

	Semester Learning Plan
	Research Proposal Seminar in ELT (REDU 206) English Education Master's Program
Revision 3	Effective from August 2023

UNIVERSITAS SANATA DHARMA

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

SEMESTER LESSON PLAN

1	Course Code / Course Name	: REDU206/ Research Proposal Seminar in ELT
2	Credits / Contact Hours	: 2 SKS/ ECTS
3	Prerequisites	: Research Proposal in ELT
4	Semester	: 2
5	Academic Year	: 2023
6	Lecturer	Paulus Kuswandono, Ph.D. Drs. Concilianus Laos Mbato, M.A., Ed.D. Barli Bram, Ph.D. Ouda Teda Ena, Ed.D. Markus Budiraharjo, Ed.D.

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:

Research Proposal Seminar in ELT is designed to integrate conceptual and practical knowledge with regards to (a) subject matters of English education, which cover English pedagogy, linguistics, and literature, (b) scientific inquiry skills (relevant epistemologies and research methodologies), and (c) presentational skills. By the end of the course, each course participant is required to submit three chapters of their graduate thesis.

3. Course Learning outcomes:

Competence

On completing this course the students will be able to:

- demonstrate a good mastery of academic discourse as required in the graduate thesis guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative markers, and minimum requirements.
- make use of appropriate theories upon which the academic inquiry is established.
- make use of a variety of writing strategies (e.g. process-based, product-based, project-based).
- make use of appropriate information technology to facilitate presentations.

Conscience:

On completing this course the students will be able to:

- take ethical and moral issues into considerations,
- execute ethically sound research projects based on the four core values of Sanata Dharma University

Compassion:

On completing this course the students will be able to:

- demonstrate a high degree of enthusiasm to engage in lifelong learning
- combine both persistence and humility (willingness to accept criticisms and act responsibly)
- demonstrate the commitment to engaging in collaborative learning to support a productive learning community

Commitment:

On completing this course the students will be able to:

- articulate the time, resources, and intellectual focus required to successfully complete their proposed research project
- develop a timeline that realistically allocates effort throughout the research process, demonstrating an understanding of the ongoing commitment needed
- integrate ethical considerations into their research proposal, demonstrating awareness of potential biases and participant well-being

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	32
Independent work	14
Structured work	14
Mid Term Paper	14
Final Paper	17
Total	90

