|  |  |
| --- | --- |
| **Course Title:**  | **Research Methods** |
| **Course Code:** | **ENGL 411** |
| **Program:** | **B.A. English**  |
| **Department:**  | **English**  |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University**  |

Table of Contents

[A. Course Identification 3](#_Toc951372)

[6. Mode of Instruction (mark all that apply) 3](#_Toc951373)

[B. Course Objectives and Learning Outcomes 3](#_Toc951374)

[1. Course Description 3](#_Toc951375)

[2. Course Main Objective 3](#_Toc951376)

[3. Course Learning Outcomes 3](#_Toc951377)

[C. Course Content 4](#_Toc951378)

[D. Teaching and Assessment 4](#_Toc951379)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 4](#_Toc951380)

[2. Assessment Tasks for Students 4](#_Toc951381)

[E. Student Academic Counseling and Support 5](#_Toc951382)

[F. Learning Resources and Facilities 5](#_Toc951383)

[1.Learning Resources 5](#_Toc951384)

[2. Facilities Required 5](#_Toc951385)

[G. Course Quality Evaluation 5](#_Toc951386)

[H. Specification Approval Data 6](#_Toc951387)

# A. Course Identification

|  |  |
| --- | --- |
| **1. Credit hours:** | **3 Hours**  |
| **2. Course type** |
| **a.** | University |  | College |  | Department | **√** | Others |  |  |
| **b.** | Required | **√** | Elective |  |  |
| **3. Level/year at which this course is offered:** | **LEVEL 8** |
| **4. Pre-requisites for this course** (if any)**:**NA |
| **5. Co-requisites for this course** (if any)**:** |
| NA |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage**  |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 3 hours per week | 100% |
| **2** | **Blended**  | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning**  | 0 | 0% |
| **5** | **Other**  | 0 | 0% |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 2 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial**  | 1(hour) X 15 (weeks) |
| **4** | **Others** (specify) | Office Hours = 1X 15 weeks |
|  | **Total** | 60 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description The course introduces students to the fundamental concepts, principles, terms, theories and applications of research methods. The various stages of research will be introduced and discussed: Problem Statement, Research Questions / Hypotheses, Theoretical framework, Review of Literature, Data collection, Data Analysis, Findings and Discussion, Summary, Recommendations, Conclusions and References. It will be emphasized that these stages and parts of the research process are cyclical rather than linear. The differences between the various research designs Quantitative, Qualitative and Mixed Methods will be explained and discussed. Referencing and citations conventions will also be particularly pointed out.The course will combine theory and practice throughout the term and students will be given an opportunity to write a research proposal, conduct a small-scale research project and write it up (instructors should always bear in mind that this is an introduction to research for EFL, B.A. students not M.A. or Ph.D.). Variation and flexibility are encouraged in the process of course book/materials selection, instruction and evaluation. |
|  |
| 2. Course Main ObjectiveThe aim of this course is to introduce students to the fundamentals of research methods to equip them to be able to carry out independent research in language. This course aims to: |
| 1. understand the nature of research and research writing stages, sections and processes.
2. differentiate between various research methods and designs: : Quantitative, Qualitative, Mixed Methods, etc.
3. formulate good and valid research questions/hypotheses.
4. learn how to read and critically review the literature of a particular research topic.
5. get acquainted with the rudimental facts about data analysis (this includes some basic practice).
6. define and explain instruments of data collection such as: Questionnaire, Interview, Observation, Focus Group Discussions, etc.
7. learn how to write a summary, conclusion and recommendations.
 |

