



METU
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
COURSE POLICY SHEET

	Academic Year	2009 – 2010, FALL
	Course Code	FLE 311 Adv. Writing and Research Skills
	Instructor	Dr. Hale IŞIK-GÜLER
	E-mail	hisik@metu.edu.tr
	Course Website	https://online.metu.edu.tr/ and http://turnitin.com
	Course Day/Hours	(04)Thursday: 9:00-11:30 Z25 (03)Thursday: 11:40-14.30 Z25
	Office Day/Hours	Thursday: 15:00-17:00 / Office B-06

COURSE GOALS AND OBJECTIVES

This course is designed to introduce students to the *essential basics of conducting original research in applied linguistics*. Students are expected to engage in data collection and conduct small-scale data analysis which will lead to the production of a full-length research paper at the end of term.

More specifically, the course will involve choosing and narrowing down a topic for investigation, finding and reviewing credible sources in existing literature, developing original research questions and/ or hypotheses and a suitable research design (qualitative, quantitative or mixed methods) that takes into account factors such as reliability and validity, developing/adapting data collection tools, collecting and analyzing the data (using specialized statistical software and procedures) and synthesizing the results and formulating sound conclusions. Emphasis in the class will also be placed on the know-how of *writing a good research paper*. With this aim, students will be instructed on and given opportunities to practice their summarizing, paraphrasing, quoting, citing and referencing skills. They will be introduced to the “APA style manual” to ensure their conformity to widely accepted academic standards when writing up their research.

COURSE MATERIALS

Main textbook: (to be purchased)

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Supplementary readings:

Bell, J. (2005). *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*, OUP

Hatch, E. and A. Lazaraton. (1991) *The research manual: Design and statistics for applied linguistics*. Boston, MA: Heinle and Heinle

Wray, A. and A. Bloomer. (2006). *Projects in Linguistics: A Practical Guide to Researching Language*. London: Hodder Arnold

You will be using our **METU Online** (<http://online.metu.edu.tr>) class page for your access to course materials, assignment sheets and additional sources, etc. Details on how to use this page will be provided in class. A “Research Skills Coursepack” will be made available to you at the photocopying facility of the department. Please also make yourself familiar with METU and Bilkent Libraries and online resources as you will need to do extensive library work throughout the term. Here are some relevant web pages:

- ✚ A virtual tour of METU Library: <http://ww2.lib.metu.edu.tr/virtualtour/index.php>
- ✚ METU Library catalog search: <http://ww2.lib.metu.edu.tr/en/index.php>
- ✚ METU Electronic Resources (Databases) <http://ww2.lib.metu.edu.tr/en/yan.php?id=305>
- ✚ Search METU subscribed e-journals: <http://zu4lr5yf7s.search.serialssolutions.com/>
- ✚ Bilkent Library main page: <http://library.bilkent.edu.tr/>
- ✚ Bilkent Library catalog (simple) search: <http://bliss.bilkent.edu.tr/easy.phtml?bank=BILKUTUP>
- ✚ Ankara Milli Kütüphane website: <http://www.mkutup.gov.tr/>

COURSE REQUIREMENTS and GRADING		
(1)	Research Proposal Report and Presentation	10%
	Working in pairs, you are expected to find a research gap and propose a research paper topic. The proposal report you will prepare will be 2-3 pages in length. The presentation you will deliver to the class will be 5 minutes in length. Students are expected to prepare a visually appealing PowerPoint presentation and accompanying handouts.	
(2)	Draft A (Introduction, Literature Review, Research Questions; Main References List)	5%
	Due October 29	
(3)	Draft B (Methodology; Data collection; Tools developed/adapted; Proposed method of Analysis)	5%
	Due December 3	
(4)	Draft C (Data Analysis; Discussion of Results; Conclusion)	5%
	Due December 17	
(5)	Final Project Presentation	10%
	<p>Working in pairs, you will present your research project in class. Presenters will prepare a <u>10-15 minute presentation</u> and later take questions on <i>any</i> aspect of their project from the class. Presenters are also expected to prepare summary handouts (concerning highlights of their project) and distribute them to the class. You will prepare your presentations according to "Guidelines for Final Research Paper Presentations.doc" (see METU online for a copy).</p> <p>It is obligatory that you send your outline and materials (i.e. visuals, realia, power points, etc.) to your instructor at least one week before your presentation. Before your presentation date, make sure that you try out all your audio-visual materials in class to avoid PC compatibility or software problems on your actual presentation day. If you fail to do any of the above, you will not be allowed to deliver your presentation and will lose points allotted to it.</p> <p>Please make sure that your presentation does not include plagiarized material. Your speech should contain solely your own words. This requires paraphrasing all borrowed material from external sources..</p> <p>The final project presentations will take place on December 31 and January 7. You will be given approximately a week to revise your paper on the feedback you receive from me and the class.</p>	
(6)	Finalized Research Paper	50%
	<p>The final full-length (25-30 pages) research paper is due on the final exam date. You are expected to follow "FLE 311 PAPER SECTIONS GUIDE" and will be graded using the "Final Research Paper Grading Rubric", both of which are available to you on METU-online. Your finalized research paper should have the following sections:</p> <ul style="list-style-type: none"> -Cover page -Abstract -Table of Contents 1.0 Introduction (background to the study, purpose, rationale, limitations) 2.0 Literature Review 3.0 Methodology (research questions, participants, description of data collection tools and procedures) 4.0 Data Analysis 5.0 Results and Discussion 6.0 Conclusion (including a section on recommendations for further research) -References -Appendixes (data collection tools, interview guides, etc.) 	
(7)	Participation and Attendance	10%
	Attendance is obligatory. Students are required to <u>attend every single class hour</u> and <u>actively participate</u> in all class activities. You will be evaluated on these aspects: your interest, active involvement, effort, and preparation in/for class activities. Quizzes may also be administered from time to time to check your comprehension and involvement with class work and reading assignments.	
(8)	Research Journal	5%
	You are also expected to keep a reflective (learning) research journal where you will share your experiences about "becoming a researcher". You will submit an entry each week through metu-online. Further instructions will be provided in class.	

