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| --- |
| **Course Title**: Language Research Methods |
| **Course Code**: **ENG4359-3** |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 7 – Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG4359-3 Language Research Methods is a meticulously designed course that equips students with the fundamental understanding of research methodology within the domain of language studies. Students will learn to define essential technical terms and concepts and clearly describe the vital stages of conducting research, focusing on precision and rigor. The course offers a multifaceted view of research, from evaluating existing language-related research papers to mastering the art of writing preliminary research proposals. Furthermore, the course emphasizes the practical application of research methods, such as the efficient integration of knowledge from different sources, using databases to search for relevant materials, and selecting appropriate research designs and samples. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2341-3 Introduction to Theoretical Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objectives of ENG4359-3 Language Research Methods are to instill a robust understanding of the theoretical and practical aspects of research methodology in the context of language studies. Students will be guided to appreciate the subtleties of research design and execution, developing their ability to evaluate research papers critically and to compose coherent research proposals. Emphasizing skills such as integration, synthesis, and efficient online material searching, the course aims to cultivate a systematic approach to research that empowers students to select and implement suitable research designs, and to understand the intricacies of sample selection. By intertwining theoretical knowledge with practical skills, this course endeavors to prepare students to undertake language-related research with confidence, integrity, and scholarly excellence. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **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** | | | |
| 1.1 | Define the important technical terms and concepts related to research methodology | K1 | Organize a jigsaw activity where students work in small groups, each responsible for a set of technical terms. Each group would become "experts" on their terms, then regroup to teach their peers, ensuring all terms are covered. | Midterm Exam (30 Marks) |
| 1.2 | Describe clearly and accurately the essential stages of conducting research | K2 | Facilitate a teacher-led seminar discussing the stages of research. Follow up with a task where students work in pairs to create a flowchart or timeline of the stages using course materials for reference. | Final Exam (40 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Evaluate a language-related research paper for overall quality, cohesion, coherence, and persuasiveness | S1 | Distribute sample research papers to students. Guide them in using a provided evaluation rubric, discussing criteria such as quality, cohesion, etc. Follow up with a class discussion or group presentations on their evaluations. | Group Discussion (10 Marks) |
| 2.2 | Write a preliminary language-related research proposal | S3 | Hold workshop sessions where students brainstorm research topics, refine their ideas through peer feedback, and use guided templates to draft preliminary proposals. | Research Proposal Part 1: Introduction and Literature Review (10 Marks) |
| 2.3 | Integrate and synthesize knowledge from different sources efficiently | S2 | Assign a mini literature review task. Students need to gather information on a given topic from various sources and create a synthesized summary. Provide feedback on integration and synthesis techniques. | Research Proposal Part 2: Methodology and Analysis (10 Marks) |
| 2.4 | Use databases efficiently to search for relevant online material | S6 | Organize a practical database tutorial session, demonstrating the effective use of search filters and keyword techniques. Students then practice by finding articles related to their research interests. | Research Proposal Part 2: Methodology and Analysis (10 Marks) |
| 2.5 | Analyze various research methodologies to select the most appropriate research design and sampling techniques, considering the specific context, goals, and ethical implications of the research | S4 | Organize case study sessions. Provide students with different research scenarios, and task them to determine the best methodologies, designs, and sampling techniques for each. Conclude with discussions around their choices, focusing on context, goals, and ethics. | Group Discussion (10 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Select relevant community problems as language research topics and critically reflect on them | V1 | Classroom Discussions Tasks | Survey or Research Proposal Part 1: Introduction and Literature Review (10 Marks) |