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1-5	<p>Competence On completing this course the students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate a good mastery of academic discourse as required in the graduate thesis guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative markers, and minimum requirements. ● make use of appropriate theories upon which the academic inquiry is established. ● make use of a variety of writing strategies (e.g. process-based, product-based, project-based). ● make use of appropriate information technology to facilitate presentations. <p>Conscience: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> ● take ethical and moral issues into considerations, ● execute ethically sound research projects based on the four core values of Sanata Dharma University <p>Compassion:</p>	Students' draft of Chapters I and II written in Research Proposal Seminar in ELT, students' background knowledge: issues, readings, concerns, practical interests, theoretical frameworks.	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> ● Targeting academic writing skills: (a) process-based writing, (b) genre-based writing, (c) academic writing. ● Maintaining critical stance: (a) self-questioning, (b) problematizing issues. ● Engaging in presentational skills: (a) making use of information technology, (b) impromptu speeches. ● Establishing a community of learners: (a) shared ownership of learning challenges, (b) growth mindset. 	Draft of Chapter I-2 (research results and discussion)	30%	<p>Jordan (1999). Larroque (2023) Birkenstein & Graff (2006). Kornuta & Germaine (2019) Averina & Kuswandono (2022). Putri & Kuswandono (2020). Kroeger (2023). Samodra & Bram (2022) Golde & Allen (2019)</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>On completing this course the students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate a high degree of enthusiasm to engage in lifelong learning ● combine both persistence and humility (willingness to accept criticisms and act responsibly) ● demonstrate the commitment to engaging in collaborative learning to support a productive learning community 					
6-10	<p>Competence</p> <p>On completing this course the students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate a good mastery of academic discourse as required in the MPBI thesis guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative markers, and minimum requirements. ● make use of appropriate theories upon which the academic inquiry is established. ● make use of a variety of writing strategies (e.g. process-based, product-based, project-based). 	<p>Students' draft of Chapters II and III written in Research Proposal Seminar in ELT: students' background knowledge: issues, readings, concerns, practical interests, theoretical frameworks and the research method.</p>	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> ● Targeting academic writing skills: (a) process-based writing, (b) genre-based writing, (c) academic writing. ● Maintaining critical stance: (a) self-questioning, (b) problematizing issues. ● Engaging in presentational skills: (a) making use of information technology, (b) impromptu speeches. 	Draft of Chapter 2-3	30%	<p>Creswell & Creswell (2018)</p> <p>Jordan, R. R. (1999).</p> <p>Birkenstein, C., & Graff, G. (2006).</p> <p>Kuswandono, P., & Ginting, A. A. (2021).</p> <p>Stefanowitsch (2020)</p> <p>Choemue & Bram (2021)</p> <p>Bartlett & O'Grady (Eds.). (2017)</p> <p>Rowe & Levine (2023)</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<ul style="list-style-type: none"> make use of appropriate information technology to facilitate presentations. <p>Conscience: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> take ethical and moral issues into considerations, execute ethically sound research projects based on the four core values of Sanata Dharma University <p>Compassion: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> demonstrate a high degree of enthusiasm to engage in lifelong learning combine both persistence and humility (willingness to accept criticisms and act responsibly) demonstrate the commitment to engaging in collaborative learning to support a productive learning community 		<p>Establishing a community of learners: (a) shared ownership of learning challenges, (b) growth mindset.</p>			
11-14	<p>Competence On completing this course the students will be able to:</p> <ul style="list-style-type: none"> demonstrate a good mastery of academic discourse as required in the MPBI thesis 	Students' draft of Chapters I, II, and III written in Research Proposal Seminar in ELT: students' background	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> Targeting academic writing skills: (a) 	Finalized product of the Thesis (Chapter I to III).	30%	Jordan, R. R. (1999). Birkenstein, C., & Graff, G. (2006).

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative markers, and minimum requirements.</p> <ul style="list-style-type: none"> ● make use of appropriate theories upon which the academic inquiry is established. ● make use of a variety of writing strategies (e.g. process-based, product-based, project-based). ● make use of appropriate information technology to facilitate presentations. <p>Conscience: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> ● take ethical and moral issues into considerations, ● execute ethically sound research projects based on the four core values of Sanata Dharma University <p>Compassion: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate a high degree of enthusiasm to engage in lifelong learning ● combine both persistence and humility (willingness to 	<p>knowledge: issues, readings, concerns, practical interests, theoretical frameworks and the research method.</p>	<p>process-based writing, (b) genre-based writing, (c) academic writing.</p> <ul style="list-style-type: none"> ● Maintaining critical stance: (a) self-questioning, (b) problematizing issues. ● Engaging in presentational skills: (a) making use of information technology, (b) impromptu speeches. ● Establishing a community of learners: (a) shared ownership of learning challenges, (b) growth mindset. 			<p>Hapsari, A. G. S., & Kuswandono, P. (2020).</p> <p>Andriani & Bram (2023)</p> <p>Walsh & Mann (Eds.). (2019)</p> <p>Bartlett & O'Grady (Eds.). (2017)</p> <p>Xiang, Jia, & Bu (2024)</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	accept criticisms and act responsibly) <ul style="list-style-type: none"> • demonstrate the commitment to engaging in collaborative learning to support a productive learning community 					

