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**English Department**

**College of Basic Education**

**Salahaddin University-Erbil**

**Course Book for 3rd Year Students**

**Subject: Morphology**

**Lecturer's name: Abdul-Nafi’ Khidhir Hasan**

**Academic Year: 2022-2023**

**Course Book**

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| **1. Course name** |  **Morphlogy**  |
| **2. Lecturer in charge** | **Abdul-Nafi’ Khidhir Hasan** |
| **3. Department/ College** | **English Department-College of Basic Education** |
| **4. Contact** | **Nafih\_khidhir@yahoo.com****+9647507585754** |
| **5. Time (in hours) per week**  | **3 hours per week**  |
| **6. Office hours** | **6 hours** |
| **7. Course code** |  |
| **8. Teacher's academic**  **profile**  | **Teaching Experiences** Title of course level academic year Name of institutionMorphology 3rd grade 2021-2022 College of Basic Education Syntax 4th grade 2020-2021 College of Basic Education  (Morning and Evening Classes) Essay Writing 3rd grade 2020-2021 College of EducationSyntax 4th grade 2019-2020 College of Basic Education Essay Writing 3rd grade 2019-2020 College of EducationMorphosyntax 3rd grade 2018-2019 College of Basic EducationSyntax 4th grade 2018-2019 College of Basic EducationMorphosyntax 3rd grade 2017-2018 College of Basic EducationTranslation 3rd grade 2016-2017 College of Basic Education-EveningMorphosyntax 3rd grade 2015-2016 College of Basic EducationMorphosyntax 3rd grade 2014-2015 College of Basic EducationMorphosyntax 3rd grade 2013-2014 College of Basic EducationGrammar 1st grade 2013-2014 College of Basic Education-EveningAcademic Debate 1st grade 2013-2014 College of Basic Education- EveningMorphosyntax 3rd grade 2012-2013 College of Basic EducationSyntax 4rd grade 2012-2013 College of Basic EducationGrammar 2nd grade 2012-2013 College of Basic EducationIntroduction 1st grade 2012-2013 College of Basic Education- to LiteratureSyntax 4th grade 2011-2012 College of Basic Education Grammar 1st grade 2011-2012 College of Basic EducationLinguistic texts 2nd grade 2011-2012 College of Basic Educationin EnglishSyntax 4th grade 2010-2011 College of Basic EducationGrammar 2nd grade 2010-2011 College of Basic EducationSyntax 4th grade 2009-2010 College of Basic EducationBook Analysis 4th grade 2009-2010 College of Basic EducationGrammar 1st grade 2009-2010 College of Basic EducationComposition&Grammar 1st grade 2009-2010 College of Arts-Social WorkConversation 2nd grade 2008-2009 College of Basic Education&  College of Languages-EveningConversation 1st grade 2008-2009 College of Basic Education Geographical& 2nd grade 2008-2009 College of Basic EducationHistorical Texts Phonology 1st grade 2007-2008 College of Basic EducationGrammar & English Language Course Language Center Composition    |
| **9. Keywords** | Morphology, Morpheme, Allomorph, Word formation processes, Phonologically conditioned, Lexically conditioned, Immediate constituent |
| **10. Course overview:**  **Morphology**As a branch of linguistics, morphology deals with the structure of words, that is, the morphemes that constitute words, for example *work* has one morpheme while *worker* and *workers* have two and three morphemes respectively. It also deals with *processes* of word formation such as derivation, compounding and acronymy. Taking courses in morphology helps students to expand their vocabulary, which in turn helps them to gain competence in a wide range of language skills. For example, one can increase their vocabulary by deriving a number of new words from *direct*: *indirect, directly, indirectly, direction and directness.* If you have enough vocabulary, you will be able to write and speak better in the target language. Similarly, large vocabulary can help understand listening and reading texts more easily. Being good at morphology might contribute to language competence and being proficient in English provides an opportunity for graduates to find a job easily in the private or public sector.  |
| **11. Course objective:**General aim: This course book aims generally at satisfying the needs of the third Year English Department students with regard to morphological system of the English language. The topics included in the syllabus provide important foundations for the students. They can harness effectively these foundations for using the four language skills, listening, reading, speaking, and writing in real contexts. The aim of the syllabus is also to improve students’ linguistic and communicative competence and to ensure accuracy in using language skills. Specific aim:  The course syllabus aims particularly at acquainting the third-year students at the college of Basic Education with rules related mainly to the following: 1. Words,
2. Morphemes,
3. Allomorphs
4. Word formation processes,
5. The relationship between morphology and other branches of grammar (or linguistics) such as phonology, semantics and syntax, and
6. Other morphological rules

