



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 13/10/2019
College/Department: College of Languages and Translation / Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Research Methods / ENG 434			
2. Credit hours: Two hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
B.A. in English Language and Literature			
4. Name of faculty member responsible for the course			
5. Level/year at which this course is offered: Level 7 / 4 th year			
6. Pre-requisites for this course (if any): Research Methods / ENG 233 Essay Writing / ENG 316			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main Campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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 introducing the students to the theoretical perspectives and epistemological assumptions underpinning different research approaches and methodologies EFL research, evaluating the role of theory in research and understanding the importance of the selection and use of a theoretical framework in conducting basic research, developing the research skills required for planning and executing basic research paper, explaining in depth the main parts of the academic term paper, training students on how to use the library, training students on how to use modern technology in research, and training students on how to use references and documentation.

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)

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 and 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.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Writing a Research Proposal: The three concepts	1	2
General reading and Topic Selection	2	4
Research Classification	1	2
Writing the introduction	2	4
Research problems and outline	1	2

Library and the internet and how to utilize them	1	2
Review of literature	2	4
Research design and Method	2	4
Reviewing documentation style	2	4
Referencing	1	2

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	20	10				30
	Actual	20	10				30
Credit	Planned	2 hours					2 hours
	Actual	2 hours					2 hours

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

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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 By the end of the course, students will be able to:		
1.1	Recognize the components of research proposal.	- Lectures. - Class discussion	- Class participation - Assignments
1.2	Label different types of research	-Lectures. - Group discussion	- Quizzes - Exams
2.0	Cognitive Skills By the end of the course, students will be able to:		
2.1	Evaluate the research that others produce.	-Assigned texts for reading.	- Assignments - Formal debates
2.2	Design research studies to conduct them under supervision.	-Assigned texts for written analysis - Assigning presentation	- Individual / group presentations

3.0	Interpersonal Skills & Responsibility By the end of the course, students will be able to:		
3.1	Show responsibility for their learning and continue developing themselves in research.	- Give students choices in selecting their topics. - Require a timeline and evidence of work completed for projects. - Group work	- Assignments - Projects / presentations
3.2	Show high standard of group work and leadership roles.	- Assign group projects / presentations.	
4.0	Communication, Information Technology, Numerical By the end of the course, students will be able to:		
4.1	Demonstrate a good understanding of the use of reputable e-journals.	- Initial assessment of IT skills	- Assignments - Exams
4.2	Operate available technology to support research presentation.	- Using PowerPoint as a necessary component of a presentation.	- Presentations - Oral exam
5.0	Psychomotor Not applicable		

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	Midterm	Week 8	20 %
2	Midterm	Week 13	20 %
3	Research Proposal: Final Draft	Week 15	50 %
4	Oral exam (Defense of the paper presented)	Week 16	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

-The Essential Guide to Doing Your Research Project 2nd Edition (2013), by Zina O'Leary (Author).

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.

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

-Periodicals, Web Sites, . . . etc

[http://. ilt.msu.edu](http://ilt.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.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
<ul style="list-style-type: none"> - A class computer. - Data Show Projector. - Smart Board equipped Classrooms
2. Technology resources (AV, data show, Smart Board, software, etc.)
<ul style="list-style-type: none"> - Lecture rooms. - Computer labs.
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
<ol style="list-style-type: none"> 1- Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 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
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
<ol style="list-style-type: none"> 1. Self-evaluation. 2. Prepare general file for course. 3. Review sample of students' work by another staff member. 4. Evaluation of a sample exam and drill by another staff member. 5. Peer evaluation to assess ability of faculty members to work with their colleagues
3. Processes for Improvement of Teaching
<ol style="list-style-type: none"> 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed, and solutions are given



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4. Discussion of challenges in the classroom with colleagues and supervisors
5. Encouragement of faculty members to attend professional development conferences
6. Keep up to date with pedagogical theory and practice
7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results

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
2. Check marking of a sample of examination papers either by a resident or visiting faculty member
3. Arrange with another institution to have two common test items included on an exam and compare marks given
4. 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.

None

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

