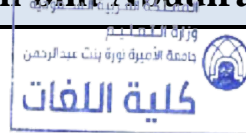




## Course Specifications

<b>Course Title:</b>	<b>Research Methods</b>
<b>Course Code:</b>	<b>LING 325</b>
<b>Program:</b>	<b>Bachelor Degree of Arts in Applied Linguistics (English).</b>
<b>Department:</b>	<b>Applied Linguistics</b>
<b>College:</b>	<b>College of Languages</b>
<b>Institution:</b>	<b>Princess Nourah bint Abdulrahman University</b>



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## A. Course Identification

<b>1. Credit hours:</b>	4
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input checked="" type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 9
<b>4. Pre-requisites for this course (if any):</b>	English Writing LING 122 + Academic Skills LING 224
<b>5. Co-requisites for this course (if any):</b>	NA

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

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

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

No	Activity	Contact Hours
1	Lecture	4
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	40

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course based on two parts; theoretical and practical. The theoretical part will be covered through PowerPoint presentations by the instructor and group discussion. The practical part will be covered through the practical application of the theoretical part and through one-to-one discussion.

### 2. Course Main Objective

- This course will provide an introduction to key aspects of scientific research, including research tools, methods, ethical and legal questions.
- This course will provide theoretical information in an operational manner about methods, procedures and techniques that are applicable to both approaches; quantitative and qualitative.
- This course will enable students to learn from cross-disciplinary communication, which means being familiar with the range of research practices.



Enable the students to present their research and defend their arguments among groups and among their colleagues.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Identify and recognize the importance of research and key research concepts and issues.	K1
1.2	Address issues of confidentiality, data protection and other ethical issues	K3
<b>2</b>	<b>Skills :</b>	
2.1	Critically review and give constructive criticism on their own work and the work of fellow students.	S4
2.2	Develop appropriate communicative spoken and/or written skills in discussion and arguing their research.	S1, S2
<b>3</b>	<b>Values:</b>	
3.1	Show confidence in academic and professional communication.	V2
3.2	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	V1

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the course: Group discussion about the expectation of the students. Highlighting the difference between writing a research paper, a term paper and a report. Encourage students to start reading scholarly research of their interest and emphasize the importance of reading in this course.	4
2	Research: a way of thinking. The research process: a quick glance	4
3	Step 1: formulating a research problem. Reviewing the literature. Formulating a research problem. Identifying variables. Constructing hypotheses.	4
4	Step 2: conceptualizing a research design. The research design. Selecting a study design.	4
5	Step 3: constructing an instrument for data collection. Selecting a method of data collection. Collecting data using attitudinal scales. Establishing the validity and reliability of a research instrument.	4
6	Step 4: selecting a sample. Sampling.	4
7	Step 5: writing a research proposal.	4



8	Step 6: collecting data. Considering ethical issues in data collection	4
9	Step 7 processing data. Processing data. Displaying data. Step 8: writing a research report. Writing a research report. Research methodology and practice evaluation.	4
10	Introduce students to different style of format, citation and referencing. The American Psychological Association, APA Style. The Modern Language Association, MLA Style Chicago Manual of Style.	4
<b>Total</b>		40

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Identify and recognize the importance of research and key research concepts and issues.	Lecture	Class work/ Quizzes
1.2	Address issues of confidentiality, data protection and other ethical issues	Lecture	Class work/ Quizzes
<b>2.0</b>	<b>Skills</b>		
2.1	Critically review and give constructive criticism on their own work and the work of fellow students.	Discussion	Assignment
2.2	Develop appropriate communicative spoken and/or written skills in discussion and arguing their research.	Discussion	Assignment
<b>3.0</b>	<b>Values</b>		
3.1	Show confidence in academic and professional communication.	Discussion	Presentations
3.2	Demonstrate their ability effectively to work in a team and respond positively to supervisor's guidance and criticism.	Discussions	Formulating Outlines.

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm	5	30%
2	Reflection Paper	10	20%
3	2 Quizzes	3-7	10%
4	Final Paper	11	40%

\*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:**

- Each instructor will have office hours available for the students.
- Each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.

For academic guidance, students may consult their assigned academic advisors.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners
<b>Essential References Materials</b>	List Essential References Materials (Journals, Reports, etc.) Zoltan Dornyei. Research Methods in Applied Linguistics
<b>Electronic Materials</b>	<a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a> <a href="http://www.apastyle.org/">http://www.apastyle.org/</a> <a href="https://owl.english.purdue.edu/owl/section/2/">https://owl.english.purdue.edu/owl/section/2/</a> <a href="https://sdl.edu.sa/SDLPortal/AR/Publishers.aspx">https://sdl.edu.sa/SDLPortal/AR/Publishers.aspx</a>
<b>Other Learning Materials</b>	List Electronic Materials, Web Sites, Facebook, Twitter, etc.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms/ Virtual classes
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	List Electronic Materials, Web Sites, Facebook, Twitter. Projects and Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA



## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Students' general standard in the course based on their test scores.	Regular meetings to be held by the course coordinators.	A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s).
Assignments completed by the students in accordance with expected standards.	Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.	Second marking can also be an effective strategy for verifying standards student achievement and marking policy.
Tracking the students' progress and grades.	Examining the students' grades by the department.	Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
Using anonymous students' feedback throughout semester.	Evaluation of a sample exam by the department.	A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s).
Students' evaluation of the course via questionnaires.	Regular meetings to be held by the course coordinators.	Second marking can also be an effective strategy for verifying standards student achievement and marking policy.
Students' general standard in the course based on their test scores.	Examining the course/teacher evaluations at the quality assurance unit at the end of each semester.	Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit.
Assignments completed by the students in accordance with expected standards.	Examining the students' grades by the department.	Dire

**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

<b>Council / Committee</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Reference No.</b>	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
<b>Date</b>	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

