

**ATTACHMENT 5.**

**Kingdom of Saudi Arabia  
The National Commission for Academic Accreditation &  
Assessment**

**T6. Course Specifications  
(CS)**

## Course Specifications

Institution: King Khalid University	Date: 14/6/1437
College/Department	

### A. Course Identification and General Information

1. Course title and code: Research Methods ENG 411			
2. Credit hours			
3. Program(s) in which the course is offered. English Program			
4. Name of faculty member responsible for the course Abdul Wahed Al Zumor			
5. Level/year at which this course is offered: 7 <sup>th</sup> Level, Fourth Year			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any)			
8. Location if not on main campus Main Campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="80"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="20"/>
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:			

## B Objectives

<p>1. What is the main purpose for this course?</p> <p>1- To help students understand and critique research in language learning. 2- To present a balanced and objective view of a range of research methods 3- To provide the principles involved in the writing of research proposals and research projects.</p>
<p>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)</p> <p>Change of the textbook Change of the assessment measures</p>

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
What is a research paper How do I choose a subject for my research paper?	2 (theory and practice)	6
How do I narrow my subject into a research topic? And why? How do I write a thesis statement?	2 (theory and practice)	6
How Can I find information I need? How do I use books for my research paper?	2 (theory and practice)	6
How do I use online sources? How do I take notes on my sources?	2 (theory and practice)	6
How do I outline and why? What writing style do I use?	2 (theory and practice)	6

How do I use my source material? What is plagiarism and how do I avoid it?	2 (theory and practice)	6
How do I use MLA/APA? How do I present my research paper?	2 (theory and practice)	6
How do I revise, edit and proofread? Model Papers	2 (theory and practice)	6

2. Course components (total contact hours and credits per semester): 48 contact hours and 3 credit hours						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	20	10	5	13		48
Credit	1	1		1		3

3. Additional private study/learning hours expected for students per week.	5
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

1. *Demonstrate acceptable academic and critical writing skills*
2. *Demonstrate critical reading skills*
3. *Students show team work skills by doing research tasks in groups or pairs*
4. *Students demonstrate their ability to defend their methods and findings*
5. *Students produce original work and avoiding plagiarism*
6. *Developing students' skill of searching relevant online material*
7. *Students select community problems as research topics*
8. *Students demonstrate knowledge of the components of research*

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	<i>Students demonstrate knowledge of the components of research</i>	<i>Lecturing on different aspects of research and writing a research paper</i>	<i>Quizzes, midterm and final written exams</i>
1.2	<i>Students demonstrate knowledge of research terminologies</i>	<i>Lecturing and discussions</i>	<i>Quizzes, midterm and final written exams</i>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<i>Demonstrate critical reading skills of research sources</i>	<i>Discussions of sample research articles</i>	<i>Reading comprehension tasks</i>
2.2	<i>Demonstrate acceptable academic and critical writing skills</i>	<i>Discussions and demonstrations</i>	<i>Critical writing tasks, such as annotated bibliographies, paraphrasing, summarizing, etc.</i>
2.3	<i>Students produce original work and avoid plagiarism</i>	<i>Textbook reading and discussion of how to write original work and avoid plagiarism</i>	<i>Research writing and evaluation following rubrics</i>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<i>Students select community problems as research topics</i>	<i>Brainstorming, focused discussions</i>	<i>Presentations of proposals</i>
3.2	<i>Students show team work skills by doing research tasks in groups or pairs</i>	<i>Pair work and group work activities and assignments</i>	<i>Joint research tasks</i>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<i>Demonstrate skill of using databases and searching relevant online material</i>	<i>Online demos and presentations</i>	<i>Annotated bibliographies based on online sources</i>
4.2	<i>Students demonstrate their ability to defend their methods and findings</i>	<i>Discussing sample research papers, their validity of method and content</i>	<i>Oral defense</i>
<b>5.0</b>	<b>Psychomotor</b>		

5.1			
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
2.1												
2.2												
2.3												
3.1												
3.2												
4.1												
4.2												

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	Weeks 2, 5, 9, 12	10%
2	Annotated bibliographies	Weeks 3, 7, 10	10%
3	Midterm exam	Week 10	15%
4	Proposal Writing	Week 4	10%
5	Outline writing	Week 11	5%
6	Research task	Week 13	20%
7	Presentation	Week 12	5%
8	Final exam		25%

#### 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)

- 3 office hours every week

#### E Learning Resources

1. List Required Textbooks

**Rozakis, L. (2007). Writing Great Research Papers. New York: McGraw-Hill Companies, Inc.**

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

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

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### 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.)

<p>- <i>Classrooms that do not exceed 15 students.</i></p>
<p>2. Computing resources (AV, data show, Smart Board, software, etc.)</p> <p><b>Citation Machine</b> <a href="http://www.citationmachine.net/">http://www.citationmachine.net/</a></p>
<p>3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)</p> <p><b>Saudi Digital Library</b></p>

#### G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p><b>Course Evaluation Survey</b></p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p><b>Periodic meetings of course instructors for evaluating teaching, learning and progress.</b></p>
<p>3 Processes for Improvement of Teaching</p> <p><b>Periodic meetings of course instructors for evaluating teaching, learning and progress.</b> <b>Faculty members' professional development activities done personally or arranged by the college.</b></p>
<p>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)</p> <p><b>Joint course report discussion</b> <b>Periodic course instructors' meetings</b></p>



<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p><i>End-of-semester submission of course reports.</i> <i>Students evaluation of the course</i> <i>Benchmarking with other programs at the micro level.</i></p>

Name of Instructor: Abdul Wahed Al Zumor

Signature: \_\_\_\_\_ Date Report Completed: 29/6/1437

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_