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| **Institution :** | **University College of Science and Humanities at Hotat Sudair, Majmaah University** |
| **Academic Department :** | **English** |
| **Programme :** | **B A (English)** |
| **Course title and code:** | **Research Method , ENG:416** |
| **Specification Approved Date :**  | **16/11/2017** |

**Course Specifications**

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| **Institution: Majmaah Univerisy** | **Date: November, 18, 2017**  |
| **College/Department : Department of English, University College of Science & Humanities** |

**A. Course Identification and General Information**

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| 1. Course title and code: Research Method, ENG-416 |
| 2. Credit hours:3 |
| 3. Program(s) in which the course is offered. BA English(If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the courseProf VSV Laxmi Ramana |
| 5. Level/year at which this course is offered: Seven |
| 6. Pre-requisites for this course (if any): Nil |
| 7. Co-requisites for this course (if any): NIL |
| 8. Location if not on main campus: University College of Science & Humanities, Hotat Sudair |
| 9. Mode of Instruction (mark all that apply):40 a. traditional classroom What percentage? 50 b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage?10 f. other What percentage?**Comments:** |

**B Objectives**

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| 1. What is the main purpose for this course?* To enable students to conduct research projects through introducing them to the scientific principles and methods of research writing.
* To provide students with the theoretical and practical tools for research writing.
* To help students develop research questions, based on a critical appraisal of existing research
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| 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)Introducing a mini project for research and introducing research proposals etc for awarding marks |

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

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| Course Description: This course aims to provide students with the tools and skills required to conduct research both theoretically and practically. It is intended to help students develop research questions, based on a critical appraisal of existing research. It purports to enable students to embark on new research projects through introducing them to the different principles and scientific methods of research writing. |

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| **1. Topics to be Covered** |
| **List of Topics** | **No. of****Weeks** | **Contact hours** |
| Defining research | **1** | **3** |
| Developing a research design | **2** | **6** |
| **Topic choosing and limiting a research focus** | **2** | **6** |
| Planning and outlining | **1** | **3** |
| Planning and outlining | **1** | **3** |
| Note taking, Review of related literature, | **2** | **6** |
| Theoretical framework, methodology, Analysis & Discussion | **2** | **6** |
| Citation, using illustrations, documentation, referencing and avoiding plagiarism | **3** | **9** |
| Testing validity and reliability of the research | **1** | 3 |

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| **2. Course components (total contact hours and credits per semester):** |
|  | **Lecture** | **Tutorial** | **Laboratory/****Studio** | **Practical** | **Other:** | **Total** |
| **Contact****Hours** | **Planed** | **45** |  |  |  |  | **45** |
| **Actual** | **45** |  |  |  |  | **45** |
| **Credit** | **Planed** | **3** |  |  |  |  | **3** |
| **Actual** | **3** |  |  |  |  | **3** |

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

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| 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** | To Describe the research process | lecturing | Test |
| **1.2** | To Define certain terminology in Research | Lecturing | Quiz |
| **1.3** | To Outline the research of their interest | Lecturing | Test |
| **2.0** | **Cognitive Skills** |
| **2.1** |  To Prepare a list of topics of their interest to do research**................** | Lecture on how to Browse the web sources | Assignment to browse the Internet to find out the topics of for research on various domains |
| **2.2** | To Organize their thought process | Flow chart | Note-taking & note making Tasks |
| **2.3** | To Plan the outline for research**......**  | Problem-based teachingDiscussion | Assignment to chalk out the plan of the given topic |
| **3.0** | **Interpersonal Skills & Responsibility** |
| **3.1** | To communicate the point of view  | Cooperative Learning: Jigsaw method | Group Discussions |
| **3.2** | To interpret the problem through figures and texts or both | Task-based teaching | Information Transfer excercisesNote-taking & Note-making excercises |
| **4.0** | **Communication, Information Technology, Numerical** |
| **4.1** | Inferring the idea of the research topicReading skills (Literature Review, collecting the data.etc.) | Project-based teaching | Presentations on the given topic |
| **4.2** | To Handle the objections | Project-based | Viva-voce |
| **5.0** | **Psychomotor** |
| **5.1** | To write the Research proposals | Task-based | Research proposals |
| **5.2** | To exhibit and judge the articles (critical thinking skills) | Task-based | Review-writing |

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| **5. Schedule of Assessment Tasks for Students During the Semester** |
|  | **Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)** | **Week Due** | **Proportion of Total Assessment** |
| **1** | I Mid Exam | 8  | 20 |
| **2** | Quiz | 8 | 5 |
| **3** | Assignments on writing and doing mini researches | Throughout the Semester | 15 |
| **4** | II Mid exam | 13 | 20 |
| **5** | Final exam | 15 | 40 |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)During the office hours of all the working days |

**E Learning Resources**

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| 1. List Required Textbooks “Research Methods” ,M.P.SINHA, Nice Printing Press, New Delhi“ The Crafts of Research” (Chicago guides to writing, Editing and Publishing) by Wayne C Booth “Research Design: Qualitative, Quantitative and Mixed Methods and Approaches”  by John W Creswells (Paperback publications. |
| 2. List Essential References Materials (Journals, Reports, etc.)* International Journal of Social Research Methodology
* European Journal of Research Methods
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| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. NA |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. NA |

**F. Facilities Required**

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| 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.) Library should contain various Titles and books on various topicsThe students are required to submit one copy on the mini research topic to the Library |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)Good |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)Smart Board is available  |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) NA |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of TeachingFeedback to be taken soon after the first monthly Test, so that the Head of the Dept can suggest the teachers accordingly...IQAC should conduct a survey and on teachers and submit the report to the Coordinator |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the DepartmentTeacher should conduct a brief survey on his/her teaching on certain parametersSelf-assessment to be done by the teacher at the end of the course and it should be submitted |
| 3. Processes for Improvement of TeachingWorkshops in English must be organized on the latest trends in teaching-learning methodsLibrary should have books on literature and language |
| 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)Unified question paper for both the colleges to be introduced |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.Taking the feedback Correcting the Assignments and suggest the modificationsSubject seminars to be introduced |

**Name of Course Instructor: Prof VSV Laxmi Ramana**

**Signature: ……Laxmi…… Date Specification Completed: …Nov 17, 2017…**

**Program Coordinator:** Dr. Murad Al-Shboul

**Signature: ………………………….. Date Received: ………………………………......**