SYLLABUS – A COURSE DESCRIPTION

I. General information

   1. Course name: **Linguistic theory: Morphology 1**
   2. Course code: **15-LT-MORPH-EL-11** (Link USOSWeb)
   3. Course type (compulsory or optional): **compulsory**
   4. Study programme name: **English linguistics: Theories, interfaces, technologies**
   5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
   6. Educational profile (general academic profile or practical profile): **academic**
   7. Year of studies (if relevant): **1**
   8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **practical classes: 30 hours**
   9. Number of ECTS credits: **4**
   10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff*: **dr hab. Ronald Kim, prof. UAM** (rkim@amu.edu.pl)
   11. Language of instruction: **English**
   12. Online learning - yes (partially / fully) / no:
   yes (fully): lectures held online on Microsoft Teams, materials and exercises on Moodle

*please underline course coordinator's name

II. Detailed information

   1. Course aim (aims)

-   to familiarize the student with the basic concepts of English morphology
-   to introduce specialist terminology and theoretical knoweldge connected with the English language
-   to introduce the theoretical tools of linguistic description and analysis of linguistic structure
-   to introduce the elements of Polish morphology to better comprehend the structure of English words

   2. Prerequisites in terms of knowledge, skills and social competences (if relevant)

-   knowledge of English at level B1
-   familiar with the basic concepts of linguistics as taught in high school

   3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes
15_MORPH1_01	will know the place and importance of morphology in relation to other branches of linguistics, in particular syntax, and the particulars of the subject	K_W01
15_MORPH1_02	will understand the general topics of English morphology	K_W02
15_MORPH1_03	will understand the content, form, and function of basic morphological terminology and be able to use it	K_W04

	correctly	
15_MORPH1_04	will be able to make proper use of the knowledge acquired in formulating generalizations and comparisons	K_U03
15_MORPH1_05	will be able to analyze basic linguistic phenomena relating to morphology	K_U07
15_MORPH1_06	will possess communicative competence in discussions using specialist terminology	K_U10
15_MORPH1_07	will be able to critically evaluate their own knowledge and abilities and need for continual updating in the context of the relevant field	K_K01

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol(s) (EU)
- the place of morphology within general linguistics	15_MORPH1_01 15_MORPH1_06
- basic concepts of morphological theory	15_MORPH1_01-03 15_MORPH1_06
- classification of morphological processes	15_MORPH1_02 15_MORPH1_03 15_MORPH1_05 15_MORPH1_06
- discussion of productivity in morphology	15_MORPH1_02 15_MORPH1_03 15_MORPH1_06
- classification of morphemes and their arrangement in the English word	15_MORPH1_02 15_MORPH1_03 15_MORPH1_05 15_MORPH1_06
- discussion of the differences between inflection and derivation	15_MORPH1_02 15_MORPH1_03 15_MORPH1_05 15_MORPH1_06
- basic notions of grammatical categories	15_MORPH1_02 15_MORPH1_03 15_MORPH1_05 15_MORPH1_06
- discussion of morphophonological phenomena (e.g. alternations) and morphosyntactic phenomena (e.g. agreement)	15_MORPH1_02 15_MORPH1_03 15_MORPH1_05 15_MORPH1_06
- fundamentals of word formation and the nature and structure of compounds in English	15_MORPH1_02 15_MORPH1_03 15_MORPH1_05 15_MORPH1_06
- basic principles of morphological change	15_MORPH1_02 15_MORPH1_03

	15_MORPH1_05
	15_MORPH1_06
- comparison and contrast of selected topics in Polish morphology	15_MORPH1_04
	15_MORPH1_06
	15_MORPH1_07

5. Reading list

- Haspelmath, Martin and Andrea D. Sims. 2010. *Understanding Morphology*. 2nd edition. London: Hodder Education.
- Spencer, Andrew. 1991. *Morphological Theory*. Oxford/Cambridge, Mass.: Blackwell.
- Bauer, Laurie. 2002. *English Word-Formation*. Cambridge: CUP.
- Matthews, Peter H. 2006. *Morphology*. 2nd edition. Cambridge: CUP.
- Carstairs-McCarthy, Andrew. 2018. *An Introduction to English Morphology: Words and Their Structure*. 2nd edition. Edinburgh: Edinburgh University Press.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X
Interactive lecture	
Problem-based lecture	
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	
Educational simulation / game	X
Task-solving learning (e.g.: calculation, artistic, practical tasks)	X
Experiential work	X
Laboratory work	
Scientific inquiry method	X
Workshop method	X
Project work	X
Demonstration and observation	X
Sound and/or video demonstration	X
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other – please specify	
…	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam	15_MORPH1_01 15_MORPH1_02 15_MORPH1_03 15_MORPH1_04 15_MORPH1_05 15_MORPH1_06					
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test	15_MORPH1_01 15_MORPH1_02 15_MORPH1_03 15_MORPH1_04 15_MORPH1_05 15_MORPH1_06					
Project						
Essay						
Report						
Individual presentation	15_MORPH1_01 15_MORPH1_02 15_MORPH1_03 15_MORPH1_06 15_MORPH1_07					
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
…						

3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	15
	Reading for classes	40
	Essay / report / presentation / demonstration preparation, etc.	20 (homework, group assignments)
	Project preparation	

	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
	…	
TOTAL HOURS		120
Total ECTS credits for the course		4

* please indicate the appropriate activity types and/or propose different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

bardzo dobry (bdb; 5,0): the student knows and understands linguistic concepts very well, knows the branches and research methods of the discipline and understands the dynamics of their development, commands the terminology of the discipline very well and can make use of it in spoken and written contexts

dobry plus (+db; 4,5): the student knows and understands linguistic concepts very well, knows the branches and research methods of the discipline and understands the dynamics of their development, commands the terminology of the discipline very well and can make use of it in spoken and written contexts, making only minor errors

dobry (db; 4,0): the student knows and understands linguistic concepts well, knows the branches and research methods of the discipline and understands the dynamics of their development, commands the terminology of the discipline very well and can make use of it in spoken and written contexts to a satisfactory degree, making occasional mistakes

dostateczny plus (+dst; 3,5): the student knows and understands linguistic concepts on a basic level, knows the branches and research methods of the discipline, commands the terminology of the discipline and can make use of it in spoken and written contexts to a satisfactory degree, but makes numerous mistakes

dostateczny (dst; 3,0): the student knows and understands linguistic concepts on a basic level, knows the branches of the discipline and different research methods, commands the terminology of the discipline and can make use of it in spoken and written contexts on a basic level, but makes numerous mistakes

niedostateczny (ndst; 2,0): the student does not know or understand linguistic concepts, does not know the branches or research methods of the discipline, does not command the basic terminology of the discipline and cannot make use of it in spoken and written contexts without making blatant mistakes.