## 3. Course Learning Outcomes

| **CLOs** | **Aligned****PLOs** |
| --- | --- |
| 1 | **Knowledge and understanding** |  |
| 1.1 | Define research and its fundamental concepts. |  |
| 1.2 | Explain components of a research proposal. |  |
| 1.3 | Select a research design that is appropriate to a research topic. |  |
| 1.4 | Distinguish between a variety of research methods and designs: Quantitative, Qualitative, Mixed. |  |
| **2** | **Skills:** |  |
| 2.1 | Read and critically review the literature of a research topic. |  |
| 2.2 | Discuss primary characteristics of data analysis. |  |
| 2.3 | Discuss the findings with reference to the research objectives, questions/hypotheses and the relevant literature. |  |
| 2.4 | Display evidence of some critical thinking and creative thinking skills in the light of the knowledge and skills obtained from the course. |  |
| **3** | **Values:** |  |
| 3.1 | Undertake team and inter-teamwork, taking initiatives to study relevant cases (dependent and interdependent skills) and communicating effectively and freely in both oral and written contexts. |  |
| 3.2 | Complete their work tasks in the time allotted. |  |
| 3.3 | Comply with academic and professional ethics both individually and collectively. |  |
| 3.. |  |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introduction | 3 |
| 2 | Research: Fundamental Concepts (definition, terms, philosophy, aims, objectives, difference between research subject and research topic, etc.). | 6 |
| 3 | Starting a Research Project: Study problem (stating the problem), formulating research questions/hypotheses, etc. | 6 |
| 4 | The Literature and Theoretical Framework (central ideas of how to read and review the relevant literature). | 6 |
| 5 | Data: description and collection methods. Differences between Quantitative, Qualitative and Mixed Methods | 6 |
| 6 | Writing a research proposal (they need to write a proposal at this level and keep working on it as the course proceeds). | 6 |
| 7 | Methods of data collection: General Introduction | 3 |
| 8 | Data Analysis: Key Ideas and Methods | 3 |
| 9 | Results and Discussion: How to present and discuss findings | 3 |
| 10 | Summary, Conclusion and Recommendations/Implications | 3 |
| **Total** |  |

# D. Teaching and Assessment

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

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** |
| 1.1 | Define research and its fundamental concepts. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 1.2 | Explain components of a research proposal. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 1.3 | Select a research design that is appropriate to a research topic. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 1.4 | Distinguish between a variety of research methods and designs: Quantitative, Qualitative, Mixed. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| **2.0** | **Skills** |
| 2.1 | Read and critically review the literature of a research topic. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.2 | Discuss primary characteristics of data analysis. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.3 | Discuss the findings with reference to the research objectives, questions/hypotheses and the relevant literature. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| 2.4 | Display evidence of some critical thinking and creative thinking skills in the light of the knowledge and skills obtained from the course. | -Group discussions-Written models-Writing exercises | -Written assignments-Midterm and Final exams-Quizzes |
| **3.0** | **Values** |
| 3.1 | Undertake team and inter-teamwork, taking initiatives to study relevant cases (dependent and interdependent skills) and communicating effectively and freely in both oral and written contexts. | -Group discussions-Written models | -Group discussions--Writing exercises |
| 3.2 | Complete their work tasks in the time allotted. | -Writing exercises | -Written models-Individual assessment |
| 3.. | Comply with academic and professional ethics both individually and collectively. | Written models | -Written models-Individual assessment |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\***  | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation  | Throughout | 10% |
| **2** | Assignments and Activities  | Weekly | 20% |
| **3** | Midterms | Week 7 | 20% |
| **4** | Final Exam | Week 16 | 50% |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |

**\*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 :** |
| 1. Students are encouraged to consult with the course instructor during office hours.
2. Students are encouraged to exchange emails with the course instructor outside office hour.
3. Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.
4. Communication and interaction via the blackboard between students and instructors.
 |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | Dornyei, Z. (2007). Research Methods in Applied Linguistics: Qualitative, Quantitative and Mixed Methodologies. Oxford University Press.  |
| **Essential References Materials** | 1. Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications, USA.
2. Marczyk, G., DeMatteo, D&Festinger, D. (2005). Essentials of Research Design and Methodology. USA: John Wiley and Sons, Inc.
3. Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York: Open University Press.
 |
| **Electronic Materials** | None  |
| **Other Learning Materials** | None  |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**(Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students.
* Library.
 |
| **Technology Resources** (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms.
 |
| **Other Resources** (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | None  |

# G. Course Quality Evaluation

| **Evaluation****Areas/Issues**  | **Evaluators**  | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | #A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.#A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.# A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators  | # Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department. |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**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

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |