



**Philadelphia University**  
**Faculty of Arts**  
**Department of English Language & Literature**  
**Fall Semester 2016 /2017**

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**Course Syllabus**

Course Title: Methods of Scientific Research Level: M.A. Program Prerequisite (s): Co-requisite(s):	Course Code: 120701 Credit Hours: 3 Lecture Time: Saturday 9:00-12:00 pm.
Instructor's Name: Professor Murtadha J. Bakir Rank: Professor Office Number: 411 Office Hours: Sunday, Tuesday, Thursday: 10:00-11:00 Phone: + 962-64799000 Ext: 2634 E-mail: murtadhajb@gmail.com	

**Course Coordinator: Prof Murtadha Bakir**

**Course Description:**

The course intends to teach graduate students research methodology, focusing upon the scientific method. It teaches them how to state a problem and the purpose of the study to formulate hypotheses, to review related literature and to collect and analyze data. It will also introduce students to the various types of research and research tools. Attention is further given to such other areas of academic expertise as descriptive and analytical bibliography, note-taking, editing and rewriting of manuscripts, ethics of documenting a research paper, and the evolving uses of the library in graduate study.

**Course Objectives:**

The main objectives of the course are:

1. Providing students with a practical introduction to how empirical research is planned and executed with illustrations from studies in the various linguistic fields. Topics include the layout of a research report, hypothesis statement, sampling, data gathering and measurement.
2. Enabling students to produce a short research paper applying the methods and techniques they were exposed to during the course.

**Teaching Methods: (Lectures, Discussion Groups, Tutorials, Problem Solving, Debates...etc)**

- a. Lectures
- b. Class discussions
- c. Presentations



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**Course Components:**

**1. Books:**

Lester, James D. & Lester Jr., James D. (2007). *Writing Research Papers: A Complete Guide*. New York: Pearson Education.

**2. Support Material(s): a/v materials**

APA and MLA Citation and Referencing Manuals

**3. Supplementary Readings**

Baugh, S. L. 1992. *How to Write Term Papers and Reports*. Lincolnwood: VGM Career Horizon.

Butler, C. 1985. *Statistics in Linguistics*. Oxford: Basil Blackwell.

Leedy, P. 1985. *Practical Research: Planning and Design*. New York: Macmillan Publishing Company.

Menasche, L. 1982. *Writing the Research Paper: A Guide for Advanced Learners of English*. Pittsburgh: English Language Institute.

**4. Study Guides (if available)**

**5. Homework and Laboratory Guides (if applicable)**

**Contribution to Program Learning Outcomes:**

**Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).**

**a. Knowledge & Understanding:**

By the end of the course, the students should be able to:

1. define research in general and empirical research in particular
2. identify kinds of research: qualitative, descriptive, experimental, etc.
3. demonstrate understanding of research components, e.g. literature review, research question, hypothesis, sampling, data collection, findings and discussion
4. demonstrate understanding of research concepts, e.g., variables, validity and reliability

**b. Cognitive Skills (Thinking & Analysis):**

By the end of the course, the students should be able to:

1. analyze the components of a research paper
2. provide a sample of papers illustrating research types
3. examine and provide critical views with regards to a completed thesis or published paper

**c. Communicative Skills (Personal and Academic)**

By the end of the course, the students should be able to:

1. identify topics for linguistic or literary research



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2. present a thesis and a paper and answer questions raised by the students
3. use note cards properly
4. use proper documentation of the materials used in the paper
5. compile a list of references relevant to the topic selected for the papers
6. produce a short research paper in English literature or linguistics

**d. Practical and Subject Specific Skills (Transferable Skills)**

1. Apply critical thinking and problem-solving techniques while interacting with materials, issues, and concerns in the field of literature or linguistics
2. Apply the acquired knowledge and skills to prepare research papers in the core courses in the MA programme

**Assessment Instruments**

<b>Modes of Assessment</b>	<b>Score</b>	<b>Date</b>
<b>Mid- term Exam</b>	<b>30%</b>	<b>Week 10</b>
<b>Research paper</b>	<b>20%</b>	<b>Week 14</b>
<b>Presentations</b>	<b>10%</b>	<b>Week 15</b>
<b>Final Exam</b>	<b>40%</b>	<b>Week 16</b>
<b>Total</b>	<b>100</b>	