| 3.2 | Demonstrate professional teamwork skills while doing research tasks in groups or pairs | V2 | Group Discussion Tasks | Survey or Group Discussion (10 Marks) |
| 3.3 | Consider ethical issues in research | V3 | Group Discussion Tasks | Survey or Research Proposal Part 1: Introduction and Literature Review (10 Marks) and Research Proposal Part 2: Methodology and Analysis (10 Marks) |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | [Chapter 1: Research: A Way of Thinking](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/research-a-way-of-thinking)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is evidence-based practice? Visit this website.](http://library.health.nt.gov.au/EBP/overview) * [What does ‘research’ mean? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/research-a-way-of-thinking/checkpoint-defining) * [What are the main differences between qualitative, quantitative, and mixed methods studies? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/research-a-way-of-thinking/checkpoint-qualitative) * [What does it mean to use a mixed methods approach? Review this checklist.](http://study.sagepub.com/sites/default/files/ch_1._mixed_methods.docx) * [What is a research paradigm? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/research-a-way-of-thinking/checkpoint-research) | **2** |
|  | [Chapter 2: The Research Process: A Quick Glance](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/the-research-process-a-quick-glance)  Step I: Formulating a Research Problem  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What are the main philosophical assumptions underlying qualitative and quantitative research?](https://files.eric.ed.gov/fulltext/EJ1058505.pdf) * [What are the eight steps of the research process?](http://amandaszapkiw.com/artifacts/resources/tutorials/research-process/Step-2-Build-a-Literature-Review-and-Identify-a-Theoretical-or-Conceptual-Framework.pdf) | **2** |
| **3.** | [Chapter 3: Reviewing the Literature](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/reviewing-the-literature)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is a literature review? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/reviewing-the-literature/checkpoint-literature) * [Where can you find possible credible, relevant sources for a literature review? Visit this website.](https://press.rebus.community/literaturereviewsedunursing/chapter/chapter-5-documenting-sources/) * [What sort of questions should you ask of the articles I select? Visit this website.](http://advice.writing.utoronto.ca/types-of-writing/literature-review/) * [What are the most important things I need to include when using reviewed literature to write a theoretical background for my research? Visit this website.](https://wordvice.com/how-to-write-a-literature-review/) | 3 |
| **4.** | [Chapter 4: Formulating a Research Problem](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/formulating-a-research-problem)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [How do you choose a research topic? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/formulating-a-research-problem/checkpoint-choosing) * [What is a qualitative research problem? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/formulating-a-research-problem/checkpoint) * [What is a researchable question? Visit this website.](http://msu.edu/user/mkennedy/digitaladvisor/Research/whatanswerable.htm) * [How do you narrow your topic into a researchable problem? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/formulating-a-research-problem/checkpoint-narrowing) | 3 |
| **5.** | [Chapter 5: Identifying Variables](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/identifying-variables)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is a variable? Read this encyclopedia entry.](http://methods.sagepub.com/Reference/srmpromo/nAkLXe/the-sage-encyclopedia-of-social-science-research-methods/n1063.xml) * [What are the different types of variables, and how do they compare? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/identifying-variables/checkpoint-types-of-variables) * [What are the four types of measurement scales, and how do they relate? Read this encyclopedia entry.](http://methods.sagepub.com/reference/srmpromo/PwNGBy/encyclopedia-of-survey-research-methods/n270.xml?) | 3 |
