UNIVERSITAS SANATA DHARMA
Faculty   : Teachers Training and Education
Study Program : English Education Master's Program

SEMESTER LESSON PLAN

Study Program	: English Education Master's Program
Faculty	: Teachers Training and Education
Lecturer	: Ouda Teda Ena, M.Pd., Ed.D. & Henny Herawati, Ph.D.
Time	: Tuesdays, 02.00-5.00 p.m.
Room	: Online/ Virtual Classroom/S2 301

1. Program Learning Outcomes

PLO 1: Graduates are able to demonstrate skills to design, implement, and evaluate English learning based on metacognitive theory and applied linguistics.

PLO 2: Graduates are able to demonstrate ethical skills for conducting contemporary research in the field of English education based on metacognitive theory and applied linguistics.

2. Short Description of the Course:

Principles of Teaching Literature is a compulsory subject worth 3 credits. It covers the main topics in literature theories in the context of English as a second language teaching. It equips students with a basic understanding of literary theories in order that they have a better understanding of ESL teaching. Students are expected to have the knowledge and skills to teach literature in schools and universities.

3. Course Learning outcomes:
At the end of the course, the students are expected to:

Competence:
1. Understanding various theories of literature in education
2. Understanding how to relate relevant theories of literature to teaching
3. Understanding how to write a research report in related aspects of Language, Literature and Education

4. Understanding how to write a research report based on the method and data gathered in related aspects of Language, Literature, and Education

Conscience:
1. Develop a sense of responsibility in understanding various theories of educational psychology
2. Foster carefulness, honesty and accountability in writing an academic paper based on various theories of psychology of education

Compassion:
1. Enhance positive thinking towards others' understanding
2. Develop open-mindedness in receiving feedback and criticism from others
3. Appreciate others' opinions about their work
4. Work collaboratively to improve each other's understanding and writing

Commitment:
1. Students are able to develop honesty in writing a literary analysis.
2. Students are able to develop a commitment in working individually and in groups.

4. Learning Methods:

The learning methods in this course are informed by current learning theories, i.e., constructivism, metacognition and self-regulated learning theories and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**

a. Interactive
Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer-student activities.

b. Holistic
Holistic learning in this course covers three educational domains, namely cognitive, psychomotor and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and faculty/University, namely *conscience* (choosing one's conscience)*, compassion (* feelings of compassion*) and commitment (*holding firm to commitments)*, into the lecture material.

c. Integrative
Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access.

d. Scientific
This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models which enable students to identify problems, and their causes, formulate problems, find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition.

e. Contextual
Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on the contextual and relevant topics in the literature and in society.

f. Thematic
In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in English education. The themes cover various learning theories in education ranging from metacognition, self-regulated learning, constructivism and affectivism.

g. Effective
This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre-determined topics that have been set in the lesson planning**.**

h. Collaborative
Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions and develop conflict handling skills.

i. Student-centered
All lectures in this course are student-centered so that they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers , and presenting research results in seminars.

Student Workload

Learning Activities and Tasks	SWL
Classroom meeting	48
Independent work	20
Structured work	20
Midterm test	21
Final test	26
Total	135

IV. Course Outline*:

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
1	Students are able to comprehend related aspects of Literature, teaching and education	Course Overview Literature and Language Teaching: Introduction Language, Literature, and Education	Constructivism Problem-solving Collaboration Metacognitive analysis	Geoff Hall. (2015); Christy Goldsmith. (2016.) Albert H. Marckwardt. (2021).
2	Students are able to comprehend related aspects of Literature, teaching and education Students are able to comprehend characteristics of literary and ordinary language	Course Overview Literature and Language Teaching: Literary Language and Ordinary Language	Constructivism Problem-solving Collaboration Metacognitive analyses	Ann Hewings, Lynda Prescott, and Philip Seargeant. (2016.) Wardhani, A. C., & Ena, O. T. (2020) Brian Parkinson, Helen Reid Thomas. (2022).
3	Students are able to	Course Overview	Constructivism Problem-solving	Susan Bassnett. (2005)

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
	comprehend related aspects of Literature, teaching and education Students are able to comprehend main theories of literature	Literature and Language Teaching: Reading Literature	Collaboration Metacognitive analyses	
4	Students are able to comprehend relevant theories of literature in education	Course Overview Literature and Language Teaching: Literature in Education	Constructivism Problem-solving Collaboration Metacognitive analyses	Susan Bassnett. 2005
5	Students are able to comprehend types of research in Language, Literature, and Education Students are able to comprehend the nature of research of Language in Literature	Exploring Research in Language, Literature and Education: Introduction Researching Language in Literature	Constructivism Problem-solving Collaboration Metacognitive analyses	Emad Mirmotahari. 2016
6	Students are able to comprehend elements of research of Language in Literature	Exploring Research in Language, Literature and Education:	Constructivism Problem-solving Collaboration Metacognitive analyses	Richard C. Raymond. 2008

