



ENG 599.01 W Bibliography and Methods of Research

Instructor: Mimi Li, Ph.D. (Office: David Talbot Hall 131)
Office Hours: Tuesday 10am to noon & 1:30pm to 3:00pm; Online by appointment
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COURSE DESCRIPTION

ENG 599 provides graduate students with the opportunity to familiarize themselves with the techniques, procedures, methods, and approaches to undertaking scholarly work in the social sciences, in particular in the field of Applied Linguistics. We will focus on the social practices that scientists engage in by following the steps needed to complete a basic research paper such as finding a research topic, assessing literature, engaging in the writing process, and so on. We will also survey research methods commonly used in Applied Linguistics.

COURSE OBJECTIVES

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

1. Understand and identify different methods of research used in Social Sciences, particularly in Applied Linguistics.
2. Locate scholarly research and appraise the quality of published research.
3. Match research questions with the research design and data collection/analysis methods.
4. Write a research proposal/research paper following the APA documentation style.
5. Select appropriate outlets for publication.

COURSE MATERIALS

Required textbooks

Perry, F. L. (2017). *Research in Applied Linguistics: Becoming a Discerning Consumer* (3rd edition). New York, NY: Routledge.

Swales, J & Feak, C. (2012). *Academic Writing for Graduate Students* (3rd edition). Ann Arbor, MI: University of Michigan Press.

Recommended textbook

Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th edition). Washington, DC: SAGE.

Other materials

Purdue OWL APA Formatting and Style Guide:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Journal articles, supplementary book, and other course information will be available on the eCollege.

Computer and technologies

This class will be delivered completely online. Students are required to have regular access to a computer with an internet connection. A current flash enabled internet browser is needed. For PC and Mac users the suggested browser is Mozilla Firefox. Please always check the course website for announcements and updates. Also, all the course assignments will be submitted to eCollege. If you experience problems in accessing the course site or have other technological difficulties, please contact the CITE Help Desk at 903.468.6000 or helpdesk@tamuc.edu.

COURSE ASSIGNMENTS

The following assignments help students achieve the learning outcomes. Detailed information and guidelines for each assignment will be posted to the course website.

- **Online Café** (*1 point*) --- Students will self-introduce themselves in the discussion forum. They may include information such as the name, academic/personal interests, learning/teaching/research experiences, career goals, as well as their motivation to take this class.
- **Online Discussion** (*18 points*) --- Online discussions provide students with opportunities to demonstrate their learning and ability to apply the course knowledge, and also scaffold each other's learning in the online community. Reading the required texts, supplemented with personal findings, will help the quality of the contribution. There are two deadlines each week: one for posting a reply to discussion prompts (i.e., by Thursday midnight), and one for posting responses to at least three classmates (i.e., Sunday midnight). Students will complete six online discussion assignments.
- **Reaction Paper** (*10 points*) --- Students will write two reaction papers in which they critically respond to two research articles, focusing on the research design, research methods, and interpretation of data.
- **Midterm Quiz** (*6 points*) --- Students will take a quiz to demonstrate their knowledge and learning of the research design and APA style. Questions forms may include true/false, error corrections, and fill-in-blanks.
- **Annotated Bibliography** (*15 points*) --- Students will determine on a research topic of their interest, conduct focused literature search, and write an annotated bibliography concerning six selected sources.
- **Group Research Method Presentation** (*7 points*) **and Peer Response** (*3 points*) --- Students will work in a group of three or four to present a research method in detail

selected from Nunan's book. Each group will submit their presentation slides to the discussion forum for classmates to conduct peer review.

- **Final Project (40 points)** ---This is a comprehensive project that students will conduct individually. It offers an opportunity for students to choose a specific topic in applied linguistics, read relevant literature, design an empirical study, and write a research proposal/research report. This assignment will include a) **Research Outline** (10 points), b) **Peer Review** (5 points) and c) **Research Proposal/Research Report** (25 points).

COURSE/ UNIVERSITY POLICIES

Course Ground Rules

Being successful in an online course requires tremendous self-discipline and high motivation. In this course, all work will be completed through eCollege. You should check the course website frequently for assignments, announcements, and discussions. I strongly recommend dedicating set days/times to completing your work and working in advance so that you are always a day or two ahead. You are expected to put 2-3 hours a day to work on the course materials (including reading and class assignments). Please also note that **assignment due dates are crucial. No delayed assignments will be accepted**. Moreover, we are co-constructing our knowledge in the online community. Please be prepared, share thoughtfully, respond respectfully, and engage in all learning processes.

I also expect that students will exhibit courtesy toward others in this online class. Courtesy means NOT engaging in online rudeness or refusing to focus on group or class discussion. Courtesy means engaging in such behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated.