| **6.** | [Chapter 6: Constructing Hypotheses](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/constructing-hypotheses)  Step II: Conceptualizing a Research Design  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is the difference between a hypothesis and a research question? Visit this website.](http://cirt.gcu.edu/research/developmentresources/research_ready/quantresearch/question_hypoth) * [What is a null hypothesis? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/constructing-hypotheses/checkpoint-alternative-and) * [What are the two types of hypothesis errors, and how do they differ? Visit this website.](http://www.statisticshowto.com/type-i-and-type-ii-errors-definition-examples/) | 3 |
| **7.** | [Chapter 7: The Research Design](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/the-research-design)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is a research design, and what functions does it serve? Visit this website.](http://libguides.usc.edu/writingguide/researchdesigns) * [What is the difference between a control group and an experimental group? Visit this website.](http://www.thoughtco.com/control-and-experimental-group-differences-606113) * [What is the principle of variance? Visit this website.](http://www.statisticshowto.com/probability-and-statistics/variance/) | 3 |
| **8.** | [Chapter 8: Selecting a Study Design](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/selecting-a-study-design)  Step III: Constructing an Instrument for Data Collection  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What are the major differences between qualitative and quantitative designs? Visit this website.](http://scholarshipfellow.com/research-design-types-research-design/) * [What is a cross-sectional study? Read this enyclopedia entry.](http://methods.sagepub.com/reference/srmpromo/itrVWE/dictionary-of-statistics-methodology/n457.xml?) * [What are the different types of a pre-test/post-test design? Visit this website.](http://explorable.com/pretest-posttest-designs) * [What are the differences between a longitudinal design and a cross-sectional design? Visit this website.](http://learning.closer.ac.uk/introduction/types-of-longitudinal-research/longitudinal-versus-cross-sectional-studies/) * [What are the most common experimental designs in the social sciences? Visit this website.](http://www.simplypsychology.org/experimental-designs.html) * [What are the main principles of an online survey? Visit this website.](https://study.sagepub.com/kumar5e/student-resources/selecting-a-study-design/checkpoint-focus-groups-vs-interviews) * [What is the difference between a focus group and an in-depth interview? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/selecting-a-study-design/checkpoint-focus-groups-vs) | 3 |
| **9.** | [Chapter 9: Selecting a Method of Data Collection](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/selecting-a-method-of-data-collection)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is epistemology? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/selecting-a-method-of-data-collection/checkpoint) * [What are the two main types of observation, and how might you undertake them? Visit this website.](https://sciencing.com/types-observation-scientific-method-8295233.html) * [What are the two main types of interviews, and when might you use each one? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/selecting-a-method-of-data-collection/checkpoint-1) * [What are examples of closed and open questions, and why is effective questioning important? Visit this website.](http://www.nngroup.com/articles/open-ended-questions/) * [What are some examples of quantitative research instruments, and how do they differ from qualitative instruments? Visit this website.](http://www.academypublication.com/issues/past/tpls/vol03/02/06.pdf) * [How can an interview guide help you in your research? Read this encyclopedia entry.](http://methods.sagepub.com/reference/srmpromo/9ZOcxR/the-sage-encyclopedia-of-social-science-research-methods/n450.xml) * [Where can you find secondary data sources? Read this chapter.](http://sk.sagepub.com/books/research-strategies-for-secondary-data/n2.xml/true) | 3 |
| **10.** | [Chapter 10: Collecting Data Using Attitudinal Scales](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/collecting-data-using-attitudinal-scales)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [Why would you use an additudinal scale in your research? Read this chapter.](http://study.sagepub.com/sites/default/files/essentials-of-marketing-research.pdf) * [What is a Likert scale? Visit this website.](http://www.simplypsychology.org/likert-scale.html) * [What are the differences between Likert and Thurstone scales? Visit this website.](http://www.sjsu.edu/people/fred.prochaska/courses/ScWk242/s0/Thurston-Guttman-and-Likert-scales.pdf) | 2 |
