



# Course Specification

— (Postgraduate)

<b>Course Title:</b> MA Thesis
<b>Course Code:</b> <i>Enter Course Code.</i>
<b>Program:</b> Master of Arts in Applied Linguistics
<b>Department:</b> Languages and Translation
<b>College:</b> Humanities and Social Sciences
<b>Institution:</b> Northern Border University
<b>Version:</b> 2
<b>Last Revision Date:</b> 15/05/2024



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## A. General information about the course:

### 1. Course Identification:

1. Credit hours: ( 6 )

### 2. Course type

A.  University  College  Department  Track

B.  Required  Elective

3. Level/year at which this course is offered: level 4/ year 2

### 4. Course General Description:

This research project course guides MA students in Applied Linguistics to conduct their research. It equips students with the necessary tools to design, develop, and write a comprehensive research project. Students learn to formulate research questions, review literature, select appropriate methodologies, collect, and analyze data, and report findings effectively.

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

Completion of at least 27 credit hours including research methods and academic writing.

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

N/A

### 7. Course Main Objective(s):

This course aims to familiarize M.A. students with the practical aspects of research in Applied Linguistics. They are introduced to major themes in the areas of Applied Linguistics most selected by researchers. Initially, the students learn how to develop a research hypothesis and proposal; select an appropriate research method or design, analyze, and interpret the data, and report the findings. By the end of the course, they are expected to write their own research project.



## 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"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
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).....	
	<b>Total</b>	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
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Outline the different types of research areas in Applied Linguistics.	K1, K3	Class/Group Discussion Investigation	Written exams (essay) Reports
1.2	List the steps of conducting a research project.	K2, K3	Problem-based learning Self-learning	Project
...				



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>2.0</b>	<b>Skills</b>			
2.1	Develop clear and practical research questions and hypotheses.	S1	Brainstorming Peer learning	Presentations Reports
2.2	Organize a research paper using techniques they learn in research methods.	S2, S4	Collaborative learning	Project
...				
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Design a research project using the research methods	V1, V2	Problem-based learning Scientific research	Project
3.2	Critique the process in pairs and groups while participating in research projects.	V2, V3, V4	Collaborative learning Peer learning	Peer evaluation Discussions Self-assessment
...				

### C. Course Content:

No	List of Topics	Contact Hours
1.	Major themes in Applied linguistics <ul style="list-style-type: none"> <li>Overview of key areas like second language acquisition, language teaching methodology, sociolinguistics, discourse analysis, etc.</li> </ul>	6
2.	Research Topics: Finding a topic; features of a good research topic. <ul style="list-style-type: none"> <li>Techniques for identifying relevant and interesting research topics.</li> <li>Criteria for evaluating a good research topic</li> </ul>	3
3.	Developing research proposal: statement of the problem, research questions, objectives, hypotheses, limitation and significance of the study, review of earlier literature. <ul style="list-style-type: none"> <li>Writing an effective problem statement</li> <li>Formulating clear research questions and hypotheses</li> <li>Conducting a comprehensive literature review</li> </ul>	9





4.	Guidelines for thesis writing: note-taking and drafting; writing introduction and conclusion; section on methodology; reporting results; documentation and referencing. <ul style="list-style-type: none"> <li>Strategies for notetaking and organizing research material.</li> <li>Structure and components of a research paper/thesis.</li> <li>Academic writing conventions like citations and references</li> </ul>	9
5.	Writing a research paper: Step-by-step guidance <ul style="list-style-type: none"> <li>Develop an outline and a draft.</li> <li>Techniques for coherence, flow, and academic style</li> <li>Revision and editing processes</li> </ul>	12
6.	Submission of project <ul style="list-style-type: none"> <li>Fulfilling all requirements for submission</li> <li>Preparing for the defense/oral examination</li> </ul>	3
7.	Oral examination <ul style="list-style-type: none"> <li>Presenting and defending the research project</li> <li>Answering questions from faculty</li> </ul>	3
<b>Total</b>		<b>45</b>

#### D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment (1) Research proposal	4	5 %
2.	Assignment (2) Research paper: Introduction, Related literature, and Methodology part	7	5 %
3.	Assignment (3) Research paper: Data collection, Analysis, and Discussion	10	5 %
4.	Assignment (4) Rewriting Method part with Results, Discussion, Conclusion, and Implications	11	5 %
5.	First Draft Submission	12	15 %
6.	Final Draft Submission	13	50 %
7.	Final Oral Examination	15	15%
	<b>Total</b>		<b>100%</b>

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





## E. Learning Resources and Facilities:

### 1. References and Learning Resources:

<b>Essential References</b>	Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.
<b>Supportive References</b>	O'Leary, Z. (2017). The Essential Guide to Doing Your Research Project. 3rd ED, London: SAGE.
<b>Electronic Materials</b>	Purdue Online Writing Lab (OWL) - <a href="https://owl.purdue.edu/owl/purdue_owl.html">https://owl.purdue.edu/owl/purdue_owl.html</a> Research Guides from university libraries (e.g. <a href="https://libraries.mit.edu/get/guides/">https://libraries.mit.edu/get/guides/</a> )
<b>Other Learning Materials</b>	Academic journals in Applied Linguistics (e.g. Annual Review of Applied Linguistics, Applied Linguistics, etc.) Research software and tools (e.g. NVivo, SPSS, etc.)

### 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<b>Facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
<b>Technology equipment</b> (Projector, smart board, software)	Data Show Projector
<b>Other equipment</b> (Depending on the nature of the specialty)	N/A

## F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Program Leader, Students	Direct
<b>Effectiveness of students assessment</b>	Program Leader, Students	Direct
<b>Quality of learning resources</b>	Faculty, Program Leaders	Indirect
<b>The extent to which CLOs have been achieved</b>	Program Leaders; Peer Reviewer	Indirect
<b>Other</b>		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	<b>DEPARTMENT OF LANGUAGES AND TRANSLATION COUNCIL</b>
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REFERENCE NO.

DATE