**Documentation and Academic Honesty**

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

**1. Documentation Style (with illustrative examples)**

**Reference list styles**

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

\* Book

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

\* Chapter/ extract from an edited collection



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Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

\* Paper in a journal or magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

**Journal article:**

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

**Book article:**

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

**Magazine article:**

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

**Daily newspaper article:**

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

**Entry in an encyclopedia:**

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

**Documenting Web Sources**

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/1pb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:



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<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

## **2. Protection of Copyright**

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

## **3. Avoiding Plagiarism**

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

## **4. Documentation Style (with illustrative examples)**

### **Reference list styles**

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Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and G. Gillett, (1994) *The Discursive Mind*. London: Sage.

### **Chapter/ extract from an edited collection**

Harris, J. (1993). 'The Grammar of Irish English' in J. Milroy, and L. Milroy (eds), *Real English: The Grammar of English Dialects in the British Isles*, London: Longman.

### **Papers in a journal or magazine**

Wales, L. (1994). 'Royalese: The Rise and Fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

### **Journal articles**

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.



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**Magazine article:**

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<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

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**Course Academic Calendar:**

<b>Week</b>	<b>Basic &amp; Support Material to be covered</b>
(1)	<b>1. <u>What is 'Research'?</u></b> a. Introduction b. Definitions of 'Research' & 'Research Paper' c. Importance/Aims of Research
(2)	<b>2. <u>Characteristics of Good Research</u></b>
(3)	<b>3. <u>Types of Research</u></b> a. Theoretical Research b. Experimental Research c. Survey Research d. Correlation Studies
(4)	<b>4. <u>Types of Research</u></b> a. Case Studies b. Historical Research c. Contrastive Study d. Comparative Study e. Evaluation Studies (Context Analysis/Assessment)
(5)	<b>5. <u>Techniques of Research Writing</u></b> a. Selecting a research topic b. Notes on preparing an outline
(6)	<b>6. <u>Preparing an Outline/Proposal</u></b> a. Defining a problem b. Putting hypotheses
(7)	<b>7. <u>Preparing an Outline/Proposal</u></b> c. Collecting data/Investigation d. Taking notes related to the data of the research e. Preliminary Conclusions & bibliography
(8)	<b>8. <u>Techniques of Writing</u></b> a. Paraphrasing



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	b. Plagiarism c. Quotations
(9)	<b>9. <u>Techniques of Writing</u></b> d. Citation
(10)	<b>10. <u>Techniques of Writing</u></b> e. Some techniques of citation <b>Mid-Term Examination</b>
(11)	<b>11. <u>Conclusions &amp; Findings</u></b> a. Findings b. Conclusions c. Recommendations
(12)	<b>12. <u>Working Bibliography</u></b> a. Tentative bibliography b. Final bibliography/references
(13)	<b>13. <u>Discussing Findings &amp; Conclusions</u></b>
(14)	<b>14. <u>Proofreading</u></b>
(15)	<b><u>Revision</u></b>
(16)	<b>Final Exam</b>

**Attendance Policy**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

**Course/ Course Policies:**

1. Students are allowed up to (3) times of absence. If they exceed this number, they will fail the course.
2. Tardiness will not be tolerated. If a student comes to class after taking attendance, he/she is welcome to attend, but he/she will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.





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4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course works. It does not merely mean coming to class; it involves preparing beforehand and playing an active role in the class discussion.
6. Make-up exams will be offered for valid reasons and only with the consent of the Dean.

**Textbook:**

Lester, James D. & Lester Jr., James D. (2007). *Writing Research Papers: A Complete Guide*. 12th ed. New York: Pearson Education.

**References:**

- Berry, R. (1994) *The Research Project: How to write it*. London: Routledge.  
Blaxter et al. (1996). *How to Research*. Buckingham: Open University Press.  
Rozaksi, L. (1999). *Schaum's Quick Guide to Writing Great Research Papers*. New York: McGraw-Hill Companies, Inc.  
\_\_\_\_\_. (2007). *Writing Great Research Papers*. New York: McGraw-Hill.

**Websites**

- [www.questia.com](http://www.questia.com)  
[www.proquest.com](http://www.proquest.com)  
<http://owl.english.purdue.edu/workshops/pp/index.html#presentations>