| **11.** | [Chapter 11: Establishing the Validity and Reliability of a Research Instrument](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/establishing-the-validity-and-reliability-of-a)  Step IV: Selecting a Sample  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What are the two ways to measure validity? Visit this website.](http://www.simplypsychology.org/validity.html) * [What are the three main types of validity? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/establishing-the-validity-and-reliability-of-a-1) * [How do external consistency measures and internal consistency measures differ? Visit this website.](http://www.simplypsychology.org/reliability.html) * [How is quality in qualitative research measured? Read this chapter.](http://study.sagepub.com/sites/default/files/managing-quality-in-qual.pdf) | 3 |
| **12.** | [Chapter 12: Selecting a Sample](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/selecting-a-sample)  Step V: Writing a Research Proposal  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is sampling, and what is its purpose in the research process? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/selecting-a-sample/checkpoint-sampling) * [What are the key sampling terms you need to remember? Take this quiz.](http://www.cliffsnotes.com/study-guides/statistics/sampling/quiz-populations-samples-parameters-and-statistics) * [How do you avoid sampling bias? Visit this website.](http://www.scholarpedia.org/article/Sampling_bias) * [What are the most common types of sampling techniques and how do they differ? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/selecting-a-sample/checkpoint-sampling-techniques) * [How do you ensure your sample size is large enough, but not too large? Read this chapter.](http://study.sagepub.com/sites/default/files/sampling-essentials_1.pdf) | 3 |
| **13.** | [Chapter 13: Writing a Research Proposal](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/writing-a-research-proposal)  Step VI: Collecting Data  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What are the most important elements you need to include in your research proposal? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/writing-a-research-proposal/checkpoint-research) * [How can you appraise your sources critically? Visit this website.](http://guides.library.cornell.edu/criticallyanalyzing) * [Why is it important to present a clear rationale behind your study design choices? Visit this website.](http://research-methodology.net/research-methodology/rationale-for-the-study/) * [What are some of the most important considerations to factor in to your ethics discussion? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/writing-a-research-proposal/checkpoint-ethical) * [What is a good research proposal structure? Visit this website.](http://owll.massey.ac.nz/assignment-types/research-proposal-structure.php) * [How much time should you allow yourself to write your proposal? Visit this website.](http://owll.massey.ac.nz/assignment-types/research-proposal-structure.php) | 2 |
| **14.** | [Chapter 14: Considering Ethical Issues in Data Collection](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/considering-ethical-issues-in-data-collection)  Step VII: Processing and Displaying Data  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What is a consent form, and why do you need one? Read this encyclopedia entry.](http://methods.sagepub.com/reference/srmpromo/3weOyv/encyclopedia-of-survey-research-methods/n89.xml?) * [What are some ways participants might be harmed during studies? Read this chapter.](http://study.sagepub.com/sites/default/files/ethics-in-qualitative-re.pdf) * [How do you reassure participants about how their data will be used? Visit this website.](http://www.gcu.ac.uk/library/smile/research/ethics/researchethics/informingparticipants/) * [How do you present and reference secondary data accurately? Read this chapter.](http://study.sagepub.com/sites/default/files/ethics-in-qualitative-re_0.pdf) | 2 |
