



Course Specification

(Postgraduate Programs)

Course Title: **Designing and Constructing Research Work**

Course Code: **7508 ENG-3**

Program: **Doctor of Philosophy in Applied Linguistics**

Department: **Department of English**

College: **College of Languages and Translation**

Institution: **King Khalid University**

Version: **1**

Last Revision Date: **10 March 2025**

Table of Contents

| | |
|--|---|
| A. General information about the course: | 3 |
| B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:..... | 4 |
| C. Course Content:..... | 4 |
| D. Students Assessment Activities:..... | 5 |
| E. Learning Resources and Facilities: | 5 |
| F. Assessment of Course Quality: | 5 |
| G. Specification Approval Data: | 6 |





A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track

B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (3/ 2)

4. Course General Description:

This course provides PhD students in Applied Linguistics with the essential knowledge and skills to design, structure, and write a high-quality dissertation, while also preparing their research for publication in high-impact academic journals. It offers a practical, step-by-step approach to developing a coherent research proposal, structuring dissertation chapters, and transforming findings into publishable articles. Students will explore best practices in academic writing, including argumentation, clarity, coherence, and citation standards. The course covers the dissertation components, such as literature review, methodology, data presentation, and discussion, while integrating publication strategies such as journal selection, manuscript submission, and peer review response techniques. By the end of this course, students will have a well-developed PhD research proposal ready for approval and further development in the third-year Thesis course, as well as the necessary skills to write and publish high-quality academic research.

5. Pre-requirements for this course (if any):

7201 ENG-4 Advanced Academic Writing and 7502 ENG-3 Research Methods in Applied Linguistics

6. Pre-requirements for this course (if any):

7. Course Main Objective(s):

This course is designed to equip PhD students in Applied Linguistics with the essential skills and knowledge to develop a research proposal, construct a well-structured dissertation, and publish their research in high-impact academic journals. Specifically, the course aims to:

1. Guide students in preparing a comprehensive PhD research proposal, ensuring clarity in research objectives, methodology, and theoretical framework as a foundation for their dissertation.
2. Enhance research writing proficiency by strengthening clarity, coherence, argumentation, and citation practices, enabling students to craft well-structured proposals, dissertations, and journal articles.





3. Provide a clear roadmap for academic publishing, covering journal selection, manuscript preparation, submission strategies, and effective responses to reviewer feedback.
4. Support students in structuring and refining their dissertation research, ensuring alignment with academic standards and facilitating the adaptation of dissertation chapters into publishable articles.
5. Instill ethical research and publishing practices, promoting responsible citation, academic integrity, and adherence to scholarly conventions while avoiding issues such as plagiarism and predatory journals.
6. Develop strategies for sustained research productivity, equipping students with tools to manage revisions efficiently, overcome writing challenges, and build a consistent academic publishing trajectory.

2. Teaching Mode: (mark all that apply)

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

3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|---------------------------|---------------|
| 1. | Lectures | 30 |
| 2. | Laboratory/Studio | |
| 3. | Field | |
| 4. | Tutorial | 15 |
| 5. | Others (Writing Workshop) | |
| | Total | 45 |





