1. **Title of the module**

LING5220 (LL522) – Morphology

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a solid understanding of the fundamentals of empirical inquiry in morphology and of core concepts in morphology;

8.2 Demonstrate the skill of discovering and describing patterns in given data sets, from a variety of languages, in a theoretically-informed way;

8.3 Demonstrate an understanding of the relationship between morphology and other components of the grammar, such as phonology, syntax and semantics;

8.4 Demonstrate lines of argumentation, make informed judgements on the basis of cross-linguistic evidence, and decide between competing analyses of data;

8.5 Demonstrate an understanding of the relevance and usefulness of the cross-linguistic method as a tool to better understand the properties of their own native language (e.g., English).

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate their capacity for critical thought and their ability to express these thoughts accurately;

9.2 Demonstrate an understanding of how to assess the extent to which their hypotheses are validated by new data and problems given to them;

9.3 Demonstrate improved written fluency;

9.4 Demonstrate improved communicative skills;

9.5 Demonstrate improved time management skills.

1. **A synopsis of the curriculum**

This course is an introduction to morphology and to the practice of morphological analysis. By focusing on a range of phenomena, including those falling under inflection, derivation, and compounding (both in English and in other languages), the course helps students develop tools for pattern observation in data, description and analysis of word structure, and hypothesis testing. Students will also gain an understanding of the role of morphology in the grammar and how it relates to other components, such as phonology, syntax and semantics.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aronoff, M. and Fudeman, K. (2005) What is Morphology?, Oxford: Blackwell

Bauer, L. (2003) Introducing Linguistic Morphology, Edinburgh: Edinburgh University Press

Booij, G. (2007) The Grammar of Words: An Introduction to Morphology, Oxford: Oxford University Press.

Honda, M and W. O’Neil (2008) Thinking Linguistically. A Scientific Approach to Language, Oxford: Blackwell

Lieber, R. (2010) Introducing Morphology, Cambridge: Cambridge University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (equivalent to 1,500 words) – 45%
* Essay 2 (equivalent to 1,500 words) – 55%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The topics introduced in this module include research conducted on a wide range of languages from around the world, and research conducted by international researchers; ensuring students gain a cross-linguistic, and therefore, international perspective.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |