جامعة المجمعة
Majmaah University

VISION رؤيـــة
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS
(CS)
Ramadan 1438 H , June 2017

Institution:	University College of Art&Education , Majmaah University
Academic Department :	English
Programme:	BA in English Language
Course title and code:	Research Methods **ENGL 411**
Specification Approved Date :	10/11/2018

Course Specifications:

Institution: Majmaa University	Date: 10/11/2018
College/Department : University College of Art and Education	

A. Course Identification and General Information:

1. Course title and code: **Research Methods ENGL 411**
2. Credit hours:3
3. Program(s) in which the course is offered. B. A. in English
4. Name of faculty member responsible for the course Dr. Mohammed Alharbi
5. Level/year at which this course is offered: Level 7 / Third Year
6. Pre-requisites for this course (if any): 1. **Introduction to Linguistics ENGL 215** 2. **Applied Linguistics ENGL 313**
7. Co-requisites for this course (if any): None
8. Location if not on main campus:Majmaah
9. Mode of Instruction (mark all that apply):

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a. traditional classroom	∗	What percentage?	**70 %**
b. blended (traditional and online)	∗	What percentage?	**30 %**
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

B Objectives

What is the main purpose for this course?

1. To understand the nature of research and research writing stages, sections and processes.
2. To identify and explain rudimentary research principles, terms, types and concepts (this will include among others: stating a problem, writing good research questions/hypotheses, etc.).
3. To differentiate between various research methods and designs: : Quantitative, Qualitative, Mixed Methods, etc.
4. To formulate good and valid research questions/hypotheses.
5. To learn how to read and critically review the literature of a particular research topic.
6. To define what a "Theoretical Framework "is.
7. To get acquainted with the rudimental facts about data analysis(this includes some basic practice).
8. To define and explain instruments of data collection such as: Questionnaire, Interview, Observation, Focus Group Discussions, etc.
9. To cite and quote correctly and validly (inside and outside text) including the list of references and resources.
10. To discuss the results relating them to the research objectives, questions/hypotheses and the literature.
11. To learn how to write a summary, conclusion and recommendations

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)
1. Update text books and references.
2. Use IT or web-based reference material such as videos.
3. Use Electronic resources for worksheets and quizzes.

C. Course Description(Note: General description in the form used in Bulletin or handbook)

The course introduces students to the fundamental concepts, principles, terms, theories and applications of research methods. The various stages of research will be introduced and discussed: Problem Statement, Research Questions / Hypotheses, Theoretical framework, Review of Literature, Data collection, Data Analysis, Findings and Discussion, Summary, Recommendations, Conclusions and References. It will be emphasised that these stages and parts of the research process are cyclical rather than linear. The differences between the various research designs Quantitative, Qualitative and Mixed Methods will be explained and discussed. Referencing and citations conventions will also be particularly pointed out.
The course will combine theory and practice throughout the term and students will be given an opportunity to write a research proposal, conduct a small-scale research poroject and write it up

(instructors should always bear in mind that this is an introduction to research for EFL, B.A. students not M.A. or Ph.D.).
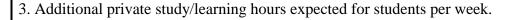Variation and flexibility are encouraged in the process of coursebook/materials selection, instruction and evaluation.

1. Topics to be Covered		
List of Topics	**No. of Weeks**	**Contact hours**
Introduction	1	3
Research: Fundamental Concepts (definition, terms, philosophy, aims, objectives, difference between research subject and research topic, etc.).	2	6
Starting a Research Project :Study problem(stating the problem), formulating research questions/hypotheses, etc.	2	6
1. The Literature and Theoretical Framework (central ideas of how to read and review the relevant literature). 2. How to quote and cite sources correctly and validly.-	1	3
Data: description and collection methods. Differences between Quantitative, Qualitative and Mixed Methods	2	6
Writing a research proposal(they need to write a proposal at this level and keep working on it as the course proceeds).	1	3
Methods of data collection: General Introduction	1	3
Questionnaires, Interviews, Observation, Focus Group Discussions, etc. (practice doing one of these methods)	1	3
Data Analysis: Key Ideas and Methods	1	3
Results and Discussion: How to present and discuss findings	1	3
Summary, Conclusion and Recommendations/Implications	1	3
Final exam and project submission/presentation	1	3

2. **Course components (total contact hours and credits per semester):**

		Lecture	**Tutorial**	**Laboratory/ Studio**	**Practical**	**Other:**	**Total**
Contact Hours	**Planed**	45 hours	None	None	None	None	45 hours
	Actual	45 hours	None	None	None	None	45 hours
Credit	**Planed**	3 hours	None	None	None	None	3 hours
	Actual	3 hours	None	None	None	None	3 hours