Table 2: Detailed Description of the Learning Process

Weeks	Materials	Learning Process
(1)	(3)	(4)
1-5	<p>Chapter 1-2: Students' draft of Chapters I and II written in Research Proposal Seminar in ELT, students' background knowledge: issues, readings, concerns, practical interests, theoretical frameworks.</p>	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> ● Targeting academic writing skills: Course participants are invited to engage in a variety of writing activities, such as brainstorming, drafting, revising, editing, proofreading. Drawing upon genre-based approaches, participants are also engaged in practicing academic writing conventions, such as referencing, citing, crediting, paraphrasing, and summarizing. ● Maintaining critical stance: Socratic methods, where both the teacher and students learn how to generate questions and problematize issues at hand, are seen as a major contributor to maintain a highly critical stance. It is believed that without questioning skills, students are not able to define what areas of concerns worth pursuing. ● Engaging in presentational skills: Students are expected to be skillful at making use of technology to support their presentational skills. They are supposed to develop some skills to engage in impromptu speeches that represent their critical and exploratory skills as well. ● Establishing a community of learners: learning happens in a socially-embedded rich context, where each member is encouraged to participate and fully develop his/her own potentials. Drawing on Dweck (2009) fixed vs. growth model, students are encouraged to provide a nurturing community of learning where mistakes and failures are considered to be an inevitable part of learning.
6-10	<p>Chapter 2-3: Students' draft of Chapters II and III written in Research Proposal Seminar in ELT, students' draft of chapter IV, students' background knowledge: issues, readings, concerns, practical interests, theoretical frameworks, and research method.</p>	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> ● Targeting academic writing skills: Course participants are invited to engage in a variety of writing activities, such as brainstorming, drafting, revising, editing, proofreading. Drawing upon genre-based approaches, participants are also engaged in practicing academic writing conventions, such as referencing, citing, crediting, paraphrasing, and summarizing. ● Maintaining critical stance: Socratic methods, where both the teacher and students learn how to generate questions and problematize issues at hand, are seen as a major contributor to maintain a highly critical stance. It is believed that without questioning skills, students are not able to define what areas of concerns worth pursuing. ● Engaging in presentational skills: Students are expected to be skillful at making use of technology to support their presentational skills. They are supposed to develop some skills to engage in impromptu speeches that represent their critical and exploratory skills as well. ● Establishing a community of learners: learning happens in a socially-embedded rich context, where each member is encouraged to participate and fully develop his/her own potentials. Drawing on Dweck (2009) fixed vs. growth model, students are encouraged to provide a nurturing community of learning where mistakes and failures are considered to be an inevitable part of learning.

11-14	Finalized product of Thesis: Students' draft of Chapters I, II, and III written in Research Proposal Seminar in ELT and seminar presentation	The learning activities conducted in the class are organized in the four major categories: <ul style="list-style-type: none"> ● Targeting academic writing skills: Course participants are invited to engage in a variety of writing activities, such as brainstorming, drafting, revising, editing, proofreading. Drawing upon genre-based approaches, participants are also engaged in practicing academic writing conventions, such as referencing, citing, crediting, paraphrasing, and summarizing. ● Maintaining critical stance: Socratic methods, where both the teacher and students learn how to generate questions and problematize issues at hand, are seen as a major contributor to maintain a highly critical stance. It is believed that without questioning skills, students are not able to define what areas of concerns worth pursuing. ● Engaging in presentational skills: Students are expected to be skillful at making use of technology to support their presentational skills. They are supposed to develop some skills to engage in impromptu speeches that represent their critical and exploratory skills as well. ● Establishing a community of learners: learning happens in a socially-embedded rich context, where each member is encouraged to participate and fully develop his/her own potentials. Drawing on Dweck (2009) fixed vs. growth model, students are encouraged to provide a nurturing community of learning where mistakes and failures are considered to be an inevitable part of learning.
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A. **Evaluation**

Assessment Aspects	Form	Percentage
Participation/Engagement	Observation	10%
Chapter 1-2	Paper	30%
Chapter 3	Paper	30%
Finalized product of Chapter 1 - 3	Paper	30%
Total		100 %

References:

Kroeger, P. R. (2023). *Analyzing meaning: An introduction to semantics and pragmatics*. Language Science Press.

