



T-104

## Course Specification



Course Title: <b>Research Project</b>
Course Code: <b>ENG26483</b>
Program: <b>BA, English Language</b>
Department: <b>Department of English</b>
College: <b>College of Arts</b>
Institution: <b>University of Bisha</b>
Version: <b>1444 H</b>
Last Revision Date: <b>22 February 2023</b>



## Table of Contents:

Content	Page
A. General Information about the course	3
1. Teaching mode (mark all that apply)	4
2. Contact Hours (based on the academic semester)	
B. Course Learning Outcomes (CLOs), Teaching Strategies and <b>Assessment Methods</b>	5
C. Course Content	6
D. Student Assessment Activities	8
E. Learning Resources and Facilities	9
1. References and Learning Resources	9
2. Required Facilities and Equipment	9
F. Assessment of Course Quality	9
G. Specification Approval Data	10





## A. General information about the course:

Course Identification	
1. Credit hours:	3
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level-8/Year-4
4. Course general Description	
<p>This undergraduate course is a practical course that follows a theoretical course, Basics of Scientific research in English. It guides students to research a particular literary, linguistic or translation subjects in depth by engaging and making critical use of the necessary theoretical tools and information technology. It focuses on selecting a study topic, formulating inquiry questions, organizing and writing a literature review, and selecting appropriate research designs and methodologies for data collection and analysis. It is a sequential course, in terms of students are guided, (step by step), to conduct a research paper that will be submitted at the end of the semester once the study is completed. By the end of the course, students will complete a full research project that includes an introduction, problem statement (significance of study), literature review, methods of data collection and analysis, findings, discussion, conclusions, and a list of references.</p> <p>In summary, the course helps undergraduate students of English become novice researchers.</p>	
5. Pre-requirements for this course (if any): 26481ENG	
6. Co- requirements for this course (if any):	
7. Course Main Objective(s)	
<p>The objectives of the course are to enable the students to:</p> <ol style="list-style-type: none"> <li>1. Go through from idea to topic to title of a research paper;</li> <li>2. Develop the design of their own research including aim, objective, research questions, significance, and delimitations, etc.;</li> <li>3. Get familiarized with the published information related to their topic and how to dig for and document it;</li> <li>4. Choose the methodology for their research;</li> </ol>	



5. Collect their data, analyze it, and generate results and discussion;
6. Conclude their research and give recommendations for the future researchers;
7. Write references using APA, MLA latest format;
8. Submit a proof-read research project of their own;
9. Consolidate their research and academic skills to present research findings in a spoken form.

### 1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	36	80%
2.	E-learning	9	20%
3.	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	0	%0
4.	Distance learning	0	%0

### 2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
<b>Total</b>		<b>45</b>



## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain various stages of research along with the requirements of each stage.	K6	<ul style="list-style-type: none"> <li>• Seminar Discussion</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Presentation</li> </ul>
2.0	Skills			
2.1	Practice writing research paper on linguistics, literature or translation studies.	S5	<ul style="list-style-type: none"> <li>• Seminar Discussion</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Presentation</li> </ul>
2.2	Analyze research questions and collect relevant data.	S5		





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Test results obtained from research.	S5		
3.0	Values, autonomy, and responsibility			
3.1	To become independent and initiative in learning the English language.	V1	<ul style="list-style-type: none"> <li>• Seminar Discussion</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Presentation</li> </ul>
3.2	To exhibit integrity and credibility in academic correspondence.	V4		