*Important note: All assignments will be submitted on due dates via **Turnitin**.

TENTATIVE COURSE SYLLABUS

week		<i>Class Activities/Task/Topics:</i>	<i>Due work/readings:</i>
1.	October 1	<ul style="list-style-type: none"> ▪ Introduction to the Course ▪ Course policy /methodology/requirements ▪ What is research? Overview of Research Methods ▪ Finding a research gap: possible research areas and topics 	
2.	October 8	<p>Research Methods</p> <ul style="list-style-type: none"> ▪ Qualitative, Quantitative and mixed methods research ▪ Formulating Research Questions <p><i>(Add-drop week)</i></p>	<p>-Dörnyei (<i>Introduction: p. 15-20; Approaches to research: p. 24-46</i>)</p> <p>-Robson (2007) chapter: Developing your ideas</p>
3.	October 15	<ul style="list-style-type: none"> ▪ Discussion on developing research questions and hypotheses ▪ Planning your Project ▪ The literature review process <p><i>Tutorial:</i> How to locate sources (i.e. Books, Research journals and research articles, etc.)</p> <p><i>Exercise:</i> Writing up the Literature review</p> <p>Advanced writing: Reporting other people's ideas/findings; verbs introducing quotes/citations</p> <ul style="list-style-type: none"> ▪ APA practice: Writing a References page 	<p>-Bringing your research questions along (3-4 each for 2 possible topics)</p> <p>-Bell (<i>Planning the project: p. 28-35</i>)</p> <p>-Bell (<i>Literature searching: p. 79-98; The review of literature: p. 99-112</i>)</p>
4.	October 22	<ul style="list-style-type: none"> ▪ Discussion on the proposals; on sources found; sharing ideas ▪ Quantitative data collection: sampling in quantitative research, surveys, experimental and quasi experimental studies, collecting data via the internet <p>APA Practice: in-text quotes and citations</p> <ul style="list-style-type: none"> ▪ Organizing the research paper; Discussion on Paper Section Guidelines.doc 	<p>Research proposal reports and presentations</p> <p>-Dörnyei (<i>Quantitative data collection: 95-123</i>)</p> <p>-Bell (<i>Designing questionnaires: 136-155</i>)</p> <p>-Bell (<i>Writing the report: p.231-248</i>)</p>
5.	<i>October 29</i>	<i>No class. Republic Day.</i>	<p>Draft A (Introduction, Literature Review, Research Questions; Main References)</p>
6.	November 5	<ul style="list-style-type: none"> ▪ Qualitative data collection: sampling in qualitative research; interviews, focus group interviews, introspective methods, case studies, diary studies, observation studies, ethnography. ▪ Other data collection tools: role-plays, think-aloud protocols, grammaticality judgement tests <p><i>Discussion:</i> Techniques to expand on unsatisfactory answers</p> <ul style="list-style-type: none"> ▪ Mixed methods research <p><u>If time permits:</u></p> <ul style="list-style-type: none"> ▪ Classroom research; action research ▪ Longitudinal versus cross-sectional research design ▪ Corpus research 	<p>-Dörnyei (<i>Qualitative data collection: p. 124-162</i>)</p> <p>-Bell (<i>Designing interviews: p.156-172</i>)</p> <p>-Bell (<i>Observation studies: p. 184-198</i>)</p> <p><u>If time permits:</u></p> <p>-Dörnyei (<i>Purpose and design of mixed methods research: p.163-175</i>)</p> <p>-Dörnyei (<i>Classroom research, action research: p.176-194</i>)</p> <p>-Dörnyei (<i>Longitudinal vs. cross-sectional: p.78-91</i>)</p>