Stefanowitsch, A. (2020). *Corpus linguistics: A guide to the methodology*. Language Science Press.

Larroque, P. (2023). *An introduction to linguistics through popular music*. Cham: Palgrave Macmillan. https://doi.org/10.1007/978-3-031-24703-3_1

Xiang, M., Jia, M., & Bu, X. (2024). *Introduction to pragmatics*. Beijing, CN: Peking University Press.

Rowe, B.M., & Levine, D.P. (2023). *A concise introduction to linguistics* (6th ed.). New York, NY: Routledge.

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- Walsh, S., & Mann, S. (Eds.). (2019). *The Routledge handbook of English language teacher education*. Routledge.
- Andriani, E., & Bram, B. (2023). Central Meanings and Hypernym-Hyponym Hierarchy of Word Definitions in Online Kamus Besar Bahasa Indonesia (The Great Dictionary of the Indonesian Language). *SKASE Journal of Theoretical Linguistics*, 20(2), 99-122.
- Anfara Jr, V. A., & Mertz, N. T. (Eds.). (2014). *Theoretical frameworks in qualitative research*. Sage Publications.
- Averina, F. E., & Kuswandono, P. (2022). From Pre-Service to Novice: Unraveling EFL Teachers' Professional Identity Transformation through the Lens of Critical Incident Technique. *Jurnal Sinestesia*, 12(2), 552-565.
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- Choemue, S., & Bram, B. (2021). Discourse markers in academic and nonacademic writings of Thai EFL learners. *Studies in English Language and Education*, 8(3), 1209-1226.
- EEMP Thesis Guidelines (2022). Magister Pendidikan Bahasa Inggris. FKIP. Universitas Sanata Dharma
- Hapsari, A. G. S., & Kuswandono, P. (2020). Designing problem-based learning through narrative stories for microteaching class using ADDIE model. *JEELS (Journal of English Education and Linguistics Studies)*, 7(2), 187-217.
- Jordan, R. R. (1999). *Academic writing course: Study skills in English* (Vol. 160). Longman.
- Putri, A. R. D., & Kuswandono, P. (2020). The roles of critical incidents to construct public senior high school English teachers' identities development. *English Review: Journal of English Education*, 9(1), 47-60.
- Samodra, M. C., & Bram, B. (2022). Modal Verb "Shall" in Contemporary American English: A Corpus-Based Study. *Respectus Philologicus*, 41(46), 67-82.



UNIVERSITAS SANATA DHARMA

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

COURSE TASKS DESIGN

A. Course Identity

1	Course Code / Course Name	: REDU 206/Research Proposal Seminar in ELT
2	Credits / Contact Hours	: 2/2 CHs
3	Prerequisites	: -
4	Semester	: 3
5	Academic Year	: 2023/2024
6	Lecturer(s)	: P. Kuswandono, Ph.D. Drs. Concilianus Laos Mbato, M.A., Ed.D. Barli Bram, Ph.D. Ouda Teda Ena, Ed.D. Markus Budiraharjo, Ed.D.

B1 Task Design for Competence Aspect

1. Objectives of Task

On completing this course the students will be able to:

- demonstrate a good mastery of academic discourse as required in the graduate thesis guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative markers, and minimum requirements.
- make use of appropriate theories upon which the academic inquiry is established.
- make use of a variety of writing strategies (e.g. process-based, product-based, project-based).
- make use of appropriate information technology to facilitate presentations.

