



## Course Specifications

<b>Course Title:</b>	Research Project
<b>Course Code:</b>	ENG 490
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	4 Hours
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	L 8 / Fourth Year
<b>4. Pre-requisites for this course (if any):</b>	ENG 416 ENG 362
<b>5. Co-requisites for this course (if any):</b>	None

## 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	48	75%
2	Blended	16	25%
3	E-learning		
4	Distance learning		
5	Other		

## 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	32
2	Laboratory/Studio	8
3	Tutorial	8
4	Others (workshops, practical sessions)	16
	<b>Total</b>	<b>64</b>

## B. Course Objectives and Learning Outcomes

<b>1. Course Description</b>
This course aims to train students how to create a research project and guide them in the process of developing one for their own, including a relevant literature review and proper formulation. It addresses general and conceptual design of a research project. Subjects like clarifying the research objective, constructing the research framework, elaboration of the research questions, research design, data analysis, report writing and the definition and specification of the theoretical concepts used are dealt with. Once equipped with this knowledge, students would be well-placed to conduct disciplined research project under supervision in an area of their choice.
<b>2. Course Main Objective</b>
The main objective of this course is for students to gain insights and experience of the practical, organizational, intellectual and communication skills associated with research in order to develop a sound research. The following sub-objectives support the main objective as students will be able to:
<ol style="list-style-type: none"> <li>1. Learn the theoretical perspectives and epistemological assumptions underpinning different research approaches and methodologies of EFL research</li> <li>2. Explain in depth the main parts of the academic term paper.</li> <li>3. Write a proposal and improve the research skills required for planning and executing basic research paper.</li> </ol>

4. Evaluate the role of theory in research and understand the importance of the selection and use of a theoretical framework in conducting basic research
5. Identify and design a particular methodological approach appropriate to their chosen research topic and critically synthesize data from quantitative/qualitative analysis.
6. Develop the analytical, critical, communication and research skills
7. Learn how to use the modern technology and the library, and how to consult references and document their research papers.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b> <i>By the end of the course, students will be able to:</i>	
<b>1.1</b>	Outline the differences between types of research correctly	<b>K2</b>
<b>1.2</b>	Display comprehensive knowledge of research methods	<b>K3</b>
<b>1.3</b>	Display comprehensive knowledge of structuring a research paper according to APA style	<b>K4</b>
<b>2</b>	<b>Skills</b> <i>By the end of the course, students will be able to:</i>	
<b>2.1</b>	Articulate a clear and feasible research question or problem and formulate a hypothesis	<b>S4</b>
<b>2.2</b>	Search for clear and concise information on existing knowledge related to the research topic	<b>S2</b>
<b>2.3</b>	Design a research study in context of English language teaching/learning skillfully with the aim to conduct them under supervision.	<b>S5</b>
<b>2.4</b>	Write a research paper using accurate terminology, concepts, and theory	<b>S6</b>
<b>3</b>	<b>Values:</b> <i>By the end of the course, students will be able to:</i>	
<b>3.1</b>	Demonstrate self-confidence and creativity in the presentation of questions and ideas	<b>V1</b>
<b>3.2</b>	Work effectively in pairs and groups in accomplishing their research projects	<b>V2</b>
<b>3.3</b>	Critically appraise ethical principles of research, ethical challenges and approval processes through avoiding plagiarism and following ethical standards prescribed by the university skillfully.	<b>V3</b>
<b>3.4</b>	Demonstrate an ability in research, training and fieldwork to adapt socially, make use of available resources, value cultural diversity and respect others perspectives.	<b>V4</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction: Course Overview; Syllabus Discussion; Texts and Resources.	4
2	Research and the research problem: Identifying Appropriate Research Problems; writing the problem statement and Hypotheses; stating the purpose of a study.	4
3	Research Methods and Types of Research	4
4	A Research Paper and Its Parts	4
5	Use of Technology and Library – reviewing Documentation, (MLA & APA )	4
6	Reviewing the Literature and Library — working with databases	4

