



Course Specifications

Course Title:	Graduation Research Project
Course Code:	Eng-426
Program:	Bachelor Program in English Language
Department:	English Department
College:	Jazan (Male and Female Campus), Samtah (Female Campus), Dayer (Female Campus), Ardah (Female Campus), Darb (Female Campus), and Farasan (Female Campus)
Institution:	Jazan University

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A. Course Identification

1. Credit hours: 3 hours
2. Course type
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered: Level 8 4 th year
4. Pre-requisites for this course (if any): N/A
5. Co-requisites for this course (if any): NA

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify) Thesis + Study + Assignments	
	Total	45

B. Course Objectives and Learning Outcomes

<p>1. Course Description</p> <p>This course is designed to introduce the technical aspects of research writing and documentation procedures to the students. It offers an academic orientation in aspects rudimentary to compiling a working bibliography, evaluating resources, details related to mechanics of writing and standard format of a research paper.</p>
<p>2. Course Main Objective</p> <p>The main objective of the course is to offer practical training in the matters connected to Research Writing. It includes 1. Identification of a topic 2. Writing hypothesis 3 framing research questions 4. Exploring and reviewing relevant literature 5 adopting proper research methodology 6 adopting different theories of interpretation and 7 writing conclusions and recommendations</p>

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding: Students will be able to	
1.1	Recall what is an academic research and gain understanding of research processes.	K1
1.3	Recognize basic issues in identifying suitable methodology for research.	K2
2	Skills: Students will be able to	
2.1	Apply the theories of research in interpretation	S2
2.2	Develop awareness in collecting data and verifying the data for its authenticity	S1
2.3	Demonstrate a sense of originality in writing a research paper using the right format	S2
3	Values: Students will be able to	
3.1	Manage discussion and presentation session on various research topics	V1
3.3	Construct work independently on selected research topic	V3

C. Course Content

No	List of Topics	Contact hours
1	Introduction to Research/ Reading for Research	3
2	Research Writing /Thesis Statements	3
3	Primary and Secondary Research /Introduction to Data Collection and Sampling	3
4	Topic Identification /Exploration and Referencing /Evaluation Sources	3
5	Research Proposals : Sample Drafts	3
6	Mechanics of Writing: Spelling /Punctuations/ Italics/ Names of persons/Numbers/Titles of works /Quotations/Capitalization	3
7	Format of the Graduation Project /Pre-writing Tasks 1,2 and 3	3
8	Abstract/Chapterization Details/Academic Fair Policy	3
9	Documentation: Preparing the list of works cited	3
10	Documentation: Citing sources in the Text	3
11	First Draft: Scope of Revision	3
12	Second Draft/Presentation	3
13	Final Draft /Presentation	3
14	Thesis Submission Formalities	6
Total		45

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Recall what is an academic research and	Lectures, Workshops, Mock Viva	Type of Assessment:

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	gain understanding of research processes.		Assignments, Viva Voce (This will be one of the criteria under Response to Questions)
1.2	Recognize basic issues in identifying suitable methodology for research.	Lectures, Workshops, Mock Viva, presentations	Type of Assessment: Assessment of the Research Project, Viva Voce
2.0			
2.1	Apply the theories of research in interpretation	Lectures, Discussions, Presentations	Type of Assessment: Assessment of the Research Project
2.2	Develop awareness in collecting data and verifying the data for its authenticity	Lectures, Discussions, Presentations	Type of Assessment: Assessment of the Research Project
	Demonstrate a sense of originality in writing a research paper using the right format	Lectures, Discussions, Presentations	Type of Assessment: Assessment of the Research Project
3.0			
3.1	Manage discussion and presentation session on various research topics	Lectures, Discussions	Type of Assessment: Assessment of the Research Project, (Graduation Research Report)
3.2	Construct work independently on selected research topic	Discussions, Mock Viva	Type of Assessment: Viva Voce (Criteria for Assessment – Content Depth, Fluency, Organization of Ideas, Response to Questions)

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1 Any topic depending on the supervisor's or course teacher's discretion	4	20%
2	Assignment 2 Proposal	6	20%
3	Assessment of Research	15	30%
4	Graduation Research Report	15	10%
5	Viva Voce (Final Examination)	15	20%
	Total		100

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Every student is assigned Graduation Research Supervisors and students are expected to fix the schedule for meetings with the supervisors and maintain a record of such meetings, and that record is also to be submitted along with the graduation project. The minimum number of interaction sessions with the supervisors shall be 10 and in some special cases it may go up to any number as decided by the research supervisor. If the students face any difficulty or inconvenience in the process of research, they are expected to contact the course teacher or the chairman of the department or any member of the Research committee which is formed for this purpose.

F. Learning Resources and Facilities

1. Learning Resources

Required Textbooks	List Required Textbooks: 2 nd Edition Reading Package for Graduation Research Project
Essential References Materials	<ul style="list-style-type: none"> ▪ MLA Handbook for the Writers of Research Paper. New York: The Modern Language Association of America, 2013. ▪ McGraw-Hills Concise Guide to Writing Research Papers, Carol Ellison, New York, 2010. ▪ Publication Manual of the American Psychological Association. 5th Ed. Washington DC: American Psychological Association, 2001. <p>Research Writing Simplified: A Documentation Guide. 5th Ed. Essex: Pearson Longman, 2006.</p>
Electronic Materials	<ul style="list-style-type: none"> ▪ Google Scholar URL: https://scholar.google.com <p>Useful Site for Citation help UR:L http://www.citationmachine.net</p>
Other Learning Materials	Samples of Research Papers

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> ▪ Interactive Classroom sessions and Workshops are to be Organised
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> ▪ Computers and Overhead Projector.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Library

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation (Direct), Course Report, CLO Excel Worksheet (Indirect)
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Formative and Summative Evaluation (Direct), Course Report, Student Evaluation (Indirect)

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	