Course Specification
— (Bachelor)

Course Title: Research Methods	
Course Code: ENGL 411	
Program: English	
Department: English Department	
College: College of Education	
Institution: Majmaa University	
Version: 2023/2024	
Last Revision Date: *Pick Revision Date.*	

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3H)

2. Course type

A.	☒ University	☐ College	☐Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Level 8/ 2023)

4. Course general Description:

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 emphasized 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 project 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 course book/materials selection, instruction and evaluation.

5. Pre-requirements for this course (if any):

None

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	77.8%

No	Mode of Instruction	Contact Hours	Percentage
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	10	22.2%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	35
2.	**Laboratory/Studio**	10
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify different research terms, concepts, types, and methods, designs and tools of research.	K1	Lecturing & interactive class discussion	- Exams, Quizzes (True & False/ Fill in the blank / Short note questions.)
2.0	**Skills**			
2.1	Cognition: Design and conduct research proposals in the fields of linguistics, literature and language learning.	S2	Lecturing & interactive class discussion	Exams, Quizzes written assignments / group projects
2.2	Communication: Write research papers and report research findings.	S3	Lecturing & interactive class discussion	Presentation/observation

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...				
3.0	**Values, autonomy, and responsibility**			
3.1	Show responsibility and understanding of academic integrity and avoid plagiarism	V1 &V2	Projects, assignments Rubrics.	Projects, assignments Rubrics.
3.2				
...				

C. Course Content

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

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm(s)	Week 9-12	30%
2.	Assignments and participation	All the way through	10%
3.	Projects/ papers/ presentations/ reflections	All the way through	20%
...	Final Exam		40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	1. Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications, USA.
Supportive References	1. Dornyei, Z. (2007). Research Methods in Applied Linguistics: Qualitative, Quantitative and Mixed Methodologies. Oxford University Press. 2. Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York: Open University Press 3. Marczyk, G., DeMatteo, D&Festinger, D. (2005). Essentials of Research Design and Methodology. USA: John Wiley and Sons, Inc.
Electronic Materials	Websites
Other Learning Materials	Computer-based instruction

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show computer, internet access.

Items	Resources
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Indirect (CES + PES + SES)
Effectiveness of Students assessment	Faculty and Program Leaders	Direct assessment of course learning outcomes
Quality of learning resources	Students	Indirect (CES + PES + SES)
The extent to which CLOs have been achieved	Faculty and Program Leaders students	Indirect (LUS)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	department of English Language Council
REFERENCE NO.	
DATE	