



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

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)





هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: <b>Al-Imam Muhammad Ibn Saud Islamic University</b>	Date: 7 Oct 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>Eng. 233 Research Methods</b>
2. Credit hours: <b>٢ hours</b>
3. Program(s) in which the course is offered. <b>BA in English Language, Literature and Translation</b>
4. Name of faculty member responsible for the course <b>Dr. Mohammad Hamdan</b>
5. Level/year at which this course is offered: <b>Level 3</b>
6. Pre-requisites for this course (if any): Eng 102 , Eng 104, Eng 112, Eng 119
7. Co-requisites for this course (if any): <b>None</b>
8. Location if not on main campus:
9. Mode of Instruction (mark all that apply):  a. traditional classroom <input checked="" type="checkbox"/> What percentage? <input type="text" value="75%"/> b. blended (traditional and online) <input type="checkbox"/> What percentage? <input type="text"/> c. e-learning <input checked="" type="checkbox"/> What percentage? <input type="text" value="10%"/> d. correspondence <input checked="" type="checkbox"/> What percentage? <input type="text" value="10%"/> f. other: Accessing computerized Databases for research sources <input checked="" type="checkbox"/> What percentage? <input type="text" value="5%"/>  Comments: It is taught in regular classrooms with a direct contact with students.

## B Objectives

1. What is the main purpose for this course?

This course aims at familiarizing students with the basic issues and concepts in academic research.

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

- Assigning students more active roles in the course by getting them to carry out an online search task based on every class.
- Updating the content of the course in light of recent research and recently published textbooks.

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

Course Description:

The course introduces students to the main concepts in scientific research such as defining academic research and identifying its main steps, choosing a subject for a research paper, narrowing the subject into a research topic, writing a thesis statement, finding sources, evaluating reading sources, following the right academic reading strategies, how to cite references, and plagiarism.

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Definition of a research paper	1	2
Choosing a subject for a research paper	1	2
Narrowing a subject into a research topic	1	2
Writing a thesis statement	1	2
Using online sources	1	2
Using books for a research paper	1	2
Evaluating sources	2	4
Taking notes on sources	1	2
Academic writing skills	2	4
Plagiarism	1	2
Presenting a research paper	2	4
APA style, In-text citation, and Writing a reference list	2	4





2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	24	8				32
	Actual						
Credit	Planned	2					2
	Actual						

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

2

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
<b>1.0</b>	<b>Knowledge</b> Students at the end of the course should be able to:		
1.1	List the good qualities for writing a research paper	Class discussion Assignments Case studies	Quiz Presentations
1.2	Write a proper thesis statement	Group/Pair work to formulate tentative thesis statements	Assignments Exam
1.3	Describe the different types of sources (e.g. primary sources)	Lecture Introducing samples	Exams Presentations
<b>2.0</b>	<b>Cognitive Skills</b> Students at the end of the course should be able to:		
2.1	Compose the right research questions	Tutorial sessions Assigned tasks PP presentations	Exams & quizzes



2.2	Subdivide a model research paper into its constituent sections (method, review of literature, etc.)	Case studies Class discussion PP presentations	Assignments Reading an assigned model article Quiz
3.0	<b>Interpersonal Skills &amp; Responsibility</b> <b>Students at the end of the course should be able to:</b>		
3.1	Illustrate one's thesis statement in a research paper	Group/Pair work: - Presentations - review/analyses.	PowerPoint presentation Peer review
3.2	Demonstrate one's viewpoint avoiding plagiarism (academic integrity)	PowerPoint presentation	Exams Peer correction
4.0	<b>Communication, Information Technology, Numerical</b> <b>Students at the end of the course should be able to:</b>		
4.1	Use electronic resources (data e.g. bases)	Web search techniques Using Smart Boards	E-learning and online assignments and projects  Electronic PowerPoint presentations
5.0	<b>Psychomotor</b>		
5.1	NA		

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assigned homework tasks	All weeks	10
2	Classroom short presentations	Week 12	5
3	Quizzes	Weeks 4 & 7	10
4	Mid-term test	Week 8	15
5	Final-term exam	End of the term	60



#### 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 hours a week will be allocated for individual student consultations and academic advice

#### E Learning Resources

1. List Required Textbooks

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

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

Zemach, D. , Broudy, D. and Valvona, Ch. (2011). *Writing Research Papers*, Macmillan.

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

<http://www.msvu.ca/site/media/msvu/howtowrite.researchpaper2.pdf>  
<https://wac.colostate.edu/books/informedwriter/chapter10.pdf>  
<http://dbis.rwth-aachen.de/~derntl/papers/misc/paperwriting.pdf>

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

None

## 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.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
<ul style="list-style-type: none"> <li>○ A class computer</li> <li>○ Data Show</li> <li>○ Smart Board equipped Classrooms</li> </ul>
2. Technology 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>
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
None

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
<ul style="list-style-type: none"> <li>- Formal anonymous course evaluations by students at the end of course</li> <li>- In addition to informal student feedback throughout the semester.</li> </ul>
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
In class, peer review to give support and disseminate good practice.
3. Processes for Improvement of Teaching
<ul style="list-style-type: none"> <li>- Discussing challenges in the classroom with colleagues.</li> </ul>
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)
<ul style="list-style-type: none"> <li>- Checking grading of a sample of examination papers either by a second faculty member marker</li> </ul>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.



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- Arranging with another institution to have two common test items included on an exam and compare marks given

Name of Course Instructor:

Signature: \_\_\_\_\_ Date Specification Completed: 7 Oct 2019

Program Coordinator: \_\_\_\_\_

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