2. Description of Task

a. Task Items:

- Inquiries on academic discourse (relevant discourse makers, appropriate cohesion and coherence, enumerative markers)
- Minimum requirements of grammatical accuracy
- Substantive and operational knowledge on a variety of writing strategies being employed
- Utilization of information technology for presentations

b. Task Instruction and Scopes:

- **Targeting academic writing skills:** (a) process-based writing, (b) genre-based writing, (c) academic writing.
- **Maintaining critical stance:** (a) self-questioning, (b) problematizing issues.

- **Engaging in presentational skills:** (a) making use of information technology, (b) impromptu speeches.
 - **Establishing a community of learners:** (a) shared ownership of learning challenges, (b) growth mindset.
- c. **Method and Mode of Task Completion:**
- Socratic methods
 - Peer revision and peer evaluation
 - Reading aloud
 - Drafting-revising-editing-proofreading
- d. **Outcome of Task Completion:**
- Better attitude among the course participants in conducting scientific inquiries
 - A more nuanced and nurturing community of learners where collaborative activities are vibrant
 - Finalized product of graduate thesis

3. Assessment Criteria

Range	Grades
80 - 100	A
77 - 79	A-
74 - 76	B+
70 -73	B
67- 69	B-
64 - 76	C+
60 -63	C
57- 59	C-
<56	D

B2 Task Design for Conscience Aspect

1. Objectives of Task

On completing this course the students will be able to:

- take ethical and moral issues into considerations,
- execute ethically sound research projects based on the four core values of Sanata Dharma University

2. Description of Task

a. Task Items:

- Four core values of Sanata Dharma University as ethically uniting principles to guide educational practices in the university
- Academic conventions to prevent writers from plagiarism, i.e. by crediting, citing, paraphrasing, and referencing

a. Task Instruction and Scopes:

- **Targeting academic writing skills:** (a) process-based writing, (b) genre-based writing, (c) academic writing.
- **Maintaining critical stance:** (a) self-questioning, (b) problematizing issues.
- **Engaging in presentational skills:** (a) making use of information technology, (b) impromptu speeches.

- **Establishing a community of learners:** (a) shared ownership of learning challenges, (b) growth mindset.
- b. **Method and Mode of Task Completion:**
- Socratic methods
 - Peer revision and peer evaluation
 - Reading aloud
 - Drafting-revising-editing-proofreading
- c. **Outcome of Task Completion:**
- Better attitude among the course participants in conducting scientific inquiries
 - A more nuanced and nurturing community of learners where collaborative activities are vibrant
 - Finalizing Chapters 1-3 of graduate thesis

3. Assessment Criteria

Rubric for this assessment is attached.

B3 Task Design for Compassion Aspect

1. Objectives of Task

On completing this course the students will be able to:

- demonstrate a high degree of enthusiasm to engage in lifelong learning
- combine both persistence and humility (willingness to accept criticisms and act responsibly)
- demonstrate the commitment to engaging in collaborative learning to support a productive learning community

2. Description of Task

a. Task Items:

- Self as a source of learning
- Self-reflexivity and self-agency: (a) developing a critical stance or identifying the problems, (b) seeing self within the framework of the problems identified, and (c) seeing self as part of the solutions.
- Commitment to serving others

b. Task Instruction and Scopes

- **Targeting academic writing skills:** (a) process-based writing, (b) genre-based writing, (c) academic writing.
- **Maintaining critical stance:** (a) self-questioning, (b) problematizing issues.
- **Engaging in presentational skills:** (a) making use of information technology, (b) impromptu speeches.
- **Establishing a community of learners:** (a) shared ownership of learning challenges, (b) growth mindset.

c. Method and Mode of Task Completion:

- Socratic methods
- Peer revision and peer evaluation
- Reading aloud
- Drafting-revising-editing-proofreading

d. Outcome of Task Completion:

- Better attitude among the course participants in conducting scientific inquiries
- A more nuanced and nurturing community of learners where collaborative activities are vibrant

- Finalizing Chapters 1-3 of graduate thesis

3. Assessment Criteria

Rubric for this assessment is attached.