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
		Readers Reading Literature		
7	Students are able to comprehend elements of research of Language in Literature Students are able to comprehend educational perspectives which can be related to Literature	Exploring Research in Language, Literature and Education: Educational Perspectives	Constructivism Problem-solving Collaboration Metacognitive analyses	Alka Sehgal Cuthbert. 2021
8		**Mid Term Week** **Literature teaching lesson plan for one meeting**		
9	Students are able to comprehend related and relevant aspects in Literature and Language Education	Researching Literature in Language Education (LLE): Introduction	Constructivism Problem-solving Collaboration Metacognitive analyses	Richard C. Raymond. 2008;
10	Students are able to comprehend related and relevant aspects in Literature and Language	Researching Literature in Language Education (LLE):	Constructivism Problem-solving Collaboration Metacognitive analyses	Richard C. Raymond. 2008;

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
	Education (LLE) Students are able to identify some research methods for LLE	Research Methods for LLE		
11	Students are able to comprehend related and relevant aspects in Literature and Language Education (LLE) Students are able to plan their research in Literature and Language Education	Researching Literature in Language Education (LLE): Carrying Out Your Own Research Project in Literature in Language Education	Constructivism Problem-solving Collaboration Metacognitive analyses	Richard C. Raymond. 2008; Patricia Enciso (2019); Nicoletta Di Blas (2022)
12	Students are able to comprehend related and relevant aspects in Literature and Language Education (LLE) Students are able to decide topics for Research in LLE	Researching Literature in Language Education (LLE): Guide to Resources for Research in LLE	Constructivism Problem-solving Collaboration Metacognitive analyses	Vincent Broqua (2019); Richard C. Raymond. 2008; Patricia Enciso (2019); Nicoletta Di Blas (2022)

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
13	Students are able to design their research in Literature and Language Education Students are able to write a draft of their research in LLE	Researching Literature in Language Education (LLE): Research proposal drafting	Constructivism Problem-solving Collaboration Metacognitive analyses	Vincent Broqua (2019); Richard C. Raymond. 2008; Patricia Enciso (2019); Nicoletta Di Blas (2022)
14	Students are able to design their research in Literature and Language Education Students are able to write a draft of their research in LLE	Researching Literature in Language Education (LLE): Research proposal writing	Constructivism Problem-solving Collaboration Metacognitive analyses	Vincent Broqua (2019); Richard C. Raymond. 2008; Patricia Enciso (2019); Nicoletta Di Blas (2022)
15	Students are able to finalize their proposal of their research in LLE Students are able to conduct presentations of their proposals	Researching Literature in Language Education (LLE): Research proposal presentation	Constructivism Problem-solving Collaboration Metacognitive analyses	
16	The students are able to write the final version of their papers based on the feedback received and	**Final Project** Publishable argumentative research paper	Constructivism Problem-solving Collaboration Metacognitive analyses	

Week	Expected Learning Outcomes	Learning Materials	Learning Methods	References
(1)	(2)	(3)	(4)	(5)
	publish the papers			

*) subject to change

5. Evaluation: Final grades are determined by the completion of assignments and participation in the synchronous and asynchronous discussions.

No	Assignment	Types of assignment	Percentage
	Quiz	Online Quizzes part 1	20%
		Online Quizzes part 2	20%
	Midterm assignment	Literature teaching lesson plan for one meeting	30%
	Final Project	Publishable argumentative paper	30%

6. Learning-Teaching Activities:
The classroom activities consist of lectures, discussions, and assignments. Students are expected to watch lecture videos, participate in synchronous and asynchronous discussions, read the materials, and do the assignments.

7. References:
Albert H. Marckwardt. (2021). The Place of Literature in the Teaching of English as a Second or Foreign Language. University of Hawaii Press.

Bassnett, S. (2005). Literature Teaching in the Twenty-First Century: A Hopeless Endeavour or the Start of Something New? The Cambridge Quarterly, 34(3), 203-212.

Ben Knights (eds.). (2017). Teaching Literature, Text, and Dialogue in the English Classroom. Palgrave Macmillan UK.

Blas, N.D. (2022). Authentic Learning, Creativity and Collaborative Digital Storytelling: Lessons from a Large-Scale Case-Study. *Educational Technology & Society, 25*(2),80-104.

Brian Parkinson, Helen Reid Thomas. (2022). Teaching Literature in a Second Language. Edinburgh University Press.

Broqua, V. (2019). Practice-Based Literary Research as Activated Inquiry. Artistic Research and Literature, 113-124.

Cuthbert, A.S. (2021). *English literature in What Should Schools Teach? Disciplines, subjects and the pursuit of truth*. UCL Press.

Darío Luis Banegas, Griselda Beacon, Mercedes Pérez Berbain. (2021). International Perspectives on Diversity in ELT. Palgrave Macmillan.

Douglas Fisher (editor), Diane Lapp (editor). (2023). Handbook of Research on Teaching the English Language Arts. Routledge.

Enciso, P. (2019). Transformative Literature and the Politics of Literature Education. *Research in the Teaching of English, 54*(1), 84-88.