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

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|--|--|
| 1.0 | Knowledge and understanding: By the end of this course, PhD students in Applied Linguistics will be able to: | | | |
| 1.1 | Demonstrate a comprehensive understanding of the structure and components of a PhD dissertation, including research proposal development, literature review synthesis, methodological design, and academic argumentation. | K1, K2 | <ul style="list-style-type: none"> -Interactive lectures and conceptual understanding -Writing workshops and hands-on practice -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | <p>PhD Research Proposal</p> <p>Final Presentation</p> |
| 1.2 | Explain the principles of academic writing and publishing, including coherence, clarity, citation practices, ethical considerations, and the process of submitting research to high-impact journals. | K2, K3 | <ul style="list-style-type: none"> -Interactive lectures and conceptual understanding -Writing workshops and hands-on practice -Individualized feedback and mentorship | Final Presentation |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|---|
| | | | -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | |
| 1.3 | Describe the key processes involved in structuring a dissertation and preparing research for publication, including the adaptation of dissertation chapters into journal articles. | K3 | -Interactive lectures and conceptual understanding -Writing workshops and hands-on practice -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | PhD Research Proposal Final Presentation |
| 2.0 | Skills | | | |
| 2.1 | Develop a structured and coherent research proposal that aligns with PhD dissertation requirements, ensuring clarity in | S2, S3 | -Interactive lectures and conceptual understanding | PhD Research Proposal |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|--|--------------------------------------|
| | research objectives, methodology, and significance. | | <ul style="list-style-type: none"> -Writing workshops and hands-on practice -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | |
| 2.2 | Prepare and adapt research findings for publication by selecting appropriate journals, structuring manuscripts effectively, and responding to peer review feedback, ensuring their work contributes to the field. | S1, S2 | <ul style="list-style-type: none"> -Interactive lectures and conceptual understanding -Writing workshops and hands-on practice -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus | Research paper, submitted to journal |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--|---------------------------------------|--|---|
| | | | -Technology-enhanced learning and research tools | |
| 2.3 | Construct and refine academic writing skills to produce clear, coherent, and well-organized dissertation chapters that align with scholarly standards and conventions. | S3, S4 | -Interactive lectures and conceptual understanding -Writing workshops and hands-on practice -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | Research paper, submitted to journal PhD Research Proposal |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Demonstrate academic integrity and ethical responsibility in research writing and publishing by adhering to principles of originality, proper citation, and transparency in scholarly communication. | V1 | -Interactive lectures and conceptual understanding -Writing workshops and hands-on practice | Research paper, submitted to journal PhD Research Proposal |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|--|--|
| | | | <ul style="list-style-type: none"> -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | |
| 3.2 | Exhibit autonomy and self-regulation in managing the writing and publishing process, demonstrating perseverance, adaptability, and commitment to producing high-quality research suitable for publication in peer reviewed journals | V3 | <ul style="list-style-type: none"> -Individualized feedback and mentorship -Peer collaboration and scholarly engagement -Real-world application and publication focus -Technology-enhanced learning and research tools | <p>Research paper, submitted to journal</p> <p>PhD Research Proposal</p> |
| 3.3 | Engage in constructive peer review and scholarly collaboration, providing thoughtful and respectful feedback to enhance the quality of academic research within the academic community. | V2, V3 | <ul style="list-style-type: none"> -Individualized feedback and mentorship -Peer collaboration and scholarly engagement | Peer Review and Revision Report |





| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------------------------|---|--------------------|
| | | | -Real-world application and publication focus -Technology-enhanced learning and research tools | |

C. Course Content:

| No | List of Topics | Contact Hours |
|-----|---|---------------|
| 1. | Introduction to the Course – Overview of Dissertation Writing and Publishing | 3 |
| 2. | Designing a Research Proposal – Research Questions, Objectives, and Rationale | 3 |
| 3. | Writing the Literature Review – Synthesizing Sources and Identifying Research Gaps | 3 |
| 4. | Developing the Research Methodology – Selecting Methods and Justifying Choices | 3 |
| 5. | Structuring the PhD Proposal – Writing and Refining the Proposal for Submission | 3 |
| 6. | Dissertation Structure – Understanding Chapter Organization and Logical Flow; Discussing findings appropriately and linking them to research questions. | 3 |
| 7. | Writing the Introduction and Problem Statement – Framing Research in Context | 3 |
| 8. | Presenting and Analyzing Data – Writing the Results and Discussion Sections | 6 |
| 9. | Writing the Conclusion and Implications – Summarizing Contributions and Future Research | 3 |
| 10. | Refining Academic Writing – Clarity, Coherence, Argumentation, and Citation | 3 |
| 11. | Choosing the Right Journal – Understanding Impact Factors, Scope, and Submission | 3 |
| 12. | Navigating the Peer Review Process – Responding to Reviewer Feedback and Revising Manuscripts | 3 |
| 13. | Research Integrity and Ethical Publishing – Avoiding Plagiarism and Predatory Journals | 3 |





| | | |
|-------|---|----|
| 14. | Finalizing the Proposal and Future Research Plans – Preparing for the Final Year Thesis | 3 |
| Total | | 45 |

D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|--|--------------------------------|--------------------------------------|
| 1. | PhD Research Proposal | 11 | % 50 |
| 2. | Research paper, submitted to journal | 14 | % 30 |
| 3. | Peer Review and Revision Report (Students will evaluate a peer's research proposal or journal manuscript, providing critical feedback and a structured revision plan.) | 12 | %10 |
| 4. | Final Presentation (Students will present their research proposal and publication strategy, outlining their dissertation structure and potential journal submissions) | 15 | %10 |

*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

Bitchener, J. (2017). *Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research* (2nd ed.). Palgrave Macmillan.

