



SALAHADDIN UNIVERSITY - ERBIL

Ministry of Higher Education and

Scientific Research

Kurdistan Region – Iraq



English Department

College of Languages

Subject: Morphology

Course Book: 3rd Year (First Semester)

Lecturer's Name: Binin Mustafa Saeed

Academic Year: 2022-2023

Course Book

2022-2023

Course Name	Morphology
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General Information

Code	College/Department	Semester	Stage	Theoretical (hour/week)	Practical (hour/week)
LE1305	English	Second	Third	3	-

1-Module Language	English
2- Module Level	Undergraduate
3- Stage	3rd stage
4- Lecturer	Binin Mustafa Saeed
5- Contact	Email: binin.saeed@su.edu.krd Mobile No.: 009647507758899
6- Teachers academic profile	BA. 2014, MA. 2019 in English Language and Linguistics College of Languages, Salahaddin University-Erbil.
7- Office hours	Available during the whole week
8- Keywords	Morphology, English Word-formation

9- Course Overview	<p>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.</p> <p>It also deals with processes of word formation such as derivation, compounding and acronymy.</p> <p>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.</p> <p>For example, one can increase their vocabulary by deriving a number of new words from direct: indirect, directly, indirectly, direction and directness.</p> <p>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.</p> <p>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.</p>
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10- Course Objectives	<p><u>General aim:</u></p> <p>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.</p> <p><u>Specific aim:</u></p> <p>The course syllabus aims particularly at acquainting the third-year students at the college of Basic Education with rules related mainly to the following:</p> <ol style="list-style-type: none"> 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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11- Course/Learning Outcomes	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none">- An ability to analyze words into their parts.- Enable students to create words.- Have a clear understanding regarding the difference between morphology and syntax. Furthermore, it is a factor that is used to know a link between morphology, syntax and semantics.																				
12- Teaching methods	<p>Teaching methods used in this course include lecturing, questioning, collaborating and learning by teaching.</p> <p>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.</p> <p>Collaborating is working in groups and it allows students to talk among each other and listen to all viewpoints of discussion or assignment.</p> <p>In learning by teaching the student takes the teacher's role.</p> <p>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.</p> <p><u>A model lesson plan may be as follows:</u></p> <ol style="list-style-type: none">1. Reviewing the previous lecture2. Presenting the new topic3. Summarizing the main points of the new topic4. Language objectives and content objectives5. Assigning homework <p>The teaching aids used in the classroom include the whiteboard, data show projector, computer and other types of teaching aids.</p>																				
13- Assessment Tools	<table><tr><th>Method</th><th>Quantity</th><th>Percentage (%)</th></tr><tr><td>Participation (individual – group work – class discussion) + Assignments</td><td>-</td><td>5 + 5 = 10</td></tr><tr><td>Quiz</td><td>1</td><td>10</td></tr><tr><td>Midterm Exam(s)</td><td>1</td><td>20</td></tr><tr><td>Final Exam</td><td>1</td><td>60</td></tr><tr><td>Total</td><td></td><td>100</td></tr></table>			Method	Quantity	Percentage (%)	Participation (individual – group work – class discussion) + Assignments	-	5 + 5 = 10	Quiz	1	10	Midterm Exam(s)	1	20	Final Exam	1	60	Total		100
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14- Students' obligation	<p>This course is built upon discourse and the analysis thereof. Attendance and participation are essential in this course because it blends theory and practice.</p> <p>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, class participation, and assignments.</p> <p>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.</p> <p>The teacher marks their assignments and gets them back to his students so that they learn from their mistakes.</p> <p>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.</p>
15- Course Book/Textbook	Collected texts from different sources by the lecturer
16- Course reading list and References.	<ol style="list-style-type: none"> 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

17- Course contents	The module comprises of 13 weeks of 3 hours theoretical as following:	
Theoretical		
No. of Week	Hours	Topic
Week 1	3	1. INTRODUCTOIN <ul style="list-style-type: none">- What is Morphology/word-formation?- A brief history of the study of word-formation.- What are Morphemes?- How do we recognize Morphemes?- Words and pieces of words- Defining words- Word classes
Week 2	3	2. BASIC CONCEPTS <ul style="list-style-type: none">- Words and word-formation- Examples of inflection, derivation, and compounding.- Word, word-form, lexeme- Morpheme, morph, allomorph, formative morphology
Week 3	3	- QUIZ 10% (1 hour) <ul style="list-style-type: none">- Bound, free- Transparent, opaque- Root, stem, base
Week 4	3	<ul style="list-style-type: none">- (Quiz discussion)- Inflection, derivation
Week 5	3	<ul style="list-style-type: none">- Complex, compound- Endocentric, exocentric, appositional, dvandva- Class-maintaining, class-changing- Conversion

Week 6	3	3. <u>(LEXICALIZATION)</u> <ul style="list-style-type: none"> - Nonce formations - Lexicalization - <u>Types of lexicalization</u> <ul style="list-style-type: none"> . Phonological . Morphological . Semantic . Syntactic . Mixed
Week 7	3	(Review – Discussion – Q&A) <u>EXAM %20 (1 HOUR)</u>
Week 8	3	4. <u>(AN OUTLINE OF ENGLISH WORD-FORMATION)</u> <ul style="list-style-type: none"> - Compounding <ol style="list-style-type: none"> 1. Compound nouns 2. Compound verbs 3. Compound adverbs
Week 9	3	<ul style="list-style-type: none"> - Prefixation <ol style="list-style-type: none"> 1. Class-changing prefixes 2. Class-maintaining prefixes - Suffixation <ol style="list-style-type: none"> 1. Suffixes forming nouns 2. Suffixes forming verbs 3. Suffixes forming adjectives 4. Suffixes forming adverbs
Week 10	3	<ul style="list-style-type: none"> - Conversion <ol style="list-style-type: none"> 1. Productivity 2. Conversion as a syntactic process 3. Back-formation 4. Clipping
Week 11	3	<ol style="list-style-type: none"> 5. Blends 6. Acronyms 7. Mixed formation
Week 12	3	(General review – Discussion – Q&A)
Week 13	3	<u>FINAL COURSE EXAM (%60)</u>

18 - Examinations: types of questions	Detailed answer Essay-type questions Short answers Fill in the Blanks Multiple Choices
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