

## ATTACHMENT 5.

# T6. COURSE SPECIFICATIONS (CS)

**ENG 414**

**Composing Research**

### Course Specifications

Institution <a href="#">King Saud University</a>	Date of Report <a href="#">30/01/19</a>
College/Department <a href="#">College of Arts - Department of English Language and Literature</a>	

#### A. Course Identification and General Information

1. Course title and code: <a href="#">Composing Research - ENG 414</a>			
2. Credit hours: <a href="#">3 hours</a>			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <a href="#">B.A. in English Language and Literature</a>			
4. Name of faculty member responsible for the course <a href="#">Several Professors</a>			
5. Level/year at which this course is offered <a href="#">Seventh Level/Fourth Year</a>			
6. Pre-requisites for this course (if any) <a href="#">ENG 227: Rhetoric and Writing</a>			
7. Co-requisites for this course (if any) <a href="#">None</a>			
8. Location if not on main campus <a href="#">University City for Female Students and Campus for Male Students in Diriyah</a>			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<a href="#">Yes</a>	What percentage?	<a href="#">30%</a>
b. Blended (traditional and online)	<a href="#">Yes</a>	What percentage?	<a href="#">30%</a>
c. e-learning	<a href="#">Yes</a>	What percentage?	<a href="#">20%</a>
d. Correspondence	<a href="#">Yes</a>	What percentage?	<a href="#">10%</a>
f. Other	<a href="#">Yes</a>	What percentage?	<a href="#">10%</a>
Comments:			
<ul style="list-style-type: none"> <li>- Traditional classroom mode presents theoretical and conceptual information.</li> <li>- Blended instruction integrates traditional classroom discussion into e-activities, e.g., reflecting on class-discussed topics in journals submitted on the Learning Management System (LMS).</li> <li>- E-learning mode supplements class time with topic-related readings and activities, e.g., taking a quiz on an assigned chapter on LMS before its discussion in class.</li> </ul>			

- Correspondence mode establishes a private and direct line of communication with learners, e.g., receiving submitted assignments and returning them with detailed feedback on LMS.
- Other modes include employment of illustrative videos, news pieces, tactile aids, or digital resources.

## B. Objectives

1. What is the main purpose for this course?
  1. Follow the process of narrowing down a topic
  2. Find resources through secondary research
  3. Conduct primary research
  4. Code and evaluate data.
  5. Report and discuss findings following proper argumentation and citation practices
  6. Compose empirical academic research applying all the above skills
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)  
Instructors annually reassess course methods and requirements.

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

The course aims to teach students how to apply the fundamentals of rhetoric to the research process. It teaches methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multi-modal presentations of new knowledge.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
1. Introduction: Why Research?	1	3
2. Research Processes	1	3
3. Identifying a Topic	1	3
4. Writing a Research Proposal	2	6
5. Finding Resources	1	3
6. Conducting Primary Research	1	3
7. Reading Resources Rhetorically	1	3
8. Tracking and Evaluating Data	1	3
9. Understanding Plagiarism and Integrating Resources	1	3
10. Writing a Review of Research	1	3
11. Constructing an Argument	1	3

12. Sharing the Results	1	3
13. Formatting the Research Paper	1	3

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory	Practical	Other	Total
Contact Hours	Planned	42 hours	Optional	Optional	15 hours	Writing Centre	45 hours
	Actual						
Credit	Planned	3 hours					3 hours
	Actual						

3. Additional private study/learning hours expected for students per week. Work on assignments will require 10 hours per week.
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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<p><b>On the table below are the five NQF Learning Domains, numbered in the left column.</b></p> <p><b>First</b>, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). <b>Second</b>, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. <b>Third</b>, 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.)</p>
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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	<b>Knowledge</b> Students should be able to:		
1.1	Recognize purposes of research.	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Examples of personal and academic research</li> </ul>	Written assignments
1.2	Recognize phases of the research process.		
	List references using appropriate documentation and style.	<ul style="list-style-type: none"> <li>- Exercises for within-text citation practice</li> <li>- Exercises to train students to recognize resource type (book, chapter, journal article) from referencing styles.</li> </ul>	Reference List assignment: Listing resources in accordance with APA/MLA format and style.
2.0	<b>Cognitive Skills</b>		