Grading Scale

The total score is 100 points. The course grade will be determined based on the following criteria:

Online Café	1 point
Online Discussion	18 points (3x6)
Reaction Paper	10 points (5x2)
Midterm Quiz	6 points
Annotated Bibliography	15 points
Group Project	10 points
Research Methods Presentation	7 points
Peer Response	3 points
Final Project	40 points
Research Outline	10 points

Peer Review	5 points
Research Proposal/Research Report	25 points

A = 90-100 B = 80-89 C=70-79 D= 60-69 F= 0-59

Assignment Submissions

- Our work week runs from Monday to Sunday. All assignments must be submitted by the designated due date (generally **Sunday** 11:59pm). No late work will be accepted. In a special circumstance with a valid excuse (which needs to be documented in paper and authorized), you may be granted with 24-hour grace period to complete your assignments.
- The submission should follow the APA style. Failure to confirm to the standards will result in points deducted.
- If you have trouble uploading the assignment to the course site, please e-mail your paper to me at mimi.li@tamuc.edu.

Communication

I encourage you to contact me if you have any questions about this course. I generally reply email within 48 hours. Please send messages directly to mimi.li@tamuc.edu if you desire quicker responses.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the following webpages:

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

<http://www.tamuc.edu/academics/colleges/humanitiessocialsciencesarts/departments/history/academicIntegrityPolicy.aspx>

Please avoid self-plagiarism.

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a form of academic misconduct and never allowed. In case you want to further explore a research topic that you have examined in another class, please do ask for the instructor's permission beforehand.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Gee Library, Room 132; Tel: (903) 886-5150 or (903) 886-5835; Email: StudentDisabilityServices@tamuc.edu

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer. Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE SCHEDULE

Weeks	Topics	Readings & Assignments Due
Week 1 (2/1-2/4)	<i>Introduction, Course Overview</i>	Online Café
Week 2 (2/5-2/11)	<i>Research in social sciences; How to locate research</i>	Creswell, Chapter 1 Perry, Chapter 2 Online Discussion #1
Week 3 (2/12-2/18)	<i>Components of research papers; Sampling for research</i>	Perry, Chapters 3 and 4 Online Discussion #2
Week 4 (2/19-2/25)	<i>Selecting a research topic, framing research questions, and conducting literature search</i>	Creswell, Chapter 7 Online Discussion #3
Week 5 (2/26-3/4)	<i>Constructing an annotated bibliography; Constructing a literature review</i>	Perry, Appendix A Online Discussion #4 Annotated Bibliography
Week 6 (3/5-3/11)	<i>Writing summaries and critiques; Citing using APA</i>	Swales & Feak, Units 5 & 6 Purdue OWL Reaction Paper #1
(3/12-3/18)	<i>Enjoy the spring break!</i>	
Week 7 (3/19-3/25)	<i>Research Design</i>	Perry, Chapter 5 Online Discussion #5
Week 8 (3/26-4/1)	<i>Data gathering and data commentary</i>	Perry, Chapter 6 Swales & Feak, Unit 4
Week 9 (4/2-4/8)	<i>Analyzing research results, discussions, and conclusions</i>	Perry, Chapters 7 & 8 Reaction Paper #2
Week 10 (4/9-4/15)	<i>Survey of research methods</i>	Nunan, Chapters 2-8 Research Methods Presentation
Week 11 (4/16-4/22)	<i>Writing a research proposal; Constructing a research paper</i>	USC library resources Swales & Feak, Unit 7 Research Outline and Peer Review
Week 12 (4/23-4/29)	<i>Constructing a research paper (cont'd)</i>	Swales & Feak, Unit 8 Perry, Chapter 8
Week 13 (4/30-5/6)	<i>Finding publication outlets</i>	Perry, Appendix C Online Discussion #6
Week 14 (5/7-5/11)	<i>Creating further publication opportunities</i>	Halleck & Connor (2006) Research Proposal/Report

Note: This is a tentative schedule. The instructor reserves the right to make modifications as needed. Supplementary readings will be available on E-College.

SUPPLEMENTARY READINGS

Halleck, G. & Connor, U (2006). Rhetorical moves in TESOL conference proposals. *Journal of English for Academic Purposes*, 5(1), 70-86.

Hyland, K. & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*, 25(2), 156-177.

Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th edition). Washington, DC: SAGE.

Nunan, D. (1992). *Research methods in language learning*. New York, NY: Cambridge University Press.

Writing a research proposal. USC Libraries Research Guides. Retrieved from
<http://libguides.usc.edu/writingguide/researchproposal>

(Note. The reading list may be expanded.)