Roche, J. (2021). *Essential skills for early career researchers*. SAGE Publications.

Pertet, A. (2024). *The science of academic writing: a guide for postgraduates*. SAGE.

Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. Routledge. <https://doi.org/10.4324/9780203927984>
Belcher, W. L. *Writing Your Journal Article in 12 Weeks*. London: Sage, 2009

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). University of Michigan Press.



| | |
|--------------------------|---|
| | <p>Paltridge, B., & Starfield, S. (2020). <i>Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors</i> (2nd ed.). Routledge.</p> <p>Belcher, W. L. (2019). <i>Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success</i> (2nd ed.). University of Chicago Press.</p> |
| Supportive References | <p>Hyland, K. (2018). <i>Metadiscourse: Exploring Interaction in Writing</i> (2nd ed.). Bloomsbury Academic.</p> <p>Creswell, J. W., & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (5th ed.). SAGE Publications.</p> <p>Flowerdew, J., & Wang, S. (2015). <i>Academic Discourse in Applied Linguistics</i> (1st ed.). Bloomsbury Academic.</p> <p>Murray, R. (2017). <i>How to Write a Thesis</i> (4th ed.). Open University Press.</p> |
| Electronic Materials | <p>These electronic resources support students with access to journal articles, writing guides, and research tools.</p> <ol style="list-style-type: none"> 1. Purdue Online Writing Lab (OWL) – Guidelines on academic writing, citation, and thesis structuring. https://owl.purdue.edu 2. Google Scholar – Open-access research articles on applied linguistics and academic writing. https://scholar.google.com 3. SAGE Research Methods – Online resource for learning about research design and methodology. https://methods.sagepub.com 4. Elsevier's Language & Linguistics Journal Database – Access to high-impact journal articles in applied linguistics. https://www.sciencedirect.com 5. Academic Phrasebank (University of Manchester) – A guide to academic writing and phrasing. https://www.phrasebank.manchester.ac.uk |
| Other Learning Materials | <p>These resources support research writing, citation, and document management.</p> <ol style="list-style-type: none"> 1. Grammarly – AI-powered grammar and style checker for academic writing. https://www.grammarly.com 2. Zotero – Reference and citation management tool. https://www.zotero.org 3. Mendeley – Academic reference management and research organization tool. https://www.mendeley.com |





4. EndNote – Citation software for managing research sources. <https://endnote.com>

2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Well-equipped classrooms |
| Technology equipment (Projector, smart board, software) | <ul style="list-style-type: none"> • Quiet study rooms for focused writing and research • Academic writing and research labs with access to databases and writing tools • University library (physical and digital access) with academic journals, research papers, and citation guides • Seminar/conference rooms for peer review sessions • Technology equipment (Projectors, smart boards, and interactive whiteboards for lecture presentations) • Grammar and plagiarism detection software (Grammarly, Turnitin, iThenticate) • Reference management software (EndNote, Zotero, Mendeley) • Online research databases (Scopus, Web of Science, ScienceDirect, Google Scholar) • Video conferencing tools (Zoom, Microsoft Teams) for online academic collaborations and discussions. |
| Other equipment (Depending on the nature of the specialty) | <ul style="list-style-type: none"> • High-speed internet and Wi-Fi access for online research and publishing platforms • Academic writing handbooks and style guides (APA, MLA, Chicago, IEEE) • Open-access resources from major publishers (Elsevier, Wiley, Taylor & Francis, Springer) • Learning Management System (LMS) (Blackboard) for course material and submissions. |



F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|--|--|
| Effectiveness of teaching | Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations. | Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys. |
| Effectiveness of students' assessment | Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback. | Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback. |
| Quality of learning resources | Reviewed by faculty and program leaders based on student feedback and peer reviews. | Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards. |
| The extent to which CLOs have been achieved | Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios. | Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys. |
| Other | Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays. | Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns. |

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

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

| | |
|---------------------------|----------------------------|
| COUNCIL /COMMITTEE | ENGLISH DEPARTMENT COUNCIL |
| REFERENCE NO. | 8-17-46 |
| DATE | 16 MARCH 2025 |

