



Course Specification

(Bachelor)

Course Title: Project
Course Code: LANT1498
Program: English Language, BA
Department: Languages and Translation
College: Education and Arts
Institution: University of Tabuk
Version: 2023.10
Last Revision Date: 2022

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A. General information about the course:

1. Course Identification

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: (7)

4. Course general Description:

This course provides students with hands-on experience in conducting independent academic research in the field of English language and linguistics. It builds upon Introduction to Scientific Research course studied earlier and guides students through the entire process of research: choosing a topic, formulating research questions, reviewing literature, collecting and analyzing data, and presenting findings in a formal research paper. Each student works under the supervision of course instructor and produces a written research project (20–25 pages) to be submitted and defended at the end of the semester.

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

EDUF1251 Introduction to Scientific Research

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

None

7. Course Main Objective(s):

The main objectives of the Research Project course are to:

1. Guide students in applying the theoretical frameworks of scientific research to practical methodologies involved in conducting academic research through interactive lectures, and hands-on activities.
2. Mentor students' knowledge and ability to plan, design and implement independent research projects.
3. Foster students' analytical and critical evaluation skills by engaging them in peer-review sessions and discussions that challenge their perspectives.
4. Enhance academic writing, proper citation, and oral presentation skills.
5. Instill values of academic integrity, responsibility, and self-confidence in scholarly work.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	--
2.	Laboratory/Studio	--
3.	Field	--
4.	Tutorial	45
5.	Others (specify)	--
Total		45

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Explain the principles and methods of research in language.	K2	Lectures, supervisor guidance, class discussions	Participation, assignments, midterm exam
1.2	Describe the essential parts of a research paper/project and research ethics.	K2	Lectures, supervisor guidance, class discussions	Participation, assignments, midterm exam
2.0	Skills			
2.1	Formulate research problems, questions, and hypotheses.	S3	Practical tasks, data collection, supervisor feedback	Draft submissions, oral discussion, written tasks
2.2	Collect, organize, and analyze qualitative and/or quantitative data.	S3	Practical tasks, data collection, supervisor feedback	Draft submissions, oral discussion, written tasks





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Apply academic writing conventions and proper referencing styles.	S3	Writing workshops, presentation practice, feedback sessions	Research proposal, written drafts, oral presentation, final project
2.4	Present and defend research findings clearly in oral and written formats.	S3	Writing workshops, presentation practice, feedback sessions	Research proposal, written drafts, oral presentation, final project
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate responsibility and integrity in conducting research.	V1	Independent study, supervisor monitoring, reflective feedback	Observation, self-assessment, oral defense
3.2	Exhibit confidence and professionalism during presentations and discussions.	V2		
3.3	Collaborate responsibly with peers and supervisors in research-related tasks.	V3		

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to academic research: types, ethics, variables, research steps	3
2	Selecting a research topic and formulating research questions/objectives	3
4	Writing the research proposal and preparing for proposal presentation	3
5	Writing the research proposal and preparing for proposal presentation	3
6	Conducting and writing the literature review	3
7	Conducting and writing the literature review	3
8	Designing methodology: qualitative, quantitative, and mixed methods	3
9	Designing methodology: qualitative, quantitative, and mixed methods	3
10	Collecting and analyzing data	3
11	Collecting and analyzing data	3
12	Writing up results and discussion (data analysis & findings section)	3
13	Writing up results and discussion (data analysis & findings section)	3
14	Writing introduction and conclusion; integrating sections into full draft	3
15	Editing, referencing, and finalizing the full written project	3





16	Final project submission and oral presentation	-
		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Research Proposal & Oral Presentation (title, questions, objectives, significance)	6–8	15%
2.	Literature Review Section (submission and feedback)	8–9	10%
3.	Methodology Section (design, data collection tools, ethical considerations)	10–11	15%
4.	Data Analysis & Findings Section (draft submission)	12–13	10%
5.	Drafts / Progress Reports (supervisor feedback on ongoing work)	Ongoing	10%
6.	Final Written Research Project (complete paper)	16	30%
7.	Final Oral Presentation	16–17	10%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

Word Limit and Academic Integrity Policy

Word Limit for the Project:

- **Word Limit:** The final written research project should be approximately **5,000 words** in length, which is equivalent to around **20–25 double-spaced pages** (12-point Times New Roman font, standard margins).

Plagiarism and AI Policy:

- The overall similarity rate (from Turnitin or similar software) must not be more than **20%**, and no single source should be higher than **5%**.
- Direct quotes must be properly cited and should not exceed **10%** of the total text.
- AI use for generating entire sections of analysis, discussion, or literature review is **not allowed**.

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References

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. Dornyei, Z. (2007). Research Methods in Applied Linguistics. Oxford University Press.
3. Markman, R., Markman, P., & Waddell, M. (2001). Ten Steps in Writing the Research Paper. Barron's.
4. Bitchener, J. (2009). Writing an applied linguistics thesis or dissertation: A guide to presenting empirical research. Bloomsbury Publishing.





	5. Wisker, G. (2018). The undergraduate research handbook. Bloomsbury Publishing.
Supportive References	1. Johnson, D. M. (1992). Approaches in Research in Second Language Learning. London: Longman. 2. Brown, J. D. (1988). Understanding Research in Second Language Learning. Cambridge University Press. 3. Wallace, M. J. (1998). Action Research for Language Teachers. Cambridge University Press.
Electronic Materials	1. Saudi Digital Library (SDL) 2. Additional instructor-provided PDFs, PPTs, and videos
Other Learning Materials	None

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data show
Other equipment (depending on the nature of the specialty)	None

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	1. Direct method: Faculty-student meeting to get students' oral feedback. 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
Effectiveness of Students' assessment	Students and Peer reviewers Faculty, Program Leaders	1. Direct method: a. Faculty-student meeting to get students' oral feedback. b. Regular meetings between the teachers and the course coordinator 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire
Quality of learning resources	Students and Peer reviewers (course coordinator and other instructors teaching the course)	1. Direct method: a. Faculty-student meeting to get students' oral feedback. b. Regular meetings between the teachers and the course coordinator 2. Indirect method (survey): Confidential (anonymous) completion of a course evaluation questionnaire



Assessment Areas/Issues	Assessor	Assessment Methods
The extent to which CLOs have been achieved	Faculty, Program Leaders, Peer Reviewer	Periodic Revisions and Program Annual Report
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Council of the Department of Languages and Translation
REFERENCE NO.	MEETING No.9/1445
DATE	15/04/1445