7.	November 12	<p>Activity: Questionnaire and Interview Design Peer Review</p> <ul style="list-style-type: none"> ▪ Quality criteria for research: originality, validity and reliability ▪ Research ethics; Human subject consent forms ▪ Other essentials: Pilot study, research log and data management 	<p>-Bring your data collection tools (questionnaires and interview guides, etc.)</p> <p>-Dörnyei (<i>Quality criteria: p. 48-63</i>) -Dörnyei (<i>Research ethics, piloting: p. 63-77</i>)</p>
8.	November 19 (Lab)	<ul style="list-style-type: none"> ▪ Quantitative data analysis: key statistical concepts; Descriptive and inferential statistics; t-tests, ANOVA, correlation and non-parametric tests, reliability analysis, etc. <i>Tutorial: Using SPSS</i> 	<p>-Dörnyei (Quantitative data analysis: p. 198-241)</p>
9.	November 26	<ul style="list-style-type: none"> ▪ Qualitative data analysis: content analysis; grounded theory; using software: CAQDAS and Nvivo ▪ Mixed methods data analysis: data transformation; extreme case analysis; typology/category development; multiple level analysis <p><i>Tutorial: Qualitative coding practice</i> Exercise: Coding relevant information</p>	<p>-Dörnyei (Qualitative data analysis: p. 242-267) -Dörnyei (Data analysis in mixed methods research: p.268-274)</p>
10.	December 3	<p>Organizing the research paper</p> <ul style="list-style-type: none"> ▪ Drafting the research paper: organization, unity and coherence <p>Reporting research results:</p> <ul style="list-style-type: none"> ▪ Writing a quantitative report ▪ Writing a qualitative report and mixed methods reports 	<p>Draft B (Methodology; Data collection; Tools; Proposed Analysis)</p> <p>-Dörnyei (Writing quantitative reports: p. 278-289) -Dörnyei (Writing qualitative and mixed methods reports: p. 290-304) -Bell (Interpreting the evidence and reporting the findings: p.201-230)</p>
11.	December 10	<p>Improving your writing and finding your own voice</p> <ul style="list-style-type: none"> ▪ Advanced Writing: Choosing words selectively: <i>prove, indicate, suggest; must, inevitable, natural, intuitive, etc.</i> Uses of <i>I</i> and <i>we</i> in the APA research paper. Passive voice. ▪ How to improve writing samples: <i>avoiding wordiness, etc.</i> ▪ Arguments: Arguing a point/confounding factors. Avoiding leaps of faith. 	
12.	December 17	<p>Instructor-student conferencing sessions @ B-06 (Time slots will be announced for student pairs)</p>	<p>Draft C (Data Analysis; Discussion of Results; Conclusion)</p>
13.	December 24	<p>Activity: Peer reviewing for draft project papers</p> <p>-Tying loose ends</p>	<p>Bring hardcopy (updated full draft) research paper to class</p>
14.	December 31	<ul style="list-style-type: none"> ▪ Presentations 	<p>Final Project Presentations</p>
15.	January 7 (Last day of class)	<ul style="list-style-type: none"> ▪ Presentations 	<p>Final Project Presentations (contd.)</p>
	FINAL EXAM DAY:	<p>Final RESEARCH PAPER DUE @ my office till 15.00 p.m</p>	

Important note :Your instructor may also set up extra lab/class for computer assisted research skills (i.e. SPSS) if necessary. Such hours will be announced during the term.

Class regulations and student responsibilities:

1. **Late assignments:** Under NO circumstances will late assignments be accepted. If you fail to submit any of the required course work on a specified due date/time, you need not attempt to hand it in on a later date since your instructor will NOT accept or grade it.
2. **Regular Attendance:** Students are expected to attend each and every class regularly. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, MEDIKO approved medical reports for serious illness, and family emergencies. Absences can NOT exceed 6 class hours. When prior notification is impossible, students are required to explain the reasons for their absences in an e-mail or at the next class meeting. Students who have missed class for any reason are responsible for finding out what topics have been covered and are encouraged to talk to the instructor.
3. **Being in class on time:** It is important for you to be in class in a timely manner. Please understand that “you are late” if I have already started the lesson for the day. Two late arrivals equals 1 full week of absence.
4. **Plagiarism:** Plagiarism will not be tolerated in this class. This academic dishonesty includes turning in work that another person has written, as well as using references without making appropriate citations including either verbatim or paraphrased material from the Internet. Penalties range from a zero on the assignment, to a failing grade in the course, to expulsion from this university. Please remember that METU regulations concerning academic dishonesty as it appears in the undergraduate catalogue is valid for this course.
5. **Classroom disruption:** Please note that cell phones are a disruption and students are required to turn off their cell phones during class. Do not forget to also remove all hats and chewing gum before arriving for class.

Standards for Written Work:

For draft assignments which need to be word-processed, work will be submitted following the guidelines below:

Spelling and grammar checked
Printed on A4 size paper in black ink

Page setup:

Spacing: 1,5 lines.

Font & size: Times Roman (12)

Margins: Top, bottom, left, right 2,5

Top left hand corner: Your Name and student ID

Center aligned= Title of your the task/assignment and title of your paper

Use **bold** for titles; *italics*/underline for emphasis.

Attach a references page. Center aligned write “REFERENCES”. Follow APA conventions. Check that you have ordered last names of authors from A-Z!

An additional **template** (including required sections, standards, etc) to be used for the **final project paper** is provided on metu-online.

Learning to become a researcher is a journey (like any other) that is filled with both excitement and challenges.

Good Luck

ENJOY your “journey of becoming a RESEARCHER”!

