derivation  | **S3** |
| **Competencies** |
|  | Students should display analytical skills in describing words categorically and phonologically.  | **C1** |
|  | Students should be able to transfer their knowledge of Morphology to their daily life in speaking and writing skills. | **C2** |

**Learning Resources**

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| Carstairs-McCarthy, A. (2002). *An introduction to English morphology: words and their structure*. Edinburgh: Edinburgh University Press.Kortmann, B. (2005). English Linguistics: Essentials. Berlin: CornelsenNorthstar Reading and Writing 2 W/Myenglishlab Online Workbook and ResourcesIntroduction to English Linguisticsutb basicsEnglish Morphology for the Language Teaching Profession | Course textbook |
| **References:**Adams, V. (1973). An Introduction to Modern English Word–Formation. London: Longman. Bauer, L. (1983) English Word–Formation. Cambridge: CUP.Chomsky, N. and Morris H. (1968). The Sound Pattern of English. New York. Harper & Row. Further abbreviated as “SPE”.Quirk, R. et. al. (1972). A Grammar of Contemporary English. London: Longman.\_\_\_\_\_\_\_\_\_\_\_\_\_ (1985) A comprehensive Grammar of the English Language Longman. | Supporting References |
| <https://linguistics.ucla.edu/people/Kracht/courses/ling20-fall07/ling-intro.pdf> | Supporting websites  |
| [x] **Classroom** [ ]  **laboratory** [ ] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Meetings and subjects timetable**

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| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
| <https://linguistics.ucla.edu/people/Kracht/courses/ling20-fall07/ling-intro.pdf> | Draw a tree of the branches of linguistics | Lecture | Introduction to Linguistics | **1** |
| <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/what-is-morphology/> | **Consult a dictionary and find the meaning of 5 words with their definitions, word class and examples** | **assignment** | Words, sentences and dictionaries | **2** |
| <http://www.prefixsuffix.com/rootchart.php> | Look at a passage and underline the words with the –or, -able, and – ation suffixes. | **Watching a video** | **A word and its parts: Roots, affixes and shapes** | **3** |
| <https://www.britannica.com/topic/inflection> | Add –y to the words below. Then put those words in complete sentences that make sense. The first one is done for you. Base Word New Word Sentence: 1. powder: powdery: The new snow was very powdery | **Watching a video** | **A word and its forms: Inflection** | **4** |
| <https://semanticsmorphology.weebly.com/word-formation-through-derivation.html> | Mystery Word See if you can use the clues to figure out the mystery words described below. Example: Who am I? I work at a place where people deposit their money and cash their checks. (banker | **Game**  | A word and its relatives: derivation | **5** |
| <https://englishstudyhere.com/vocabulary/1000-examples-of-compound-words/> | **Find compound words from a short story** | **Flipped learning** | **Compound words**  | **6** |
| <https://www.youtube.com/watch?v=2eNbryXN084>Blended Words | **Matching****Create blended words from the list of words** | **Problem solving**  | Blended Words | **7** |
| <https://www.learnenglishteam.com/phrasal-verbs-free-pdf/> | The students sit together in a circle. Begin a story by saying a sentence that includes a phrasal verb, e.g. 'I walked down the street'. The first student repeats the sentence and continues the story by adding a sentence containing a phrasal verb, e.g. 'I walked down the street and went into the corner shop'. The game continues with each student in turn trying to remember what was said and then adding a sentence containing a phrasal verb to continue the story.  | **Storytelling**  | **phrasal words** | **8** |
|  |  |  | **Mid exam** | **9** |
| <https://homepage.univie.ac.at/stela.manova/uploads/1/2/2/4/12243901/subtractive_morphology_-_linguistics_-_oxford_bibliographies.pdf> | Define Subtractive Morphology | **Lecture**  | Subtractive Morphology | **10** |
| <https://www.researchgate.net/publication/28256405_Morphological_Complexity_and_Prosodic_Minimality> | **Summarise the paper on** " Morphological Complexity and Prosodic Minimality | **Discussion paper** | Morphological Complexity and Prosodic Minimality | **11** |
| <https://www.researchgate.net/publication/28256405_Morphological_Complexity_and_Prosodic_Minimality>[Dimensions\_revised.dvi (yale.edu)](https://cowgill.ling.yale.edu/sra/dimensions_revised.pdf) | **Summarise the paper on** "Morphological Complexity**:**  | **Discussion paper** | Morphological Complexity and Prosodic Minimality | **12** |
| <http://linguistics.berkeley.edu/phonlab/documents/2013/Hyman_Inflectional_Tone.pdf> | **Define tonal morphology** | **lecture** | **Tonal morphology** | **13** |
| [Microsoft Word - 07morph.docx (wordpress.com)](https://geertbooij.files.wordpress.com/2014/02/booij-2014-morphology-routledgehandbook1.pdf) | **Define tonal morphology**  | **Lecture** | **Tonal morphology** | **14** |
|  |  |  | **Revision**  | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology  |
| Wordwall.com will be used to create activities relevant to morphologyUsing the Moodle, YouTube, Different websites  |
| Communication skills  |
| Students will be asked to work in groups to do certain activities in a collaborative mannerPresentations about different topics and having discussions about varied subjects  |
| Application of concepts learnt |
| Students will be asked to use "Wordwall.com" to create activities relevant to morphologyUsing new concepts in discussions and writing essays  |

**Assessment Methods and Grade Distribution**

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| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | **8** | **30 %** | **Mid Term Exam** |
|  | **2-15** | **30 %** | **Various Assessments \*** |
|  | **16** | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| **Quiz** | Lecture | Students are expected to learn and understand the English Morphology and be familiar with the processes of word-formation | **K1** |
|  |  |  | **K2** |
|  |  |  | **K3** |
|  |  | **Skills**  | **S1** |
| **Assignment** | collaborative learning  | Students should be able to recognize and analyze English word structures, in terms of categories and pronunciation. | **S2** |
| Group or individual projects. | project- based learning | Students should be able to apply their knowledge in using the appropriate terminology in any morphological description. Moreover, they should be able to apply their knowledge in the productive skills, i.e., writing and speaking. | **S3** |
|  **Competencies** |
|  |  | Student should display analytical skills in describing words categorically and phonologically. Additionally, they should be able to transfer their knowledge of Morphophonology to their daily life in speaking and writing skills | **C1** |
| reports | flipped Class | Students are expected to learn and understand the English Morphology and be familiar with the processes of word-formation | **C3** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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|  **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.
* A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.
* A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance**  |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty**  |

**Program Learning Outcomes to be Assessed in this Course**

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| **Target Performance level** | **Assessment Method**  | **Course Title** | **Learning Outcome**  | **Number**  |
|  | **quiz** | **morphology** | Distinguish and analyze the grammatical structure of the English language, and acquire knowledge and skills related to branches of linguistics such as: linguistics), linguistics, discourse analysis, pragmatics, semantics, and others. | S4 |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**

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