| **15.** | [Chapter 15: Processing Data](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/processing-data)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What steps can you take to improve the quality of your raw data? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/processing-data/checkpoint-data-cleaning) * [What does it mean to ‘code’ your data and create a code book? Read this journal article.](https://journals.sagepub.com/stoken/rbtfl/yDtSDd4c8qc34KF2kQax/pdf/10.1177/1525822X10388468) * [How do you examine the responses and code the themes of your data? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/processing-data/checkpoint-data-themes) * [What are the most common types of quantitative data analysis software for social science research, and how do they compare? Visit this website.](http://guides.nyu.edu/quant/statsoft) * [When might a mixed methods approach be appropriate? Visit this website.](https://connection.sagepub.com/blog/industry-news/2015/02/11/why-use-mixed-methods-your-questions-answered/) | 2 |
| **16.** | [Chapter 16: Displaying Data](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/displaying-data)  Step VIII: Processing and Displaying Data  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [How can you use language to present data in an engaging way? Visit this website.](http://ec.europa.eu/eurostat/documents/64157/4374310/33-UNECE-making-data-meaningful-Part2-EN.pdf/d5b954e2-b110-469b-a2b5-78aa7c12ab62) * [What do you need to consider to create an accurate and clear table? Visit this website.](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4008059/) * [What software can help you with simple means of displaying your data graphically? Visit this website.](http://www.visualisingdata.com/resources/) * [Where can I find out about basic statistical principles? Visit this website.](http://changingminds.org/explanations/research/statistics/statistics.htm) | 2 |
| **17.** | [Chapter 17: Writing a Research Report](https://study.sagepub.com/kumar5e/student-resources/confused-pathway-resources/writing-a-research-report)  *These checkpoints create opportunities to stop and think or look at a concept in a different way.*   * [What are the qualities of good written communication? Read this chapter.](http://sk.sagepub.com/books/skpromo/POLjK5/how-to-succeed-in-your-social-science-degree/n6.xml?fromsearch=true) * [What do I need to include (or not include) in my report, and in how much detail? Watch this video.](https://study.sagepub.com/kumar5e/student-resources/checkpoints-by-chapter/writing-a-research-report/checkpoint-research) * [How do you maintain focus on the ‘big picture’ of your research and present consistent arguments and conclusions across sections of the report? Visit this website.](http://www.civil.uwaterloo.ca/bachmann/Report-Writing_Feb-02-17.pdf) * [What are the most common types of referencing systems, and why is correct referencing important? Watch this video.](http://www.screencast.com/t/IWJSVUtwAfG) | 4 |
| **Total** | | 45 |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Research Proposal Part 1: Introduction and Literature Review**  Mapped to **Learning Outcomes 2.2, 3.1, and 3.3**, this evaluation requires students to write the first part of a research proposal, encompassing the introduction, research questions, research problem, literature review, and hypothesis. The rigorous nature of this assessment demands careful consideration of research aims, alignment with existing literature, and formulation of a testable hypothesis. | Mentioned in the new Course Syllabus | 10% |
|  | **Research Proposal Part 2: Methodology and Analysis**  Mapped to **Learning Outcomes 2.3, 2.4, and 3.3**, this evaluation requires students to complete the methodology section of their research proposal. This includes detailing the research design, participants, instruments, data collection, findings, analysis, discussion, conclusion, and references. Emphasis will be placed on the systematic application of research methods and efficient use of online materials and databases. | Mentioned in the new Course Syllabus | 10% |
|  | **Midterm Exam**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLO to evaluate the practical application and synthesis of research methods concepts.**  While the Midterm Exam includes some questions specifically aimed at assessing **Learning Outcome** **1.1**, the exam is summative in nature. Its purpose is to evaluate students' overall competence and understanding of all the course material covered up to this juncture, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **4.** | **Group Discussion**  Mapped to **Learning Outcomes 2.1, 2.5, and 3.2**, this group discussion focuses on conducting periodic checkups on research proposals (parts 1 and 2). | Mentioned in the new Course Syllabus | 10% |