Goldsmith, C. (2016). Speaking My Mind: Why All Students Need Literature More Than Ever. *The English Journal, 106*(2), 111-113.

Hall, G. (2015). *Literature in Language Education* (2nd ed.). Hampshire: Palgrave Macmillan.

Hewings,A., Prescott, L., & Seargeant, P. (2016). *Futures for English Studies: Teaching Language, Literature and Creative Writing in Higher Education*. New York: PALGRAVE MACMILLAN

Mirmotahari, E. (2016). The Local as the Global: Reflections on Teaching World Literature. *World Literature Today, 90*(3-4), 52-55.

Raymond, R.C. (2008). When Writing Professors Teach Literature: Shaping Questions, Finding Answers, Effecting Change. *College Composition and Communication, 59*(3), 473-502.

Wardhani, A. C., & Ena, O. T. (2020). Using Life of Pi Novel to Promote Character Education in English Class. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 8(1), 25-36
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Updated: January 20, 2021

UNIVERSITAS SANATA DHARMA

Faculty   : Teachers Training and Education
Program   : EEMP

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│      COURSE LEARNING ASSESSMENT PLAN        │
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Course Identity

     Course Code/Course Name   : Principles of Teaching Literature (LITEDU208)
1.
2.   Credits/Contact Hour   : 3/3 CHs
3.   Prerequisite   : -
4.   Semester/Academic Year : 3/2023-2024
5.   Lecturer   : Ouda Teda Ena, Ed.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to report their progress on their individual research paper (research proposal).
Elaboration of Assignments	Students need to report how far they have progressed in their paper writing. Weekly, they are required to make a short report of what they have done throughout the week in relation to the course. In addition, they are to reflect their progress in order to do better the following week.
Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work.
Methods and how to accomplish the assignment	The report and reflection are submitted online in the LMS. It is done weekly. Timely submission is deemed to have played a significant role to form a habit formation.
Description of the assignment outcomes	The students will improve their self-regulation in doing their research proposal. They are also encouraged to always progress each week and be responsible for their own learning.

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Faculty : Teachers Training and Education
Program : EEMP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : LITEDU208/ Principles of Teaching Literature
2. Credits/Contact Hour : 3/3 CHs
3. Prerequisite : -
4. Semester/Academic Year : 3/2023-2024
5. Lecturer : Ouda Teda Ena, Ed.D.

Assessment plan 2 and 3: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by writing a research proposal related to English Learning Theories
Elaboration of Assignments	*First*, the students are to write *a journal paper*. It serves as a synthesis of what they have studied. It will synthesize one topic, chosen by the students by themselves. *Second*, the synthesis will be expanded with a number of *peer-reviewed journal articles* relevant to the topic selected. *Third*, the proposal as a synthesis will cover five components, namely: (a) Abstract, (b) Background, (c) Research questions, (d) Literature review, (e) Research methods, (f) Research instruments (g) data analysis and discussion, and (h) conclusion and implication. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly. Note: - In assessment 3 (mid-term), the submitted assignment is the draft of introduction up to data analysis and discussion section. - In assessment 4 (final assignment), the submitted assignment is the finalized version of the complete journal paper (from abtract up to conclusion and implication).
Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other

	colleagues to help each other. Each individual student, however, is required to demonstrate own work.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Feedback will be provided throughout the writing process (in the form of consultations) and soon after the assignment submitted.
Description of the assignment outcomes	The students will produce a research proposal about English Learning Theories.

Assessment Rubric for Research Based Articles

LITEDU208/ Principles of Teaching Literature

MPBI USD

Adapted from:

A.   Title   1-5 point

Title of the article, journal information

B. Abstract   1-10 points

       Write an abstract summarizing the article

C. Sections

      1. The Problem (2-3 paragraphs)   1-10points

             Is the problem clearly stated?

             Is the problem practically important?

             What is the purpose of the study?

             What is the hypothesis if any?

             Are the key terms defined?

      2. Review of Literature (1-2 paragraphs)   1-20 points

             Are the cited sources pertinent to the study?

             Is the review too broad or too narrow?

             Are the references recent?

             Is there any evidence of bias?

      3. Design and procedures (3 – 4 paragraphs)   1-20 points

             What research methodology was used?

             Was it a replica study or an original study?

             What measurement tools were used?

             How were the procedures structured?

             Was a pilot study conducted?

             What are the variables?

             How was sampling performed?

      4. Data Analysis and presentation (1-2 paragraphs)   1-20 points

             How was data analyzed?

             Was the data qualitative or quantitative?

             Did the findings support the hypothesis and purpose?

             Were weaknesses and problems discussed?

      5. Conclusions and Implications (2-3 paragraphs)   1-10 points

             Are the conclusions of the study related to the
                original purpose?

             Were the implications discussed?

             Whom the results and conclusions will affect?

What recommendations were made at the conclusion?

D. References: Up-to-date and well-written according to APA style   1-5 Points

                                Total   **100 points**