COURSE CODE	Eng	COURSE LEVEL & YEAR	1st year level
COURSE TITLE	Research Methods		
COURSE TEACHER/S			
CREDIT HOURS	2		
PRE-REQUISITES			
CO-REQUISITES	None		
DURATION OF COURSE		16-week semester	
TOTAL STUDENT STUDY TIME		2 hours per each contact hour weekly	

AIMS

Subject-specific skills (Knowledge Skills):

Students are expected to develop their knowledge base about: their discipline (linguistics); sources of knowledge in the discipline; knowledge in data bases; the nature and objectives of research. All this can be achieved through students' preparation and instructor's explanation of key concepts and discussion

Core Academic skills (Cognitive Skills):

Application of concepts individually and collaboratively: students are expected to advance their skills in: reading chunks of information in the field and distinguishing   the purposes of research pieces from both their content and format; distinguishing between facts, reports of fact, and opinion; identify the basic parts of a research piece; and write according to the conventions of research writing in the field, making interpretations of findings and results in a piece of research

interpersonal and Key skills:

Working in groups; class discussion; interaction via email

INTENDED LEARNING OUTCOMES

Specify briefly ILOs in relation to the three aim clusters as in the above box.

This course is intended to introduce graduate students to the process (steps) of planning and conducting a research project; quantitative and qualitative approaches; and research designs. It also aims at enhancing the knowledge of the students attending the course with the mechanics of writing research paper, such as formulating a research problem, gathering data, organizing ideas and setting goals, writing note cards, writing abstracts, bibliographies, and developing proposals into full-length papers according to the MLA or APA style sheets. It also aims at expanding their scope in locating information in bibliographies in library holdings and in electronic libraries.

LEARNING/TEACHING METHODS

Pay attention to the distinction between 'teaching' and 'learning'. This is not only about the 'teaching' methods you will use, but also about what 'learning' strategies you will encourage students to adopt.
This course is supposed to be a blended course so that students may practice e-learning as learners. It is also supposed to be both learner-centered and highly interactive both in face-to-face sessions and online despite the fact that the face to face sessions are going to be conducted using the closed circuit. Learner role is activated through a set of strategies:
1. Use of interactive tasks with the help of peer co-ordination

2. Use of PPPs in which theoretical mini-lectures are always preceded by interactive activities that encourage students to reflect upon the content they are focusing on.

3. Modeling through the use of the internet connection particularly when it comes to designing e-learning of English as a foreign language.

ASSIGNMENTS

List the frequency and type of formative (non-assessed) assignments given over the duration of the course.
Assignments are varied. They include:
-library-related assignments
-online-related assignments
-oral classroom presentations/talks
-research papers

ASSESSMENT

List methods, frequency, time, and percentage of the mark for each assessment, including final examination.
Students will be assessed on the basis of the following tasks:
Quizzes and/or exams as well as on-going alternative assessment will be used. The following is a proposed scheme for assessment:
Online participation and quizzes 30
In-class participation 10
Term Paper 20
Final exam 40

SYLLABUS PLAN

1 Coverage of Planned Program			
Topics	Planned Contact Hours	Actual Contact Hours	
Understanding the nature of research	2	2	
Motivation, misconceptions, sources of questions, sources of answers, stating hypotheses	4	4	
How to locate research Preliminary sources, secondary sources, literature review	3	3	
Major components of published research: Title, author, affiliation, abstract, introduction, methodology, results, discussion, references	6	6	
Methodology: Research design, data collection, results, discussion, and conclusions	4	4	
Understanding research design: Classification of approaches, basic-applied continuum, quantitative-qualitative continuum, exploratory-confirmatory continuum	2	2	
Rationale: The what questions, and the why questions	2	2	
Understanding data gathering: Procedures: observation, interview, judge/rater	3	3	

Instrumental procedures: questionnaires, tests	**3**	**3**	
Qualities of good data gathering: validity and reliability	**3**	**3**	
Understanding research results: Data analysis, numerical data, verbal data, common procedures, presentation and analysis of verbal data	**3**	**3**	
Evaluating the quality of verbal data, evaluating patterns and themes, evaluating explanations and conclusions	**2**	**2**	
Presentation and analysis of numerical data: Overview of statistics, understanding descriptive and inferential statistics	**4**	**4**	
Examining the discussion and conclusion: Questions to be asked about: relationship between the findings and research questions, the nature of the consistency of research objective, findings and research populations or situations, relationship to previous studies	**4**	**4**	
Constructing the literature review: Rationale for the review, where to begin, abstracting primary literature, writing a review of research	**4**	**4**	
Presentations	**4**	**8**	Due to the huge number of students (20-30 minutes each)
Finals: Examination and Submission of Research Proposals	**2**	**2**	

INDICATIVE BASIC READING LIST

List text books and main supporting reference works.

Perry, Fred L. (2005). *Research in Applied Linguistics*
Lester, James (2004). *Writing research papers: A complete guide*
Creswell, John (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*
Kumar, Ranjit (2005). *Research Methodology: A step-by-step guide for beginners*

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