



<b>Faculty: Graduate Studies</b>	
<b>Department: English Language, Literature &amp; Translation</b>	<b>Program: Linguistics</b>
<b>Academic Year:</b>	<b>Semester:</b>

## Course Plan

### First: Course Information

<b>Course No.:</b> <b>0202752</b>	<b>Course Title:</b> <i>Research Methods in English Linguistics</i>	<b>Credit Hours:</b> 3	<b>Theoretical:</b> 2	<b>Practical:</b> 1
<b>Prerequisite No. and Title:</b> -		<b>Section No.:</b>	<b>Lecture Time:</b>	
<b>Level in JNQF</b>	<b>Level Nine</b>			
<b>Type Of Course:</b>	<div><input type="checkbox"/> <b>Obligatory University Requirement</b><input type="checkbox"/> <b>Elective University Requirement</b></div> <div><input type="checkbox"/> <b>Obligatory Faculty Requirement</b><input type="checkbox"/> <b>Elective Faculty Requirement</b></div> <div><input checked="" type="checkbox"/> <b>Obligatory Specialization Requirement</b><input type="checkbox"/> <b>Elective Specialization Requirement</b></div> <div><input type="checkbox"/> <b>Ancillary course</b></div>			
<b>Type of Learning:</b>	<div><input type="checkbox"/> <b>Face-to-Face Learning</b></div> <div><input checked="" type="checkbox"/> <b>Blended Learning (2 Face-to-Face + 1 Asynchronous)</b></div> <div><input type="checkbox"/> <b>Online Learning (2 Synchronous+ 1 Asynchronous)</b></div>			

### Second: Instructor's Information

<b>Course Coordinator:</b>					
<b>Name:</b>		<b>Academic Rank:</b>			
<b>Office Number:</b>		<b>Extension Number:</b>		<b>Email:</b>	
<b>Course Instructor:</b>					
<b>Name:</b>		<b>Academic Rank:</b>			
<b>Office Number:</b>		<b>Extension Number:</b>		<b>Email:</b>	
<b>Office Hours:</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>



### **Third: Course Description**

The course provides a practical introduction to how empirical research is planned and executed with illustrations from studies in language development, language impairment and language description. Topics include the layout of a research report, hypothesis statement, sampling, data gathering and measurement. Students are expected to produce a short research paper applying the methods and techniques they were expected to acquire during the course.

### **Fourth: Course Objectives**

- 1-To introduce students to the various paradigms for the study of English, to the main research methods in linguistics, and to obtain practical experience in undertaking a short research project
- 2-To familiarize students with the basic methods of undertaking linguistic research in their area of interest and to make published research more accessible to students.

## Fifth: Learning Outcomes

<i>Level descriptor according to (JNQF)</i>	<i>CILOs Code</i>	<i>CILOs</i> If any CLO will not be assessed in the course, mark NA.	<i>Associated PILOs Code</i> Choose one PILO for each CILO*	<i>Assessment method</i> Choose at least two methods
<b>Knowledge</b>	<b>K1</b>	Explain what research is and distinguish between different types of research.	<b>PK1</b>	Class participation Presentations Term Papers
	<b>K2</b>	Explain the hallmarks of the scientific research.	<b>PK2</b>	Class participation Presentations Term Papers
	<b>K3</b>	Explain different parts of research.	<b>PK3</b>	Class participation Presentations Term Papers
<b>Skills</b>	<b>S1</b>	Distinguish between different research types and parts.	<b>PS1</b>	Class participation Presentations Term Papers
	<b>S2</b>	Avoid plagiarism	<b>PS2</b>	Class participation Presentations Term Papers
	<b>S3</b>	Identify problem areas that needed to be study.	<b>PS3</b>	Class participation Presentations Term Papers
	<b>S4</b>	Understand the concepts of validity and reliability	<b>PS4</b>	Class participation Presentations Term Papers
<b>Competencies</b>	<b>C1</b>	Document citations and write the list of references according to APA style.	<b>PC1</b>	Class participation Presentations Term Papers
	<b>C2</b>	Write a scientific research.	<b>PC2</b>	Class participation Presentations Term Papers
	<b>C3</b>	Criticize researches and different studies	<b>PC3</b>	Class participation Presentations Term Papers

\*CILOs: Course Intended Learning Outcomes; PILOs: Program Intended Learning Outcomes; for each CILO, the PILO could be the same or different.