| **5.** | **Final Exam**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLO to assess the integration and implementation of research methods across various scenarios.**  While the Final Exam incorporates questions specifically designed to evaluate **Learning Outcome 1.2** among others, its overarching purpose is to serve as a summative, comprehensive assessment. The exam aims to evaluate students' overall competence and understanding of the entirety of the course material, spanning from the beginning of the term to its conclusion, in alignment with the guidelines established by the course teaching team. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Kumar, Ranjit. "Research methodology: A step-by-step guide for beginners." (2018): 1-528. |
| **Essential References** | **Evidence Based Practice**   * [**Marks, D.F. (2002) ‘Perspectives on Evidence-Based Practice.**](https://study.sagepub.com/www.researchgate.net/publication/305004502_Perspectives_on_Evidence-Based_Practice)   **What is a Research Proposal?**   * [**Punch, K.F. (2007) ‘The Proposal: Readers, Expectations and Functions*’*in*Developing Effective Research Proposals.* (2nd Edn.) London: SAGE. pp.23-36.**](https://studysites.sagepub.com/kumar4e/study/Chapter%202/What%20is%20a%20research%20proposal.pdf)   **What is a literature review?**   * [**Ridley, D. (2008) ‘Introduction’ in The literature review: A step-by-step guide for students. Thousand Oaks, CA: SAGE. pp.1-22.**](https://studysites.sagepub.com/kumar4e/study/Chapter%203/What%20is%20a%20literature%20review.pdf)   **Role of literature review**   * [**Booth, A. Papaioannou D. Sutton, A. (2012) ‘The literature review: its role within research’, in Systematic Approaches to a Successful Literature Review SAGE. pp.1-16.**](https://studysites.sagepub.com/kumar4e/study/Chapter%203/Role%20of%20literature%20review.pdf)   **Searching for literature**   * [**O’Dochartaigh N. Sleeman P. (2007) ‘Books’ in Internet Research Skills: How To Do Your Literature Search and Find Research Information Online. London: SAGE. pp.6-23.**](https://studysites.sagepub.com/kumar4e/study/Chapter%203/searching%20for%20literature.pdf)   **Reading journal articles**   * [**Chong Ho Shon P. (2012) How to Read Journal Articles in the Social Sciences: A Very Practical Guide for Students. London: SAGE.**](https://www.uk.sagepub.com/books/Book237446/reviews)   **Formulating a Research Problem**   * [**Qualitative research in Psychology Sullivan, C. Gibson, S. Riley, S.C.E. (2012) Coming Up with a Research Question in Kinmond, K. (ed.) Doing Your Qualitative Psychology Project. London: SAGE. Pp.23-36.**](https://studysites.sagepub.com/kumar4e/study/Chapter%204/Qualitative%20research%20in%20psychology.pdf)   **Constructing Hypotheses**   * [**Creswell, W.C. (2009) ‘Research Questions and Hypotheses ’in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th edition*.* CA: SAGE.  pp.139-154.**](http://studysites.sagepub.com/kumar4e/study/Chapter%206/research%20questions%20and%20hypotheses.pdf)   **The Research Design**  **Research Design**   * [**Gorard, S. (2013) ‘Research Design: Creating Robust Approaches for the Social Sciences’, London : SAGE, pp.2013-218.**](https://www.uk.sagepub.com/books/Book238004#tabview=title)   **Causality in Qualitative Research**   * [**Maxwell, J.A. (2004) ‘Causal Explanation, Qualitative Research, and Scientific Inquiry in Education’, *Educational Researcher*. SAGE: 33(2). pp.3-11.**](https://studysites.sagepub.com/kumar4e/study/Chapter%207/Field%20methods-%20causality%20in%20qualitative%20research.pdf)   **Causality in Qualitative Research**   * [**Maxwell, J.A. (2004) ‘Using Qualitative Methods for Causal Explanation’, *Field Methods. SAGE: 16 (9). Pp.243-264.***](https://studysites.sagepub.com/kumar4e/study/Chapter%207/Field%20methods-%20causality%20in%20qualitative%20research.pdf)   **Selecting a Study Design**  **Pre-test/ Post-test design**   * [**Bell, B. (2010) ‘Pretest–Posttest Design’. In Neil J. Salkind (Ed.), *Encyclopedia of Research Design*. Thousand Oaks, CA: SAGE Publications. pp. 1087-1092.**](https://studysites.sagepub.com/kumar4e/study/Chapter%208/Pretest-Posttest%20Design.pdf)   **Online surveys**   * [**Sue, V.M. & Ritter, L.A. (Eds.) 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(2007) ‘Uses and abuses of focus group’ in: *Doing Focus Groups.*London: SAGE. pp. 16-29.**](https://www.uk.sagepub.com/books/Book225073?siteId=sage-uk&prodTypes=any&q=Doing+Focus+Groups&fs=1)   **Participant Observation**   * [**Jorgensen, D. L. (Ed.). (1989) ‘The Methodology of Participant Observation’. in: *Participant Observation.* Thousand Oaks, CA: SAGE. pp. 12-26.**](https://studysites.sagepub.com/kumar4e/study/Chapter%208/Participant%20Observation.pdf)   **Action Research**   * [**Greenwood, D. J. and Levin, M. (Eds.) (2007) ‘Part 1: What Is Action Research?' in *Introduction to Action Research.* (2nd ed). Thousand Oaks, CA: SAGE. pp. 2-3.