3. Additional private study/learning hours expected for students per week.	3 hours weekly

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
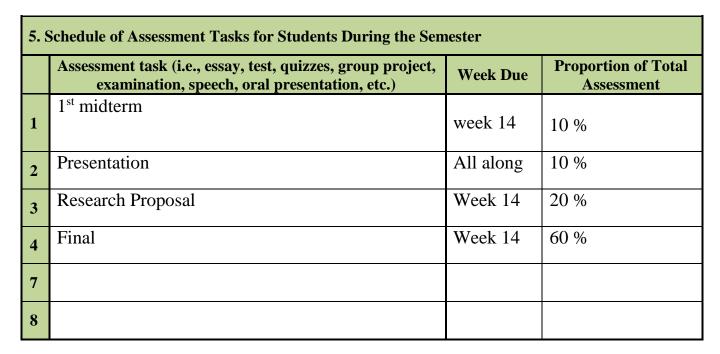
On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Define research and its fundamental concepts. Explain components of a research proposal.	Lecture and power point presentation	Assignments, tests and exams
1.2	Select a research design that is appropriate to a research topic.	Lecture and power point presentation	Assignments, tests and exams
2.3	Distinguish between a variety of research methods and designs: Quantitative, Qualitative, Mixed.	Lecture and power point presentation	Assignments, tests and exams
2.0	**Cognitive Skills**		
2.1	Read and critically review the literature of a particular research topic.	Lecture , power point presentation and whole group and small group discussion	Individual assignments and group quizzes, tests and exams
2.2	Discuss primary characteristics of data analysis.	Showing students examples of data analyses.	
2.3	Discuss the findings with reference to the research objectives, questions/hypotheses and the relevant literature.	Using mixed instruction methods, lecturing, class discussion, individual and	

			class tasks. Showing students examples of research finding discussions.	
3.0	**Interpersonal Skills & Responsibility**			
3.1	Display evidence of some critical thinking and creative thinking skills in the light of the knowledge and skills obtained from the course. Observe research ethics(such as avoiding plagiarism, acknowledging and giving credit where credit is due, using data for research purposes only, etc.).	group work participation and presentation discussion.	Assessing participation in the group, taking responsibility , working effectively and acting ethnically in personal or public forum. The ability of solving problems individually
3.2	Decision Making			
4.0	**Communication, Information Technology, Numerical**			
4.1	Acquiring effective communication skills such as active listening and good and relevant questions as in interviews. Use of electronic journals and data basis.	Individual oral presentation and essay writing	Individual assessment according to the effective oral and written form
4.2	Using search engines for research purposes. Gaining better presentation skills.	Individual oral presentation and essay writing. Research project reporting and presentations	Individual assessment according to the effective oral and written form
5.0	**Psychomotor**			
5.1	**Not Applicable**			
5.2				

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	1st midterm	week 14	10 %
2	Presentation	All along	10 %
3	Research Proposal	Week 14	20 %
4	Final	Week 14	60 %
7			
8			

5. Schedule of Assessment Tasks for Students During the Semester

D. Student Academic Counseling and Support

^hour per course per week

E Learning Resources

1. List Required Textbooks

 NA

2. List Essential References Materials (Journals, Reports, etc.)
3. **Dornyei, Z. (2007). Research Methods in Applied Linguistics: Qualitative, Quantitative and Mixed Methodologies. Oxford University Press.**
4. **Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications, USA.**
5. **Marczyk, G., DeMatteo, D&Festinger, D. (2005). Essentials of Research Design and Methodology. USA : John Wiley and Sons, Inc.**

Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York : Open University Press

6. List Electronic Materials, Web Sites, Facebook, Twitter, etc.
- NA

4. Other learning material such as computer-based programs/CD, professional standards or

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access,etc.)
30 seats

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
- Lecture rooms well equipped with teaching aids
- Language labs
- Library
- Conference hall

2. Technology resources (AV, data show, Smart Board, software, etc.)
- Laptop computer
- Multimedia projector system

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
Peer evaluation,
Class observations by supervisors

G   Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
By meetings and discussing that in regular biases

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
By doing peer-evaluating per course.

7. Processes for Improvement of Teaching
Training sessions, workshops to facilitate experience exchange among faculty members
Regular meetings to discuss and solve problems
Discussion of challenges in the classroom with colleagues and supervisors
Encouraging faculty members to attend professional development conferences
Keep up to date with pedagogical theory and practice
Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Check marking of a sample of examination papers either by a resident or visiting faculty member

2. Arrange with another institution to have two common test items included on an exam and compare marks given

3. Double-check papers by a second reader in case of students who believe they are underrated.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Compare syllabi and course description with other universities (including those on the net)

2. Bi-annual meetings of faculty members to discuss improvement

3. Have a curriculum review committee to review the curriculum periodically and suggest improvements

Name of Course Instructor: Dr. Mohammed Alharbi
Signature: Reef
Date Specification Completed: 1/3/1440

Program Coordinator: **Dr. Aied Al-Anazi**
Signature: ………………………….. Date Received: ………………………………......