

Course Syllabus

1	Course title	Research Methods in Linguistics
2	Course number	2201734
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master`s Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language & Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024 First semester
12	Final Qualification	M.A
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Delivery method	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	Electronic platform(s)	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Issuing /Revision Date	December 2023

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8 Course Coordinator:

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Office Hours: 2-4 M & W

19 Other instructors:

Name:

Office number:-

Phone number:

Name:

20 Course Description:

The course provides a practical introduction to how empirical research is planned and executed with illustrations from studies in different domains of linguistics. Topics covered include the layout of a research paper, developing research questions, hypothesis statement, sampling, data gathering and measurement, combining methods; quantitative research designs (including questionnaires, chi-square tests and t-tests); corpus analysis; qualitative research methods (interview methods, discourse analytic approaches, multimodal analysis).

Students are expected to produce a short research paper applying the methods and techniques they were exposed to during the course.

21 Course aims and outcomes:

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A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Identify research and the main components of research paper and dissertation.	X	X			X	X							X	X	X					X
2	Examine an assigned paper and report on the exact content of each component, and take notes of in text referencing.	X	X	X		X								X	X	X					X
3	Apply the key terms (e.g, research questions, hypotheses, data, corpus, etc.) and skills (e.g. observation, topic selection, data collection and data analysis, etc.) needed to	X	X			X	X							X	X	X					X

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3	1	Negotiate a topic for the term paper	6	Face-to-face presentation and discussion	Dialogue & discussion	
4	1	Ethics in linguistic research	3	Face-to-face presentation and discussion	Lecturing and assignment	
5	1	Quantitative methods: Concepts, frameworks and issues	5, 6	Face-to-face presentation and discussion	Lecturing and assignment	
6	1	Transcription in linguistics	2, 3, 5, 6	Face-to-face presentation and discussion	Lecturing and assignment	
7	1	Organizing and processing data	2, 3, 5, 6	Face-to-face presentation and discussion	Lecturing and assignment	
8	1	Qualitative perspectives	5, 6	Face-to-face presentation and discussion	Lecturing and assignment	
9	1	Critical perspectives on using interviews and focus groups	2-6	Face-to-face presentation and discussion	Lecturing, discussion and assignment	
10	1	Ditto	Ditto	Ditto	Ditto	
11	1	Discourse-analytic approaches	Ditto	Ditto	Ditto	
12	1	Multimodality	Ditto	Ditto	Ditto	
13	1	Case study research	Ditto	Ditto	Ditto	
14	1	Presentation of term papers	6	Presentation and discussion		

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15	1		6	Presentation and discussion		
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- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. Term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
presentations	15	All topics covered	1 2 3 4 5 6	1-15	Face to Face
Project	15	All topics covered	1 2 3 4 5 6	1-15	Face to Face
Midterm Exam	30	All topics covered	1 2 3 4 5 6	7	Face to Face
Final	40	All topics covered	1 2 3 4 5 6	15	Face to Face

Rubric for presentation tasks:

Criteria	15	12	10	8	6-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
Organization	It is	It is presented	The	The	The presentation

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	presented in a logical, interesting sequence, and effective way that can be followed easily.	in a logical sequence which can be followed fairly easily.	presentation is somewhat difficult to follow but the general idea and timeline is understood.	presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

24 Course Requirements:

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

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Regular and punctual attendance is expected and desired. Unexpected absences will have their repercussions reflected in the grade. Students who miss their presentations will affect the course of the lecture, and so will not be given a second chance. Presenters will only be excused if they inform the lecturer at least one week in advance, with a relevant excuse, in time to prepare the next presenter to take their place. Students are only allowed up to three absences with accepted excuses, after which they will have to drop the course.

26 References:

References

1. Aijmer, K. and B. Altenberg. 1991. English Corpus Linguistics. London: Longman.
2. Ballou, S. 1970. A Model for Theses and Research Papers. Boston.
3. Baugh, Sue L. 1992. How to Write Term Papers and Reports. Lincolnwood: VGM Career Horizon.
4. Butler, C. 1985. Statistics in Linguistics. Oxford: Basil Blackwell.
5. Dörnyei, Zoltan. 2007. Research Methods in Applied Linguistics. Oxford: Oxford University Press.
6. Dörnyei, Zoltán, and Jean-Marc Dewaele. 2022. Questionnaires in Second Language Research: Construction, Administration, and Processing. London: Routledge.
7. Henrichsen, L., et al. (n.d.) Taming the Research Beast. Research Methods in TESL and Language Acquisition.
<http://linguistics.byu.edu/faculty/henrichsen/ResearchMethods/index.html>
8. Johnson, Keith. 2008. Quantitative Methods in Linguistics. Malden, MA: Blackwell Pub.
9. Leedy, P. 1985. Practical Research: Planning and Design. New York: Macmillan Publishing Company.
10. Lester, J. 1993. Writing Research Papers. New York: Harper Collins College Publishers.
11. Litosseliti, Lia. 2018. Research Methods in Linguistics. London: Continuum International Publishing Group.
12. Menasche, L. 1982. Writing the Research Paper: A Guide for Advanced Learners of English. Pittsburgh: English Language Institute.

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27 Additional information:

Name of Course Coordinator: Jihad Hamdan Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----