**](https://www.uk.sagepub.com/books/Book227935?siteId=sage-uk&prodTypes=any&q=Introduction+to+Action+Research&fs=1)   **Selecting a Method of Data Collection**  **Interviewing**   * [**Kvale, S. (2007) ‘Epistemological issues of interviewing’. (Ed.), *Doing Interviews.* London, England: SAGE Publications. pp. 11-23**](https://studysites.sagepub.com/kumar4e/study/Chapter%209/Interviewing.pdf)   **Questionnaires**   * [**Krosnick, J.A. Presser, S. (2010) ‘Question and Questionnaire Design’ in: *Handbook of Survey Research*. 2nd Edn. Emerald. pp.263-313.**](https://studysites.sagepub.com/kumar4e/study/Chapter%209/Questionnaires.pdf)   **Ethnography**   * [**Angrosino, M. (2007) ‘Introduction: ethnography and participant observation’. (Ed.), in: *Doing Ethnographic and Observational Research*. London, United Kingdom: SAGE Publications. pp. 2-19.**](https://studysites.sagepub.com/kumar4e/study/Chapter%209/Ethnography.pdf)   **Collecting Data using Attitudinal Scales**  **Thurstone Scale**   * [**Jupp, V. (2006) (Ed.). *The SAGE Dictionary of Social Research Methods.* London: SAGE. pp.301.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2010/Thurstone%20scale.pdf)   **Guttman Scale**   * [**Abdi, H. (2010) ‘Guttman Scaling’, in: Neil J. Salkind (Ed.), *Encyclopaedia of Research Design.* Thousand Oaks, CA: SAGE. pp. 559-561.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2010/Guttman%20scale.pdf)   **Selecting a Sample**  **Sampling Choices**   * [**Johnnie Daniel. (2012). ‘Preparing to Make Sampling Choices’ in: *Sampling essentials: Practical Guidelines for Making Sampling Choices*. Thousand Oaks, CA: SAGE. pp.1-22.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2012/sampling%20choices.pdf#_blank)   **Probability sampling**   * [**Daniel, J. (2012). ‘Choosing the Type of Probability Sampling’ in: *Sampling essentials: Practical Guidelines for Making Sampling Choices*. Thousand Oaks, CA: SAGE. pp.125-174.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2012/sampling%20choices.pdf#_blank)   **Qualitative sample size**   * [**Guest, G. Arwen, B.  Johnson, L. (2006) ‘How Many Interviews Are Enough? An Experiment with Data Saturation and Variability’ Field Methods, 18(1): 59-82.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2012/qualitative%20sample%20size.pdf#_blank)   **Writing a Research Proposal**   * [**Funding and Budgeting Miller,D. C. Salkind, N. J. (2002). ‘Research Proposal, Funding, Budgeting, Reporting and Career Planning’. in: *Handbook of Research Design and Social Measurement*. Thousand Oaks, CA: SAGE. pp. 663-760**](https://studysites.sagepub.com/kumar4e/study/Chapter%2012/funding%20and%20budgeting.pdf)   **Considering Ethical Issues in Data Collection**   * [**Funding and Budgeting Miller,D. C. Salkind, N. J. (2002). ‘Research Proposal, Funding, Budgeting, Reporting and Career Planning’. in: *Handbook of Research Design and Social Measurement*. Thousand Oaks, CA: SAGE. pp. 663-760**](https://studysites.sagepub.com/kumar4e/study/Chapter%2012/funding%20and%20budgeting.pdf)   **Processing Data**  **Coding in qualitative research**   * [**Saldana, J. (2009). ‘An Introduction to Codes and Coding,’ in: *The Coding Manual for Qualitative Researchers*. London: SAGE. pp. 1-8.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2015/coding%20in%20qualitative%20research.pdf)   **Approaches to content analysis**   * [**Hsiu-Fang, H. and Shannon, S. E. (2005) ‘Three Approaches to Qualitative Content Analysis’, *Qualitative Health Research*, 15 (9): 1277-1288.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2015/approaches%20to%20content%20analysis.pdf)   **Displaying Data**  **Graphics in SPSS**   * [**Aldrich, J.O. Rodriquez, H.M. (2013). Introduction: Graphical Presentation of Data. in: *Building SPSS Graphs to Understand Data*: Thousand Oaks, CA: SAGE. pp.1-18.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2016/graphics%20in%20SPSS.pdf) * [**Stacked bar graphs in SPPS**](https://studysites.sagepub.com/kumar4e/study/Chapter%2016/graphics%20in%20SPSS.pdf) * [**Aldrich J.O., Rodriquez H.M. (2013). ‘Stacked Bar Graphs,’ in: *Building SPSS Graphs to Understand Data*: Thousand Oaks, CA: SAGE. pp.41-54.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2016/stacked%20bar%20graphs.pdf)   **Writing a Research Report**  [**Osmond, A. (2013). ‘Basic Conventions of Academic Writing,’ in: *Academic Writing and Grammar for Students*. London: SAGE. pp.9-31.**](https://studysites.sagepub.com/kumar4e/study/Chapter%2017/conventions%20in%20academic%20writing.pdf) |