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| **12. Student's obligation** This course is built upon discourse and the analysis thereof.  Attendance and participation are essential in this course because it blends theory and practice. Class discussions are an important aspect of this course, especially in an environment of mutual respect. You are likely to enhance your learning and enjoyment by both speaking up and listening carefully to the ideas of your classmates. Attendance is vital, 10% of the marks will be tied to in-class activities and class participation. The students are assigned homework almost every lecture and they are also required to carry out weekly or biweekly assignments which are mainly about making comparisons and giving their opinions on certain topics. The teacher marks their assignments and gets them back to his students so that they learn from their mistakes. They are also required to take at least one monthly exam and do certain activities such as holding seminars and writing about the topics they study during the semester (out of 30 marks) and the final exam is out of 60 marks.   |
| **13. Forms of teaching**Teaching methods used in this course include lecturing, questioning, collaborating and learning by teaching. Lecturing is teaching by giving a discourse on a specific subject, usually given in the classroom while in questioning the teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Collaborating is working in groups and it allows students to talk among each other and listen to all viewpoints of discussion or assignment. In learning by teaching the student takes the teacher's role. When we decide what teaching method to use, we will need to consider students' background knowledge, environment and learning goals. Sometimes we may need to use a blend of two or more teaching methods. A model lesson plan may be as follows:1. Reviewing the previous lecture
2. Presenting the new topic
3. Summarizing the main points of the new topic
4. Language objectives and content objectives
5. Assigning homework

The teaching aids used in the classroom include the whiteboard, data show projector, computer and other types of teaching aids. |
| **14. Assessment scheme**Grading System is as follows:1. One monthly exam and doing the activities, seminars and writing about the topics they study are out of 30%.
2. Attendance, class participation, quizzes, and assignments are out of 10%.
3. Final Exam is out of 60%.
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| **5. Student learning outcome:** English Department students take courses in morphology in their third year. Therefore, they are expected to be good at understanding spoken and written English and at expressing themselves fluently and precisely.  |
| **16. Course Reading List and References‌:**1. Quirk, Randolph, Sidney Greenbaum , Geoffrey Leech and Jan Svartvik (1985). A Comprehensive Grammar of the English Language
2. Stageberg, Norman C. An Introductory English Grammar
3. Quirk, Randolph and Sidney Greenbaum (1989). A University Grammar of English
4. Alexander, L. G. (2002). Longman English Grammar
5. English-English Dictionaries
6. Books, Articles and Other Resources Online
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| **17. The Topics:** | **Lecturer's name** |
| Course Schedule:Time Syllabus content Week 1 **Morphology** Etymology of Morphology Definition of morphology MorphemeWeek 2 Definition of morpheme  Classification of morphemes  Free morphemes Bound morphemes Classification of free morphemes  a. lexical morphemes  b. functional morphemesWeek 3 Classification of bound morphemes a. derivational morphemes b. inflectional morphemes Roots Bases Stems AllomorphsWeek 4 Phonological conditioning Lexical (Morphological) conditioning  The morphology-syntax interactionWeek 5 Word formation  Derivation Definition of Derivation Prefixes, suffixes Prefixes Definition of Prefix Types of Prefixes Negative prefixes (un, non, in, dis, a) Reversative or privative prefixes (un, de, dis)Pejorative prefixes (mis, mal, pseudo)Prefixes of degree or size (arch, super, out, sur, sub, over, under, hyper, ultra, mini) Prefixes of attitude (co, counter, anti, pro) Locative prefixes (super, sub, inter, trans) Prefixes of time and order (fore, pre, post, ex, re, ante)Week 6 Number prefixes (uni, mono, bi, di, tri, tetra, penta, octa, octo, multi, poly) Other prefixes (auto, neo, pan, proto, semi, vice, be,  bio, cardi, chron, contra, demi, derm, dys, eco, aqua,  hetero, hom, hypo, intra, matri, retro, patri, en, em,)Week 7 Suffixes Definition of Suffix Suffixes Noun → noun suffixes Noun/adjective → Noun/adjective suffixes Verb → noun suffixes Week 8 Adjective → noun suffixes Verb suffixes Noun → adjective suffixes Adverb suffixes Infixes Immediate Constituent ICWeek 9 Word formation Coinage BorrowingWeek 10 Compounding  BlendingWeek 11 Clipping BackformationWeek 12 Conversion Acronyms Reduplication | Abdul-Nafi’ Khidhir Hasan |
| **20. Extra notes:** |
| **21. Peer review**  **………………………………………………………………………………………..** |