## C. Course Content

No	List of Topics	Contact Hours
1.	Orientation and General revision of the ideas of research methods in English.	3
2.	Introduction to writing research: Guidelines for writing a research project and providing students with examples of: <ol style="list-style-type: none"> <li>the conditions for maintaining ethics of research,</li> <li>and avoiding plagiarism and subjectivity in research writing,</li> <li>Major research themes in English linguistics, literature and translation</li> </ol>	3
3.	3- Theoretical discussion focusing on how to write a research proposal and plan for a research paper: <ol style="list-style-type: none"> <li>finding a topic or a research problem,</li> <li>formulating research questions, or hypothesis,</li> <li>selecting the suitable data collection methods,</li> <li>selecting the suitable approach of analysis,</li> <li>selecting techniques of result interpretation and discussion,</li> <li>providing the students with samples of general research articles in linguistics, literature and translation, focusing on the main elements of the typical research paper, and explaining how researchers of these articles formulate the titles and the other elements of the papers.</li> </ol>	9





4.	<p>For getting experiential knowledge:</p> <p>a. a visit to be paid by the teacher and students to the University library to get full knowledge about the archiving system of books, journals and the available digital resources in the web.</p> <p>b. how to perform searching using Google and others types of scientific searching tools and sites on the web.</p>	3
5.	<p>Students submit research proposals and get feedback to start their research proposals.</p> <p>The instructor discusses with all the students:</p> <p>a. the selected topics of research.</p> <p>b. the importance and limitation of the selected research topic and</p> <p>c. the relation between the title and the research questions or hypotheses</p> <p>d. the related literature or theoretical background and its organization and its relations to the variables of the research,</p> <p>e. the suitability of the selected data collection approaches and data analysis methods</p>	6
6.	<p>Showing the students, the various styles of referencing system and how to write document and the right way to record references, a focus will be on (APA and the MLA style).</p>	3
7.	<p>Helping students in</p> <p>Discussing the findings of the research projects and the recommendations.</p>	8
8.	<p>Students incorporate corrections and feedback from their guides for the first drafts.</p>	7
9.	<p>They submit the final draft of their research for evaluation and oral viva voce.</p>	3
<b>Total</b>		<b>45</b>



## D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Section-wise timely submission of research project	-	10%
2.	Blackboard discussion forum	-	15 %
3.	Proposal	5	30%
4.	Research paper	12	30 %
5.	Defense	15	15 %
6.	Total		100 %

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)







## E. Learning Resources and Facilities

### 1. References and Learning Resources

Essential References	Anthony C. Winkler, Jo Ray McCuen-Metherell (2012). Writing the Research Paper A Handbook. Boston, USA. Wadsworth, Cengage Learning.
Supportive References	<a href="http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf">http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf</a>
Electronic Materials	<a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</a> <a href="http://www.citethisforme.com/au/referencing-generator/apa">http://www.citethisforme.com/au/referencing-generator/apa</a> <a href="https://guides.unitec.ac.nz/apareferencing/webpages">https://guides.unitec.ac.nz/apareferencing/webpages</a>
Other Learning Materials	The SAGE Handbook of Online Research Methods Nigel G Fielding, Raymond M Lee, Grant Blank - 2016

### 2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A well-equipped classroom with a smart board, data show.
Technology equipment (projector, smart board, software)	Electronic whiteboards, movable whiteboards, projector, and educational software, cables to connect laptops to projectors and either speakers or CD players for audio educational materials.
Other equipment (depending on the nature of the specialty)	High-speed internet and intranet connections.

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> <li>Students</li> <li>Teacher</li> <li>Program Coordinator</li> <li>Peer Reviewers</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires.</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> </ul>





Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of students assessment	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Direct feedback.</li> <li>Peer reviews reports.</li> <li>Class observations and reviews.</li> <li>Annual staff reports.</li> <li>Course and program reports.</li> <li>Exam paper evaluation</li> </ul>
Quality of learning resources	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire.</li> <li>Course and program reports.</li> </ul>
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Exam results analysis.</li> <li>Course and program reports.</li> </ul>
Effectiveness of improvement plans	<ul style="list-style-type: none"> <li>Teacher</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Course and program reports.</li> </ul>

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

## G. Specification Approval Data

<b>COUNCIL /COMMITTEE</b>	
<b>REFERENCE NO.</b>	
<b>DATE</b>	