7	Data analysis and interpretation	4
8	Data analysis and interpretation (cont'd)	4
9	First Draft of Research paper	4
10	Practical sessions	4
11	Practical sessions	4
12	Second Draft of Research paper	4
13	Student Presentations	4
14	Student Presentations	4
15	Final Draft of Research paper	4
16	Final Draft of Research paper	4
<b>Total</b>		<b>64</b>

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	Outline the differences between types of research	- Flipped Learning - Class discussions	- Mind maps - Peer & group discussions
<b>1.2</b>	Display comprehensive knowledge of research methods	- Lectures - Inquiry-guided instruction	- Outlining - Oral report
<b>1.3</b>	Display comprehensive knowledge of structuring a research paper according to APA style	- Problem-solving sessions - Tutorial	- Case analysis - Construct a research plan
<b>2.0</b>	<b>Skills</b>		
<b>2.1</b>	Articulate a clear and feasible research question or problem and formulate a hypothesis	- Task-based sessions - presentations	- Assignments - Self & Peer evaluations
<b>2.2</b>	Search for clear and concise information on existing knowledge related to the research topic	- Presentations - class discussions	- Forming an Inventory - presentations
<b>2.3</b>	Design a research study in context of English language teaching/learning skillfully with the aim to conduct them under supervision.	- Workshop - Presentations - Class discussions	- Project work - Research paper
<b>2.4</b>	Write a research paper using accurate terminology, concepts, and theory	- Project-based strategy - Inquiry-guided instruction	- Writing reports - Research paper - Poster presentations
<b>3.0</b>	<b>Values</b>		
<b>3.1</b>	Demonstrate self-confidence and creativity in the presentation of questions and ideas	- Presentations and discussions	- Self-evaluation - Reflections
<b>3.2</b>	Work effectively in pairs and groups in accomplishing their research projects	- Project-based - Problem-solving sessions	- Project work - Oral reports and discussions
<b>3.3</b>	Critically appraise ethical principles of research, ethical challenges and approval	- Class discussions - Self-learning exercises	- Reports and research paper

	processes through avoiding plagiarism and following ethical standards prescribed by the university.	- presentations	
<b>3.4</b>	Demonstrate an ability in research to effectively make use of available resources, value cultural diversity and respect others perspectives.	- Self-learning exercises - Class discussions - Peer & group work	- Oral reports and discussions - Observation - Reports and research paper

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment (1) research proposal	4	20 %
2	Assignment (2) research methodology	7	15 %
3	Assignment (3) data analysis and discussion	10	15 %
4	Oral defense (Defense of the paper presented) and poster presentation	11	10 %
5	Final Draft	14/15	40 %
<b>Total</b>			<b>100%</b>

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:
<ul style="list-style-type: none"> <li>• Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.</li> <li>• Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.</li> <li>• Instructors are assigned one hour for student academic advising.</li> <li>• Faculty emails are accessible for students.</li> <li>• Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).</li> </ul>

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	1. O'Leary, Z. (2017). The Essential Guide to Doing Your Research Project. 3 <sup>rd</sup> ED, London: SAGE. 2. Wisker, G. (2009). The Undergraduate Research Handbook. Palgrave Macmillan.
<b>Essential References Materials</b>	1. Nicholas Wallima & Bousmaha Baiche (2001) Your Research Project: A Step-by-Step Guide for the First-Time Researcher 2. Leedy, P. D. and Ormrod, P. D. (2016, 11th ed). Practical Research: Planning and Design. Boston: Pearson Publications.
<b>Electronic Materials</b>	<a href="http://.ilt.msu.edu">Saudi Digital Library</a> <a href="http://.ilt.msu.edu">http://.ilt.msu.edu</a> <a href="http://.tesol-journal.com">http://.tesol-journal.com</a> <a href="http://eltj.oxfordjournals.org">http://eltj.oxfordjournals.org</a>

<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>- Using official applications and software</li> <li>- Academic and legitimate websites to detect plagiarism -e.g., <a href="http://turnitin.com">http://turnitin.com</a></li> </ul>
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<p>The university's official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a> gives access to faculty and students to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc.</p> <ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Cisco Webex</li> <li>• AV</li> <li>• Data show</li> <li>• E-podium</li> <li>• overhead projector</li> <li>• electronic whiteboard</li> <li>• Internet Access</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	