



Course Specification

(Bachelor)

Course Title: Graduation Project

Course Code: 427 Eng-3

Program: English

Department: English

College: Languages and Translation

Institution: Najran University

Version: 2024 TP-153

Last Revision Date: 23/11/2024

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	6
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	7



A. General information about the course:

1. Course Identification

1. Credit hours: (3 hours)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (8th Level / 4th Year)

4. Course General Description:

The course is set to help the students to practically gain experience/get acquainted with the different aspects of doing academic research: scientific reasoning, scholarly communication, research methods, theoretical principles and their implications for actual research.

Each student is asked to conduct a research project at a relatively independent level (with regular guidance by the academic supervisor) on a specialized topic related to the field of study covered in the B.A. level. The students and teacher must meet for at least three ~~two~~ hours per week, and by the end of the course each student must produce a significant final written product of 20 to 25 pages. It is to be presented to the concerned teacher (usually the person who guides the students).

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

423 Eng-3 Research Methodology

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The objectives of this Graduation Research Project course are designed to enhance students' understanding and critical evaluation of research within specialized topics related to the English language, literature, and linguistics as covered in their B.A. studies. The course aims to present a balanced and objective perspective on various research methods while equipping students with the essential principles for writing effective research proposals and projects. Through this comprehensive approach, students will develop the skills necessary to engage thoughtfully with academic research in their field.

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 	45	100%
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	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	Recognize both the theoretical and practical aspects of research.	K1	Lectures, Seminars, Presentations and classroom discussion	Class participation, In class discussion, assignments and exams
1.2	Identify the main parts of research paper and different methods and techniques of research data	K1	Lectures, Seminars, Presentations and classroom discussion	Class participation, In class discussion, assignments and exams





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	collection and analysis			
...				
2.0	Skills			
2.1	Apply theoretical concepts and techniques to select research topic and Formulate research questions	S1 & S3	Lectures, Discussions, Practical Tasks	Class participation, Oral discussion , Written Tasks, Exam
2.2	Collect /analyze qualitative and quantitative data and perform presentation	S1 & S3	Lectures, Discussions, Practical Tasks	Class participation, Oral discussion , Written Tasks, Exam
...				
3.0	Values, autonomy, and responsibility			
3.1	Show self-confidence during the activities and tasks assigned to him/her.	V1	Self study	Observation
3.2	Make the right choices about the subjects related to student's major.	V2	Self study	Observation
3.3	Bear responsibility for self-study and self-improvement.	V3	Self study	Observation

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to research: What is research? Different types of research and research variables. Steps/process of research, Parts of research paper/project	6
2.	Major themes in linguistics, language learning and literature.	6





3.	Theoretical discussion: 1- Finding a topic. 2- Reading general articles.	6
4.	Formulating a temporary thesis (hypotheses) and preparing an outline.	6
5.	- Preparing a preliminary bibliography - Taking notes from relevant sources and referencing.	6
6.	Guidelines and practical follow up steps for writing research project: 1. Select a topic of their interest. 2. Search the materials from books and internet. 3- Formulation of a hypothesis, data collection and its analysis. 4- Submit their drafts and incorporate supervisor's suggestions. 5- Prepare final draft of their project and submit to the supervisor.	15
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	10-11	30%
2.	Oral participation\ Presentation of the research proposal or Quizzes	To be decided by the instructor	10%
3.	Final Discussion	15	10%
4.	Final project examination	16-17	50%

*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	<p>There are no required readings for all projects in common. At several points during the session, the supervisor will make available recommended readings and supplemental fact sheet.</p> <ol style="list-style-type: none"> 1. Bell, Judith (2005). Doing your Research Project: A guide for first-time researchers in education, health and social science, Open University Press. 2. Nunan, D. (1992). Research Methods in Language Learning. Cambridge: CUP. 3. Roberta H. Markman, Peter T. Markman, ML. Waddel (2001). Ten Steps in Writing the Research Paper Dornyei, Z. (2007). Research methods in applied linguistics. Oxford university press.
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Supportive References	<ol style="list-style-type: none"> 1. Johnson, Donna M. (1992). Approaches in Research in Second Language Learning. London: Longman. 2. Brown, James Dean. (1988). Understanding Research in Second Language Learning. NY: Cambridge University Press. 3. Wallace, Michael J. (1998). Action Research for Language Teachers. London: Cambridge University Press.
Electronic Materials	Saudi Digital Library (SDL)
Other Learning Materials	In addition to the cited textbooks/references, additional materials (PDFs/PPTs/Videos will be uploaded on Bb for students' academic support. Also electronic versions of available textbooks/references.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, laboratories
Technology equipment (projector, smart board, software)	Projector, smart board, software
Other equipment (depending on the nature of the specialty)	Other relevant resources

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, program leaders	Indirect
Effectiveness of Students assessment	Faculty	Direct
Quality of learning resources	Students, faculty	Indirect
The extent to which CLOs have been achieved	Students, faculty	Indirect, Direct
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	13-1446
DATE	24.12.2024