## Sixth: Learning Resources

<b>Main Reference:</b>	<i>Anderson, shaul (2018) reseaech writing Book for Students Routledge</i>	
<b>Author:</b> Simpson	<b>Issue No.:</b> 2	<b>Publication Year:</b> 2017
<b>Additional Sources&amp;Websites:</b>	1.- Kothari, C.R. (2004). <i>Research Methodology: Methods and Techniques</i> (2 <sup>nd</sup> ed.). New Age International publishers. 2. McDonald, S. & Headlam, N. (1986). <i>Research Methods Handbook</i> . Canter for Local Economic strategies 3. Brown, J and Rodgers, T. (2003). <i>Doing Second Language Research</i> . Oxford University Press.	
<b>Teaching Type:</b>	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshop <input type="checkbox"/> MS Teams <input checked="" type="checkbox"/> Moodle	

## Seventh: Course Structure

Lecture Date	Intended Teaching Outcomes(ILOs)	Topics	Teaching Procedures*	Teaching Methods***	References***
	K1, K2	Introduction to academic writing, research definition, types and process	Face-to-face	Lectures and Presentations	The Art of Literary Research
	S3	Topic selection, organizing ideas and setting goals A view of research, functions and importance of research Research ethics	Asynchronous	Lectures and Presentations	The Art of Literary Research
	S3, S1	Ch 1: Research and writing: -taking notes -Making an outline -Writing a draft -language and style	Face-to-face	Lectures and Presentations	MLA Handbook for writers of Research Papers
	K1, K2	Ch2: Academic integrity: how to avoid plagiarism?	Asynchronous	Lectures and Presentations	MLA Handbook for writers of Research Papers
	S3	Ch 3: The mechanics of writing	Face-to-face	Lectures and Presentations	MLA Handbook for writers of Research Papers
	S3	Ch4: the format of research papers	Asynchronous	Lectures and Presentations	MLA Handbook for writers of Research Papers
	C1, C2, S4	Ch5: Documentation: preparing the lists of	Face-to-face	Lectures and Presentations	MLA Handbook for writers of



		references MLA Style: Citation/ in-text references/ bibliography			Research Papers
	C1, C2	APA Style of referencing: citation/ in-text references/bibliography, etc.	Asynchronous	Lectures and Presentations	MLA Handbook for writers of Research Papers
	C1, C2	Chicago Manual style: the footnote system CSE style Using notes with parenthetical documentation	Face-to-face	Lectures and Presentations	MLA Handbook for writers of Research Papers
	S3	Formatting and style/ abbreviations	Asynchronous	Lectures and Presentations	MLA Handbook for writers of Research Papers
	C2	Citation	Face-to-face	Lectures and Presentations	MLA Handbook for writers of Research Papers
	C1, C2, S4	Guides to writing/ conducting full research papers	Asynchronous	Lectures and Presentations	MLA Handbook for writers of Research Papers
	S1	Revising, proofreading, and formatting the rough draft	Face-to-face	Lectures and Presentations	MLA Handbook for writers of Research Papers
	S1, S2	Students' presentations	Asynchronous	Lectures and Presentations	MLA Handbook for writers of Research Papers

\*Teaching procedures: (Face-to-Face, synchronous, and asynchronous).

\*\* Teaching methods: (Lecture, video....).

\*\*\* Reference: (Pages of the book, recorded lecture, video....).

## Eighth: Assessment Methods

Methods	Online Learning	Blended Learning	Face-To-Face Learning	Specific Course Output to be assessed **If any CILO will not be assessed in the course, mark NA.												
				K1	K2	K3	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
First Exam																
Second Exam																
Mid-term Exam		30		X	X	X	X		X	X	X	X		X	X	
Participation		15		X	X	X	X	X	X	X	X	X	X	X	X	X
Asynchronous Activities																
Quizzes																
Assignments																
Group presentation		15		X	X	X	X	X	X	X	X	X	X	X	X	X
Final Exam		40		X	X	X	X		X	X	X	X		X	X	
Total out of 100		100														



## Ninth: Course Policies

- All course policies are applied on all teaching patterns (online, blended, and face-to-face Learning) as follows:
  - a. Punctuality.
  - b. Participation and interaction.
  - c. Attendance and exams.
- Academic integrity: (cheating and plagiarism are prohibited).

Approval	Name	Date	Signature
Head of Department			
Faculty Dean			