## هيئة تقويم التعليم

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2.1	Write research questions.	<ul style="list-style-type: none"> <li>- Brainstorming in groups potential research ideas for assigned theme</li> <li>- Presenting research questions to class for instructor and peer feedback</li> <li>- Narrowing and revising research questions for a reasonable research scope</li> </ul>	Groups post revised research questions on the Discussion Forum on LMS for instructor feedback or approval.
2.2	Develop a research plan for particular research questions.	<ul style="list-style-type: none"> <li>- Pre-lecture quiz on related chapters</li> <li>- Lecture</li> <li>- Suggesting in groups potential methods and instruments to collect data that would answer the research question.</li> <li>- Providing justification for each methodology selected, including citing published studies, which had employed similar methods.</li> </ul>	Methodology assignment for the research paper: Outlining steps of conducting research for a chosen research question.
2.3	Develop a persuasive argument with evidence collected from both primary and secondary research.	<ul style="list-style-type: none"> <li>- Pre-lecture quiz on related chapters</li> <li>- Lecture</li> <li>- Identification of argumentation moves in authentic academic texts</li> </ul>	Results/Discussion assignment for the research paper: Arguing an empirically based position regarding findings for a research question within the framework of previous literature.
2.4	Write a review of literature on a specific topic.	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Group analysis of sample literature reviews</li> </ul>	Literature Review assignment for a chosen research question
2.5	Write academically using discipline-appropriate format, syntax, punctuation, and spelling.	<ul style="list-style-type: none"> <li>- Feedback on written submissions</li> </ul>	40% of the grade for each assignment is for 'use of academic language.'
3.0	<b>Interpersonal Skills &amp; Responsibility</b> Students should be able to:		
3.1	Write components of a research project individually.	<ul style="list-style-type: none"> <li>- Requiring individual responsibility for certain components of the research</li> </ul>	Individual revision of previously graded components of

			research (literature review, methodology, and references) and individual write-up of the sections on results and discussion.
3.2	Show components of a research project in collaboration with others.	<ul style="list-style-type: none"> <li>- Requiring group work skills for certain components of the research, such as early preparation, division of tasks, and collaborative analysis.</li> </ul>	Group work for some assignments, such as searching for references (Reference List), selection of relevant content (Literature Review) and planning and execution of the study (Methodology).
3.3	Use the necessary skills in class discussion to communicate, listen, negotiate, evaluate and analyze critically.	<ul style="list-style-type: none"> <li>- Assigning reading assignments to students prior to lectures.</li> <li>- Individual counselling on areas of concern to the students.</li> <li>- In-class participation where much of the most effective learning comes from students explaining, discussing and defending their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Active class participation reflects student willingness to learn with a positive attitude towards the course.</li> <li>- Performance on assignments shows student ability to synthesize information.</li> </ul>
3.4	Demonstrate a sense of accountability, so that instructors need not waste time responding to email and or queries already addressed in the course syllabus document.	<ul style="list-style-type: none"> <li>- To instil a sense of responsibility for one's learning, have clear deadlines for submissions, and other important rules in the course syllabus, which is given to students at the beginning of each term.</li> </ul>	Enforcing deadlines and policies that are mentioned in the syllabus.
3.5	Evaluate on one's own work	<ul style="list-style-type: none"> <li>- Review graded student work either one-on-one or in class.</li> </ul>	Require reflection journals on LMS after returning graded work to students.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> Students should be able to:		
4.1	Interpret collected data meaningfully (quantitatively or qualitatively).	<ul style="list-style-type: none"> <li>- Model data entry, classification, and analysis</li> </ul>	Results section of the research paper.

4.2	Operate the digital library to search for relevant resources.	<ul style="list-style-type: none"> <li>- Providing ways in which students can evaluate relevance, reliability, and scholarly value of sources found digitally.</li> <li>- Request a workshop from the Central Library on how to use the digital library at KSU.</li> </ul>	Reference List assignment: Searching for references related to a research question
4.4	Use the internet to communicate with faculty or teaching staff	The use of LMS and email.	The use of a professional email address and language
<b>5.0</b>	<b>Psychomotor</b>		
	N/A	N/A	N/A

5. 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	Informal writing and assessment (e.g., journals, discussion forum participation, Mobile-Compatible Reading Tests)	Throughout	10%
2	Reference List Assignment	Week 4	10%
3	Literature Review Assignment	Week 9	15%
4	Methodology Assignment	Week 7	10%
5	Results Assignment	Week 11	10%
6	Discussion Assignment	Week 12	15%
7	Declarative Knowledge (Writing Processes) Test	Week 13	15%
8	Complete Empirical Research Paper of minimum 3000 words	Week 15	15%

#### 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)  
Each instructor is available 4 office hours per week, the Academic Support Center (if available) offers peer consultation throughout the semester, and the Centre for Writing in English (if available) offers daily on campus and online language support.

#### E. Learning Resources

1. List Required Textbooks Miller-Cochran, S. K. & Rodrigo, R. (2014). <i>The Wadsworth Guide to Research</i> . Boston: Wadsworth.
2. List Essential References Materials (Journals, Reports, etc.) <ul style="list-style-type: none"> <li>- Palmquist, M. (2014). <i>The Bedford Researcher</i>. Bedford/St. Martin's.</li> <li>- Lunsford, A. (2012). <i>The Everyday Writer</i>. Bedford/St. Martin's.</li> <li>- Rotenberg, A. &amp; Haisty Hinchell, D. (2014). <i>Elements of Argument: A Text and Reader</i>. Bedford/St. Martin's.</li> </ul>
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. Centre for Writing in English <a href="http://cwe.ksu.edu.sa">http://cwe.ksu.edu.sa</a> <ul style="list-style-type: none"> <li>- Course page on the Learning Management System <a href="https://lms.ksu.edu.sa">https://lms.ksu.edu.sa</a></li> <li>- Purdue University Online Writing Lab (OWL) <a href="https://owl.english.purdue.edu">https://owl.english.purdue.edu</a></li> <li>- The Writer's Workshop at the University of Illinois at Urbana-Champaign <a href="http://www.cws.illinois.edu/workshop/writers/">http://www.cws.illinois.edu/workshop/writers/</a></li> </ul>
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software. <ul style="list-style-type: none"> <li>- SSPS</li> </ul>

#### 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.) Lecture rooms large enough to hold 30-40 students, computer labs with internet access, functioning Wi-Fi for Mobile-Compatible Tests on LMS.
2. Computing resources (AV, data show, Smart Board, software, etc.) Podium connected to computer and projector system.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

#### G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> <li>1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor)</li> <li>2. End of term college evaluation of course by students (to be collected by the department)</li> <li>3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better</li> </ul>
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4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor <ol style="list-style-type: none"> <li>1. Peer evaluation to benefit from viewpoints of other faculty members</li> <li>2. Class observations by coordinators or Head of department</li> </ol>
3. Processes for Improvement of Teaching <ol style="list-style-type: none"> <li>1. Training sessions</li> <li>2. Workshops to facilitate the exchange of experiences amongst faculty members</li> <li>3. Regular meetings with coordinators and other instructors of the course where problems and challenges are discussed and solutions given</li> <li>4. Encouragement of faculty members to attend professional development conferences.</li> <li>5. Keep up to date with pedagogical theory and practice</li> <li>6. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results</li> </ol>
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) <ol style="list-style-type: none"> <li>1. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement.</li> <li>2. Check marking of a sample of examination papers by another faculty member.</li> <li>3. Students who believe they are under graded can have their papers checked by a second reader</li> </ol>
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. <ol style="list-style-type: none"> <li>1. Compare syllabi and course description with other universities</li> <li>2. Conduct peer review or course observation</li> <li>3. Biannual meetings of faculty members to discuss improvement</li> <li>4. Review curriculum periodically and suggest improvements</li> <li>5. Apply students course evaluation survey</li> <li>6. External examiner</li> </ol>

Faculty or Teaching Staff: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Report Completed: \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head : \_\_\_\_\_

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

**Appendix**  
**Sample Grading Rubrics**

**Literature Review**

Criteria	Details	Points
<b>Relevance of studies</b>	Chose studies relevant to topic of research.	2
<b>Sufficiency of studies</b>	Covered points of view relevant to research sufficiently.	2
<b>Adequate reporting</b>	Summarized and paraphrased studies accurately and in detail.	2
<b>Critical analysis</b>	Critiqued strengths of weaknesses of studies cited.	2
<b>Documentation</b>	Gave credit appropriately for ownership of ideas used.	2
<b>Language</b>	Proper organization of ideas, formulation of sentences, and editing.	5
<b>Total</b>	Posted on LMS	<b>15</b>

**Methodology**

Criteria	Details	Points
<b>Choice of methods</b>	Methods chosen are appropriate for the research question	2
<b>Citation</b>	Methods chosen are linked to previous studies	2
<b>Appendices</b>	Instruments are properly labeled and cited in the appendix.	2
<b>Language</b>	Proper organization of ideas, formulation of sentences, and editing.	4
<b>Total</b>	Posted on LMS	<b>10</b>

**Final Paper**

Criteria	Details	Points
<b>Addressed Feedback</b>	Paid attention to instructor comments on previous submissions, so that text is comprehensive, clear, and critical. There is depth, breadth, clarity, and sophistication of analysis.	5
<b>Overall Language &amp; Formatting</b>	Accurate grammar, clear structure, academic style, and conforms to APA formatting from start to finish.	6
<b>Contribution</b>	Motivated the research question persuasively, answered it satisfactorily, and highlighted the significance of the findings of the investigation coherently and cohesively.	4
<b>Total</b>	Posted on LMS	<b>15</b>



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