| **Electronic Materials** | **Reviewing the Literature**   * [**Electronic referencing systems**](https://www.sagepub.com/books/Book210585?siteId=sage-us&prodTypes=any&q=literature+search&fs=1#tabview=google) * [**More electronic databases**](http://en.wikipedia.org/wiki/List_of_academic_databases_and_search_engines) * [**Search engines**](https://www.google.co.uk/search?q=the+search+engine+list&ie=utf-8&oe=utf-8&rls=org.mozilla:en-US:official&client=firefox-a&channel=fflb&gws_rd=cr&ei=kYqLUqiGAsXm7AaciIGADg) * [**The Writing Centre**](http://writingcenter.unc.edu/handouts/literature-reviews/)   **Formulating a Research Problem**   * [**Answerable research questions**](https://www.msu.edu/user/mkennedy/digitaladvisor/Research/whatanswerable.htm) * [**Qualitative vs quantitative research**](http://www2.warwick.ac.uk/fac/soc/sociology/staff/academicstaff/chughes/hughesc_index/teachingresearchprocess/quantitativequalitative/quantitativequalitative/)   **Selecting a Study Design**   * [**Cross-sectional Study**](http://www.nature.com/ebd/journal/v7/n1/full/6400375a.html) * [**Cohort Studies**](http://www.cls.ioe.ac.uk/)   **Collecting Data using Attitudinal Scales**   * [**Survey Monkey: Likert scale**](http://www.surveymonkey.com/mp/likert-scale/)   **Selecting a Sample**   * [**Sampling: Qual and Quant**](http://www.slideshare.net/sladner/sampling-methods-in-qualitative-and-quantitative-research-presentation)   **Writing a Research Proposal**   * [**Writing Research Proposals**](http://www.esrc.ac.uk/funding-and-guidance/applicants/how-to.aspx) * [**Ethics Guidebook**](http://www.ethicsguidebook.ac.uk/What-needs-to-go-in-the-ethics-statement-20) * [**Planning a Timetable**](http://www.bcps.org/offices/lis/researchcourse/develop_writing_methodology_timeline.html)   **Considering Ethical Issues in Data Collection**   * [**Sample consent forms**](http://www.lancaster.ac.uk/researchethics/1-4-samples.html) * [**Incentives**](http://www.ethicsguidebook.ac.uk/Compensation-rewards-or-incentives-89) * [**Famous unethical studies**](http://yaledailynews.com/blog/2011/09/28/when-psychologists-go-wrong/) * [**Confidentiality**](http://www.ethicsguidebook.ac.uk/Confidentiality-73) * [**Ethics secondary data**](http://www.lancaster.ac.uk/researchethics/6-1-secdata.html) * [**Plagiarism resources**](http://www.plagiarism.org/)   **Processing Data**   * [**Video Tutorials on SPSS**](https://www.uk.sagepub.com/field4e/study/oditi.htm)   **Displaying Data**   * [Scatterplots in SPSS](https://statistics.laerd.com/spss-tutorials/scatterplot-using-spss-statistics.php)   **Writing a Research Report**   * [**Referencing Systems**](http://www.wales.ac.uk/en/OnlineLibrary/StudySkills/ReferenceStyles.aspx)   [**Citation tutorial**](http://www2.lib.unc.edu/instruct/citations/) |
| **Other Learning Materials** | **Research a Way of Thinking**   * [**Ben Goldacre on EBP**](http://figshare.com/articles/R4Doc_04_Jan_13_Ben_Goldacre/105918) * [**EBP in Education**](http://www.youtube.com/watch?v=Jh__cMUKRcs) * [**EBP in Social Work**](http://www.youtube.com/watch?v=BPqv9K-IZUI) * [**What is Mixed Methods?**](http://www.youtube.com/watch?v=1OaNiTlpyX8) * [**Telling a Story with MM**](http://www.youtube.com/watch?v=l5e7kVzMIfs) * [**Developing MM Research**](http://www.youtube.com/watch?v=PSVsD9fAx38)   **Reviewing the Literature**   * [**Boolean searching**](http://www.youtube.com/watch?v=jMV7X3W_beg)   **Formulating a Research Problem**   * [**Student's Views**](http://www.youtube.com/watch?v=KEuzeL06IwM&list=PLC7CB88AEF55DC07C&index=4)   **Identifying Variables**   * [**Variables**](http://www.youtube.com/watch?v=s-fVRJyEvS0) * [**Measurement Scales**](http://stattrek.com/statistics/measurement-scales.aspx)   **Constructing Hypotheses**   * [**Null Hypothesis**](http://www.youtube.com/watch?v=p-R_-_GQUqs) * [**Hypothesis Testing**](http://www.youtube.com/watch?v=0EZj39SbUWo&list=PLC7CB88AEF55DC07C&index=6)   **The Research Design**   * [**Correlation and Causality**](http://www.youtube.com/watch?v=ROpbdO-gRUo) * [**Experimental Design**](http://www.youtube.com/watch?v=qtLnBz6lbRQ)   **Selecting a Study Design**   * [**Longitudinal Vs Cross-Sectional**](http://www.youtube.com/watch?v=LL2CESAd8KA) * [**Ben Goldacre on placebo effect**](https://www.youtube.com/watch?v=cwYjTfCoofE)   **Selecting a Method of Data Collection**   * [**Writing Survey Questions**](http://www.youtube.com/watch?v=BZLVI5zae2E&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=12) * [**Research Interviews**](http://www.youtube.com/watch?v=9yRgBS2JmXU&list=PLirEzjzoHKvxaX8zZuFUSAi4jdukeexwx&index=18)   **Establishing the Validity and Reliability of a Research Instrument**   * [**Reliability and Validity**](http://www.youtube.com/watch?v=4NQHeI8GD54)   [**Quality of Qualitative research**](http://www.youtube.com/watch?v=dGeh_foiwu0) |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |