Identification	Subject (code, title, credits)	ENGL 622 Research Design and Writing 3KU/6ECTS
	Department	English Language and Literature Department
	Program	MA graduate
	Term	Fall, 2022
	Instructor	Davud Kuhi
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	Phone:	989143144339
	Office hours	
Prerequisites		
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	1. Wisseberg, R & Buker, S. (1990). *Writing up research*. Englewood Cliffs: Prentice Hall Regents 2. McKinley, J. & Rose, H. (2020). *The Routledge handbook of research methods in applied linguistics*. London & New York: Routledge.	
Course outline	The current course is divided into two main blocks: 1. An academic writing component which deals with the basics of writing a research report 2. A research design component which reviews some current issues in linguistics/applied linguistics research design.	
Course objectives	The major objectives of this course are: - Developing the basic skills of writing a research report which will be achieved by a genre-based instruction of the main sections of a research article (i.e. IMRD structure) - Reviewing some major issues in research design in order to help the participants shape their potential research ideas within them. This will be achieved by a comprehensive review of major issues in quantitative, qualitative and mixed methods research design.	
Learning outcomes	The participants of the course are expected to: - Write the different sections of a research report in light of their undertanding of both te formal and functional qualities of each section - Observe the major generic, content, stylistic, and lexicograllatical faetures of the different section/subsections of a research report - Develop a practical research project by focusing on a particualr research design discussed during a term	

Teaching methods	Classroom lectures	+
	Group discussions	+
	Lectures	+
	Weekly summaries	+

Evaluation	Methods	Date/deadlines	Percentage (%)
	Active class participation		5
	Weekly summaries		5
	Presentations		10
	Engagement in group		5

	discussions		
	Term project		5
	Midterm exam		30
	Final exam		40
	Total		100

Policy	**Assessment**
	The course participants are expected to understand that the assessment system of this program is made up of both *formative* and *summative* components. This means that the overall score you will get at the end of this program would not be based upon your performance in exams perse (mid-term and final). The quality of your classroom participation, the way you will deal with your weekly assignments (including summaries, presentations, group work, etc.) will also make 25 percent of your overall score. Hence, it is expected that all participants pay due attention to each component of the assessment fairly and do their best in fulfilment of the expectations. If you feel that any of these requirements sounds vague and you are not sure of what you are expected to do, do not hesitate to ask for clarification from the course instructor as soon as possible.
	Full-time students are expected to attend all elements of their courses unless they are sick or have permission of their School Dean. In general, to be eligible for taking exams students should not miss more than 30% of the class hours. In addition, the students are expected to be in the classroom ready to work at the appointed hour. It is the students' responsibility to be on time, ready and attentive. Continuing and unexcused absence or lack of participation may lead to withdrawal from the course. All forms of cheating and plagiarism are strictly banned. If 25% plagiarism is found in a submitted assignment, the student gets no point for it. If the student submits the assignment later than due time, 20% of the grade for that assignment is subtracted. The student whose behavior is disruptive either to the instructor or other students will be removed from the team.

	Tentative Schedule	
Week	**Topics**	**Textbook/Assignments/Reading**
1	*Introduction to the course:* 1. *Structure of the research report* 2. *General issues on the concept of research design*	
2	1. *Writing the introduction:* ***Establishing the context*** 2. *Research design:* ***Experimental and quasi-experimental designs***	- Writing up research - Routledge HB (11)
3	1. *Writing the introduction:* ***Reviewing the literature*** 2. *Research design:* ***Case study research***	- Writing up research - Routledge HB (12)

4	1. *Writing the introduction:* **Indicating the gap; Stating the objectives; Indicating the value** 2. *Research design:* **Ethnography**	- Writing up research - Routledge HB (13)
5	1. *Writing quiz (I)* 2. *Research design:* **Auto-ethnography and critical ethnography**	- Writing up research - Routledge HB (14)
6	1. *Writing the* **methods** *(Part I)* 2. *Research design:* **Action research in language education**	- Writing up research - Routledge HB (15)
7	1. *Writing the* **methods** *(Part II)* 2. *Research design:* **Core dimensions of narrative inquiry**	- Writing up research - Routledge HB (16)
8	*Review* *Midterm exam*	
9	1. *Writing the* **results** *(I)* 2. *Research design:* **Methodological issues in critical discourse studies**	- Writing up research - Routledge HB (17)
10	1. *Writing the* **results** *(II)* 2. *Research design:* **Incorporating corpus tools into mixed method research**	- Writing up research - Routledge HB (18)
11	1. *Writing quiz (II)* 2. *Research design:* **Systemic reviews in applied linguistics**	- Writing up research - Routledge HB (19)
12	1. *Writing the* **discussion** *(I)* 2. *Research design:* **Meta-analysis in applied linguistics**	- Writing up research - Routledge HB (20)

13	1. Writing the **discussion (II)** 2. Research design: **Methods and approaches in language policy research**	- Writing up research - Routledge HB (21)
14	1. Writing quiz (III) 2. Research design: **Grounded theory method**	- Writing up research - Routledge HB (22)
15	1. Writing the **abstract** 2. Research design: **A group discussion on the proposed research designs of participants**	- Writing up research
16	Final exam	