



The University of Jordan

Accreditation & Quality Assurance Center

COURSE Syllabus

1-	Course name	Academic Writing
2-	Course Number	0802747
3-	Credits	3
4-	Previous Requirements	-
5-	Program Name	Graduate Program
6-	Program Number	-
7-	University Name	University of Jordan
8-	Faculty	Faculty of Educational Sciences
9-	Department	Curriculum and Instruction
10-	Course Level	Graduate Course
11	Academic Year/ Term	Second Semester 2014/2015
12-	Academic Degree	Graduate Degree
13-	Other Departments Involved in Teaching the Course	-
14-	The Language of Instruction	English
15-	Date of Developing Course Scheme / Date of Reviewing Course Scheme	May 20, 2015

16- Course Coordinator:

None

17- Course Information:**Instructors:** Dr. Nayel Al-Shara'h**Email:** sharah @ju.edu.jo**Office Hours:** Tuesday 2:00-4:30 p.m.**18- Course Description:**

This course is intended to introduce graduate students to the process (steps) of planning and conducting a research project; quantitative and qualitative approaches; and research designs. It also aims at enhancing the knowledge of the students attending the course with the mechanics of writing research paper, such as formulating a research problem, gathering data, organizing ideas and setting goals, writing note cards, writing abstracts, bibliographies, and developing proposals into full-length papers according to the MLA or APA style sheets. It also aims at expanding their scope in locating information in bibliographies in library holdings and in electronic libraries.

19- Course Learning Objectives:**A. Knowledge:** Students are expected to develop their knowledge base about:

- their discipline: language
- sources of knowledge in the discipline
- knowledge data base
- the nature and objectives of research

B. Research consumption and research production: Students are expected to become aware of:

- reading and grasping research in their discipline
- diversity in research methodology and goals
- dimensions of classifying research

- the metalanguage of research

C. Practical aspects: Students are expected to advance their skills in:

- reading chunks of information in the field and distinguishing the purposes of research pieces from both their content and format
- distinguishing between facts, reports of fact, and opinion
- identify the basic parts of a research piece
- write according to the conventions of research writing in the field
- making interpretations of findings and results in a piece of research

20- Course Content and Schedule

Content	Week	Instructor	Achieved Learning Outcomes	Assessment Methods	References
Part 1: Understanding the nature of research	1	Dr. Nayel Al-Shara'h	Understanding the nature of research: Motivation, misconceptions, sources of questions, sources of answers, stating hypotheses.	Develop a Research Proposal Presentations	Perry, Fred L. (2005). <i>Research in Applied Linguistics</i>
Part 2: How to locate research	2		How to locate research: Preliminary sources, secondary sources, literature review.	Develop a Research Proposal Presentations Examination	Perry, Fred L. (2005). <i>Research in Applied Linguistics</i>
Part 3: Major components of published research	3		Major components of published research: Title, author, affiliation, abstract, introduction, methodology, results, discussion, references	Develop a Research Proposal Presentations Examination	Lester, James (2004). <i>Writing research papers: A complete guide</i>
Part 4: Methodology	4		Methodology: Research design, data collection, results, discussion, and conclusions	Develop a Research Proposal Presentations Examination	Kumar, Ranjit (2005). <i>Research Methodology: A step-by-step guide for beginners</i>
Part 5: Understanding research design	5		Understanding research design: Classification of approaches, basic-applied continuum, quantitative-qualitative	Develop a Research Proposal Presentations Examination	Lester, James (2004). <i>Writing research papers: A complete guide</i>

			continuum, exploratory- confirmatory continuum		
Part 6: Rationale	6		Rationale: The what questions, and the why questions	Develop a Research Proposal Presentations Examination	Lester, James (2004). <i>Writing research papers: A complete guide</i>
Part 7: Understanding data gathering	7		Understanding data gathering Procedures: observation, interview, judge/rater	Develop a Research Proposal Presentations Examination	Creswell, John (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i>
Part 8: Instrumental procedures	8		Instrumental procedures: questionnaires, tests	Develop a Research Proposal Presentations Examination	Lester, James (2004). <i>Writing research papers: A complete guide</i>
Part 9: Qualities of good data gathering	9		Qualities of good data gathering: validity and reliability	Develop a Research Proposal Presentations Examination	Creswell, John (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i>
Part 10: Understanding research results	10		Understanding research results: Data analysis, numerical data, verbal data, common procedures, presentation and analysis of verbal data	Develop a Research Proposal Presentations Examination	Lester, James (2004). <i>Writing research papers: A complete guide</i>
Part 11: Evaluating the quality of	11		Evaluating the quality of verbal data, evaluating patterns	Develop a Research Proposal	Creswell, John (2008). <i>Educational</i>

verbal data			and themes, evaluating explanations and conclusions	Presentations Examination	<i>Research: Planning, conducting, and evaluating quantitative and qualitative research</i>
Part 12: Presentation and analysis of numerical data	12		Presentation and analysis of numerical data: Overview of statistics, understanding descriptive and inferential statistics	Develop a Research Proposal Presentations Examination	Lester, James (2004). <i>Writing research papers: A complete guide</i>
Part 13: Examining the discussion and conclusion	13		Examining the discussion and conclusion: Questions to be asked about: relationship between the findings and research questions, the nature of the consistency of research objective, findings and research populations or situations, relationship to previous studies	Develop a Research Proposal Presentations Examination	Creswell, John (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i>
Part 14: Constructing the literature review	14		Constructing the literature review: Rationale for the review, where to begin, abstracting primary literature, writing a review of research	Develop a Research Proposal Presentations Examination	Creswell, John (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i>
Presentations	15		Presentations	Present a Research Proposal	
Finals	16		Finals: Examination and Submission of Research Proposals	Examination and Submission of Research Proposals	

21- Activities and Strategies of Teaching

Lectures, Discussion and Dialogue, Presentations, Classroom Assignments, Developing a

Research Proposal

22- Assessment Methods and Course Requirements:

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| <ul style="list-style-type: none"> • Presentations: 20% of the grade. • Examination: 40% of the grade. • Research Project (Final exam): 40% of the grade. |
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23- Course Policies

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| <ul style="list-style-type: none"> • Close your cell during the lecture. • Be on time in the classroom. • Be ready to share your understanding and thoughts with your colleagues. |
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24- The Required Equipment and Devices

Main computer and Data show, Whiteboard.
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25- References

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| <ul style="list-style-type: none"> • Perry, Fred L. (2005). <i>Research in Applied Linguistics</i> • Lester, James (2004). <i>Writing research papers: A complete guide</i> • Creswell, John (2008). <i>Educational Research: Planning, conducting, and evaluating quantitative and qualitative research</i> • Kumar, Ranjit (2005). <i>Research Methodology: A step-by-step guide for beginners.</i> |
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26- Additional Information

For the final exam, the students have to develop a research proposal that may lead to an M.A. thesis on a topic relevant to their interests. The choice of the topic and its purposes will be explained in class.

Coordinator Name:

Rapporteur of the Committee Plan / Department:

Head of Department:

Rapporteur of the Committee Plan / College:

Dean:

Signature:

Signature:

Signature:

Signature:

Signature:

Date:

Date:

Date:

Date:

Date:

Cc:

Head of Department

Assistant Dean for Quality Assurance