



المركز الوطني للتقويم والاعتماد الاكاديمي  
National Center for Academic Accreditation and Evaluation

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)



## Course Specifications

Institution <b>Al-Imam Muhammad Ibn Saud Islamic University</b>	Date: December 14 <sup>th</sup> , 2019
College/Department <b>College of Languages and Translation/ Department of English Language and Literature</b>	

### A. Course Identification and General Information

1. Course title and code: <b>Research (Eng. 434)</b>	
2. Credit hours: <b>2 hours</b>	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>BA in English Language, Literature and Translation</b>	
4. Name of faculty member responsible for the course	
5. Level/year at which this course is offered: <b>Level 7</b>	
6. Pre-requisites for this course (if any): <b>students should pass Level-3 research method course (Eng 233) and all essay writing courses (Eng 112, 211, 214, 315 &amp; 316).</b>	
7. Co-requisites for this course (if any): <b>None</b>	
8. Location if not on main campus: <b>Main campus/Male students</b>	
9. Mode of Instruction (mark all that apply)	
a. Traditional classroom (modified lecture) <input checked="" type="checkbox"/>	What percentage? <input type="text" value="40%"/>
b. Blended (traditional and online) <input checked="" type="checkbox"/>	What percentage? <input type="text" value="15%"/>
c. e-learning <input type="checkbox"/>	What percentage? <input type="text"/>
d. Correspondence <input type="checkbox"/>	What percentage? <input type="text"/>
f. Workshops and hands on activities <input checked="" type="checkbox"/>	What percentage? <input type="text" value="45%"/>
<p>Comments: Flipped model of instruction is followed, as students receive the lecture content (PP or Word file) two days before class to read and take notes. Then in class students are supposed to share in group discussions and pair work where they explain, discuss and defend their own ideas and/or reflect on ideas of their peers. Other activities used include:</p> <ul style="list-style-type: none"> <li>- Close reading and text analysis (research articles)</li> <li>- Writing workshop about drafting research problem and forming research questions.</li> <li>- Office consultation to help students handle study difficulties</li> </ul>	

## B Objectives

### 1. What is the main purpose for this course?

This course aims to provide undergraduate students with essential knowledge of what constitutes research methods and its various qualitative and quantitative concepts and approaches. The focus of this course is to enable students to analyze and evaluate research literature (The ability to be able to analyze and evaluate research literature is a focus, too). Students would examine and be practically exposed to the main components of a research framework i.e., problem definition, formulating research questions, research design, data collection, ethical issues in research, report writing, and presentation. Once equipped with this knowledge, students would be well-placed to conduct disciplined research project under supervision in an area of their choosing.

By the end of this course, students will acquire some essential knowledge about research and its methods as well as essential tools and skills required when conducting scientific research. More specifically, students will learn about what research is and its main characteristics and components, the structuring of a research paper, research ethics, as well as those main traits of qualitative and quantitative research and how to go about investigating research topics related to language learning/teaching contexts.

Furthermore, students in this course should learn how to write a research proposal which should reflect students' ability to choose a research topic suiting a research paper that examines a specific researchable problem, to locate relevant literature on the topic and write a literature review accordingly, to write research questions/hypotheses skillfully, Identify and design a particular methodological approach appropriate to their chosen research topic (e.g., selecting the participants and tools needed to gather data on the topic, etc.), and critically synthesize data from quantitative and qualitative analysis. The students will then be asked to develop and present their research in different drafts. Students should also learn about documenting references and the steps needed to write a basic research paper.

### 2. Briefly describe any plans for developing and improving the course that are being implemented.

1. Increased use of IT or web-based reference material
2. Use Web-CT for uploading material
3. Consistently change the list of readings/ include recent publications
4. Use of [www.tesol.org](http://www.tesol.org) and [www.moodle.com](http://www.moodle.com) for collaborative activities
5. Include e-books

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

### Course Description:

The course introduces students to basic research processes which all build upon the concepts and issues they have learned in the *Level-3 research method* course. The course is particularly designed to develop the research skills required for planning and executing basic research paper, help students to explain in depth the main parts of the academic term paper, training students on how to use the library, train students on how to use modern technology in research, and train students on how to use references and documentation.

<u>Topics to be covered</u>	N. of weeks	Credit hours
1. An introduction to research: what is Research? The role of research, research process overview.	1	2
2. Writing a basic research paper – components and key tips	1	2
3. General reading and Topic Selection	1	2
4. Research types; Research Problem and outline: Defining the research problem, formulating research question; writing the introduction	1	2
5. Review of literature: Library and the internet and how to utilize them; finding web-based resources. Research Ethics and Integrity	1	2
6. Research design – Experimental and Non experimental research design, Field research, and Survey research	1	2
7. Methods of data collection – Secondary data collection methods, qualitative methods of data collection, and Survey methods of data collection	2	4
8. Attitude measurement and scaling – Types of measurement scales; Questionnaire designing principles – Reliability and Validity overview.	1	2
9. Sampling techniques – The nature of sampling, sampling design, Determination of sample size	1	2
10. Report writing, and APA format – Title page, Abstract, Introduction, Methodology, Results, Discussion, References, and Appendices	2	4
11. Reviewing documentation style, referencing and citation formatting,	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	20	10	0	0	0	30
Credit	2					2

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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	<p><b>On the table below are the five NQF Learning Domains, numbered in the left column.</b></p> <p><b>First</b>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <b>Third</b>, 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.)</p>		
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
1.1	Name research methods and study designs as well as essential tools and skills required when conducting academic research clearly.	- Modified Lecture. -Group brainstorming	-Class participation, Written assignments. midterm
1.2	Describe different types of research correctly.	- Modified Lectures. - Group discussion	- Midterm questions
1.3	Display comprehensive knowledge of structuring a research paper according to APA style through writing a basic research paper appropriately	- modified lecture individual and group assignments and class discussion	Written assignments (Conducting a basic research paper) Require a timeline and evidence of work completed for projects.
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Assess research studies that other researchers produced effectively.	- Close reading and text analysis - Assigned research articles for reading and written analysis	-Written assignments, formal debates.
2.2	Design research studies in context of English language teaching/learning skillfully with the aim to conduct them under supervision.	Modified lecture Project based learning strategy	A typed double-spaced research paper. Individual / group presentations of a certain topic pertaining to research.
<b>3.0</b>	<b>Interpersonal and responsibility</b>		

3.1	Critically appraise ethical principles of research, ethical challenges and approval processes through avoiding plagiarism and following ethical standards prescribed by the university skillfully.	- Problem based learning (PBL) strategy Group work and class discussion	- Assignments for individual and group presentations
3.2	Demonstrate working independently and in group work to evaluate research topics suiting a research paper, methodological approach that examines a specific researchable problem in context of English language teaching/learning.	Task based learning (TBL) strategy	Typed written assignments Assignments for individual and group presentations of a certain topic pertaining to research.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Demonstrate some good understanding of how to locate studies about topics chosen in high ranked e- journals in the field.	learning by doing (in class activities)	-Typed written assignments, midterm and oral exams.
4.2	Access information sources including digital libraries, databases appropriately	flipped model of instruction and activity-based instruction in groups	- online assignments
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable		

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)											
Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)										
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3
1.1	✓										
1.2	✓										
1.3		✓									
2.1					✓						
2.2						✓					
3.1								✓			
3.2							✓				
4.1										✓	
4.2									✓		

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	Percentage	Proportion of Total Assessment
1	Participation in class discussions.	Throughout the semester	10%	10
2	submitting research draft assignments on time assignments on time (5 assignments)	Throughout the semester	30%	30
3	Midterm	Week 11 or 12	20 %	20
4	Research: Final Draft	Week 14 or 15	30 %	30
5	Oral defense (Defense of the paper presented)	Weeks 14 or 15	10%	10

#### D. Student Academic Counseling and Support

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)

**Two hour a week will be allocated for individual student consultations and academic advice.**

#### E Learning Resources

1. List Required Textbooks:

-Lecture Notes

- Willman, N. (2011). *Research Methods: The Basics*. London: Routledge.

2. List Essential References Materials (Journals, Reports, etc.)

Burns, A. (2009). *Doing Action Research in English Language Teaching*. (eBook).

Ellis, B. (1989). *How to Write Themes and Term Papers*. 3rd Edition. New York: Barron's Educational Series

Greswell, J. (1994). *Research Design: Qualitative and Quantitative Approaches*. Thousand Oak: Sage.

Lester, J. (1996). *Writing Research Papers: A Complete Guide*. 8th ed. NY: Harper Collins.

MLA Handbook for Writers of Research Papers. (2009). 7th ed. NY: MLA.

Publication Manual of the APA. (2010). 6th ed. Washington, DC: APA.

Rozakis, L. (2007). *Schaum's Quick Guide to Writing Great Research Papers*. 2nd ed. NY: McGraw-Hill

Zina O'Leary (2013). *The Essential Guide to Doing Your Research Project* 2<sup>nd</sup> Edition(2013).

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

-Periodicals, Web Sites, . . . etc

<http://llt.msu.edu>

<http://tesol-journal.com>

<http://eltj.oxfordjournals.org>

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

-Signed Student Code of honor explained during student orientation to university to protect against plagiarism

- The use of <http://turnitin.com> software program to detect plagiarism

## 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.)
<ol style="list-style-type: none"> <li>1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) <ul style="list-style-type: none"> <li>- <b>A class computer.</b></li> <li>- <b>Data Show Projector.</b></li> <li>- <b>Smart Board equipped Classrooms</b></li> </ul> </li> </ol>
<ol style="list-style-type: none"> <li>2. Computing resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> <li>- <b>Lecture rooms.</b></li> <li>- <b>Computer labs.</b></li> </ul> </li> </ol>
<ol style="list-style-type: none"> <li>2. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</li> </ol> <p><b>None</b></p>

## G Course Evaluation and Improvement Processes

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ol style="list-style-type: none"> <li>1. Midterm evaluation feedback form to increase instructor's awareness of the weak and strong points of the class</li> <li>2. End of term college evaluation of course by students (to be collected by the department)</li> <li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li> <li>4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other's students on specific points outlined by the department and the instructor being evaluated</li> </ol>
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ol style="list-style-type: none"> <li>1. Self-evaluation.</li> <li>2. Prepare general file for course.</li> <li>3. Review sample of students' work by another staff member.</li> <li>4. Evaluation of a sample exam and drill by another staff member.</li> <li>5. Peer evaluation to assess ability of faculty members to work with their colleagues</li> </ol>
<p>3. Processes for Improvement of Teaching</p> <ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li> <li>3. Regular meetings where problems are discussed and solutions given</li> <li>4. Discussion of challenges in the classroom with colleagues and supervisors</li> <li>5. Encouragement of faculty members to attend professional development conferences</li> <li>6. Keep up to date with pedagogical theory and practice</li> <li>7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li> </ol>



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)

1. Identify rubrics for each students' activity or assignment

1. Check marking of a sample of examination / research 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. Students who believe they are under graded can have their papers checked by a second reader

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

Name of Course Instructor:

Signature: \_\_\_\_\_ Date Specification Completed: \_\_\_\_\_

Coordinator:

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

