|  |  |
| --- | --- |
| **Course Title:** | **Graduation Project** |
| **Course Code:** | **ENGL 428** |
| **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:** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **x** | Others |  |  |
| **b.** | | Required | | | |  | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | Level 9/ 4th year | | | | |
| **4. Pre-requisites for this course** (if any)**:**  ENGL. 411 | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| None | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 6 | 20% |
| **2** | **Blended** |  |  |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** | 24 | 80% |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 6 |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) | 24 |
|  | **Total** | 30 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course trains students to apply their knowledge from previous courses and put into practice their overall academic skills to search, explore, design and conduct a research or writing project. Students may choose a specific problem or issue in one of the three main language-related domains (linguistics, translation, or literature). The choice of the topic could be drawn on the student’s performance in previous courses or it could be relevant to the students’ orientations, interest or future work. Taking this course bridges the gap between theory and practice as it allows students to engage in the study of language various disciplines and enhance their knowledge and writing skills. A project supervisor is appointed to advise, guide and track the development of their students’ projects. The number of advisee should not exceed five for each advisor and the time allowed to complete the project is one semester (15 weeks, 2 credit hours). |
|  |
| 2. Course Main Objective 1. Train students to put into practice knowledge and skills gained from the totality of their B.A study plan.  2. Provide students with an opportunity to bridge the gap between theory and practice (and to see for themselves the problems and challenges that may lie therein).  3. Develop a range of project conducting skills (along with the relevant research-related strategies and skills).  4. Encourage students to integrate, through their project endeavor, the three components of the B.A. programme (linguistics, literature and translation).  5. Understand that a project is in many ways an unfinished work that could very often be completed in a future study (e.g. MA or PhD, research paper, etc.).  6. Stimulate students to think critically and in an interdisciplinary and cross-disciplinary way.  7. Train students to communicate with the larger community they live in (e.g. contacting some government, social or economic institutions and firms).  8. Empower students with some effective project management skills (management, inter-team and intra-team work, project presentation and project reporting). |
|  |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Select a research design that is appropriate to a research topic. |  |
| 1.2 | Plan research project and set a road map for completing it. |  |
| 1.3 | Identify the complexities of attempting to put theory into practice. |  |
| **2** | **Skills :** |  |
| 2.1 | Distinguish between a subject and a topic (narrowing it down as the project proceeds). |  |
| 2.2 | Collect, analyze, interpret data, and write a conclusion. |  |
| 2.3 | Evaluate existing research and develop new ones. |  |
| 2.4 | Work in team and individually. |  |
| 2.5 | Learn some important decision-making skills. |  |
| **3** | **Values:** |  |
| 3.1 | Use electronic journals and databases and contact institutions, firms, companies, and individuals for the purposes of doing the project. |  |
| 3.2 | Use search engines for collecting materials, reading the literature and making the project presentation. |  |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Introducing the definition, objectives and sources of the projects. What is a project? Suggested project topics and samples. | 3 |
| 2 | Discussion about the methods of selecting the graduation project. Revision of research process, methods, plagiarism and its consequences. Drafting students’ initial decisions on topics and formation of teams (if any) | 3 |
| 3 | Students decide their areas of interests and the potential subject of the project. | 2 |
| 4 | Approving topics and setting project outline and road map. | 2 |
| 5 | Students initial presentations: project title, description, motivation, aims. | 2 |
| 6 | Individual conference with students to discuss the advancements of their projects. | 10 |
| 7 | Submission of first draft. | 2 |
| 8 | Receive feedback | 2 |
| 9 | Oral or poster presentations of projects | 2 |
| 10 | Submission of final draft. | 2 |
| **Total** | | 30 |

# 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 | Select a research design that is appropriate to a research topic. | Lecturing  Individual conferences | Presenting chapters of the project |
| 1.2 | Plan a research project and set a road map for completing it. | Lecture and power point presentations | Providing a written outline of the project |
| 1.3 | Identify the complexities of attempting to put theory into practice. | Lecture and power point presentations | Observation and discussion |
| **2.0** | **Skills** | | |
| 2.1 | Distinguish between a subject and a topic (narrowing it down as the project proceeds). | Power point presentations and whole group and small group discussion | Periodic reports on what has been achieved of the project |
| 2.2 | Collect, analyze, interpret data, and write a conclusion. | Individual conferences with instructors and attending online resources. | Written pieces of the project |
| 2.3 | Evaluate existing research and develop new ones. | Individual conferences with instructors and attending online resources | Periodic reports on what has been achieved of the project |
| 2.4 | Work in team and individually. | Group and individual work participation and presentation discussion  Submission of written reports about the project | Periodic reports on what has been achieved of the project |
| 2.5 | Learn some important decision-making skills. | Power point presentations and whole group and small group discussion | Periodic reports on what has been achieved of the project |
| **3.0** | **Values** | | |
| 3.1 | Use electronic journals and databases and contact institutions, firms, companies, and individuals for the purposes of doing the project. | Individual oral presentation | Individual assessment according to the effective oral and written pieces of the project. |
| 3.2 | Use search engines for collecting materials, reading the literature and making the project presentation. | Individual oral presentation and essay writing | Individual assessment according to the effective oral and written form |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Abstract of proposed topic/  Title of the translated book | Week 1-2 | 10 % |
| **2** | 10% of the project | Week 5 | 10 % |
| **3** | 50% of the project | Week 8 | 20 % |
| **4** | 85% of the project | Week 10 | 20 % |
| **5** | First draft | Week 12 | 30 % |
| **6** | Oral or poster presentation of the project | Week 13 | 10% |

**\*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 :**  8 hours per course per week |
|  |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | - |
| **Essential References Materials** | o Berry, R.(1994). The Research Project: how to write it. London: Routledge.  o Blexter et al. (1996). How to Search. Open university Press.  o Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications, USA.   * Neville, C. (2007) The Complete Guide to Referencing and Avoiding Plagiarism, New York : Open University Press. |
| **Electronic Materials** | * https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/apa\_formatting\_and\_style\_guide/general\_format.html   <https://sdl.edu.sa/SDLPortal/en/Publishers.aspx> |
| **Other Learning Materials** | Online Journals and Articles |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Lecture rooms well-equipped with teaching aids * Language labs * Library * Conference hall |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | • Laptop computer   * Multimedia projector system |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Peer evaluation * Class observations by supervisors |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for obtaining student feedback on effectiveness of teaching | Instructors and coordinators | By meetings and discussing that on a regular basis. |
| Other strategies for evaluation of teaching by the instructor or by the department | Peers | By doing peer-evaluating per course. |
| Processes for improvement of teaching | Course Coordinator  Program Coordinator  Quality Coordinator | * Training sessions, workshops to facilitate experience exchange among faculty members * Regular meetings to discuss and solve problems * Discussion of challenges in the classroom with colleagues and supervisors * Encouraging faculty members to attend professional development conferences * Keeping up to date with pedagogical theory and practice * Setting goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| Processes for verifying standards of student achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) | Quality Coordinator  Program Coordinator | * Checking marking of a sample of examination papers either by a resident or visiting faculty member. * Arranging with another institution to have two common test items included on an exam and compare marks given. * Double-checking papers by a second reader in case of students who believe they are underrated. |
| Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. | Review Committee | * Comparing syllabi and course description with other universities (including those on the net). * Holding bi-annual meetings of faculty members to discuss improvement. * Having a curriculum review committee to review the curriculum periodically and suggest improvements. |

**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** |  |
| **Reference No.** |  |
| **Date** | 19-3-1443 H. |