



2020 Curriculum


English Education Master's Program

LESSON PLANS



2020

Faculty of Education and Teachers Training
Sanata Dharma University

	Semester Learning Plan
	Psychology of Education (PEDU202) English Education Master's Program
Revision 0	Effective from August 2020

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

SEMESTER LESSON PLAN

Course Name : Psychology of Education
 Semester : 1
 Course Code : PEDU
 Credits : 3
 Study Program : English Education Master's Program
 Lecturer : Drs. Concilianus Laos Mbato, M.A., Ed.D.
 Paulus Kuswandono, Ph.D.

Learning outcomes:

Competence:

1. Understanding various theories of educational psychology
2. Understanding how to write the introduction section of an academic paper
3. Understanding how to write an academic paper based on the literature review
4. Understanding how to write a research report based on the method and data gathered from the questionnaire and /or interview

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

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
1	<p>Hard Skills: Having a comprehensive understanding of the course requirements and expected learning outcomes Having the competence and skills in understanding various Educational Psychology and learning theories</p> <p>Soft Skills: Working together and individually to develop an understanding of the course requirements and various Educational Psychology and learning theories</p>	Introduction to Educational Psychology and What is Learning?	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	<p>The accuracy of the understanding of the course requirements</p> <p>Accuracy of understanding of related theories</p> <p>Accurcay of understanding of the introduction section of an academic paper</p>	2%	Long (pp. 1-9; 10-45) Supplementary Reading: Ireson (pp.6-31)
2	<p>Hard Skills Having the competence and skills in understanding theories of individual differences in English language learning</p> <p>Having the ability to analyse and write the introduction section of</p>	Individual Differences	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	<p>Accuracy of understanding of related theories</p> <p>Accuracy of understanding of the introduction section of an academic paper</p> <p>Accuracy of understanding of literature review</p>	3%	Required Reading: Long (pp. 76-103) Supplementary Reading: Dornyei (pp. 1-9; 197-218). O'Donnel , et al (pp.

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	References
	<p>an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of individual differences in English language learning</p>							181-224)
3	<p>Hard Skills Having the competence and skills in understanding theories of Intelligence and multiple intelligences</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p>	Intelligence and multiple intelligences	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	Accuracy of the analysis and sythesis of the literature review	3%	Required Reading: Armstrong (pp. 10-22) O'Donnel , et al (pp.188-224)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>Soft Skills: Working together and individually to develop an understanding of theories of Intelligence and multiple intelligences</p>							
4	<p>Hard Skills Having the competence and skills in understanding theories of Classroom and Constructivism Having the ability to analyse and write the introduction section of an academic paper Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of Classroom and Constructivism</p>	Classroom and Constructivism	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	Accuracy of the analysis and sythesis of the literature review	3%	Required Text: Pritchard and Woolard (pp. 1-33). Supplemen tary: O'Donnel (357-384) Ireson (pp. 71-115).
5	<p>Hard Skills Having the</p>	<ul style="list-style-type: none"> • Quizz • Metacognition and Learning 	<ul style="list-style-type: none"> • Constructivism • Problem-based 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion 	Accuracy of the analysis and sythesis	3%	Required Reading: Hacker,

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>competence and skills in understanding theories of Metacognition and Learning</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of Metacognition and Learning</p>		<p>learning</p> <ul style="list-style-type: none"> • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 		<ul style="list-style-type: none"> • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	of the literature review		J.D., et al (pp. 2-4; 241-256; 416-429).
6	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of self-regulated learning</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of self-</p>	Self-Regulated Learning (1)	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	Accuracy of understanding related theories	15%	<p>Required Reading: Zimmerman, B.J. et al (pp. 1-24; 129-137)</p> <p>Supplementary Reading: O'Donnel</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	regulated learning							, et al (pp. 500-502) Ireson (pp. 51-69). Hacker, D.J. et al (pp. 260-277). Dornyei (pp. 162-196) (3-21).
7	<p>Hard Skills: Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Having the ability to work individually and with others in analysing and writing a brief literature review</p>	Mid-Term Test: Submission of Paper 1	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	The accuracy of the analysis of the questionnaire in an academic paper	2%	
8	<p>Hard Skills Having the</p>	Self-Regulated Learning (2)	<ul style="list-style-type: none"> • Constructivism • Problem-based 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion 	The accuracy of the description,	3%	Required Reading: Zimmer

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>competence and skills in understanding theories of self-regulated learning</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of self-regulated learning</p>		<p>learning</p> <ul style="list-style-type: none"> • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 		<ul style="list-style-type: none"> • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	<p>explanation, and analysis of the research report</p>		<p>man, B.J. et al (pp. 1-24; 129-137) Supplementary Reading: O'Donnel (pp. 500-502) Ireson (pp. 51-69). Hacker, Winne and John C. Nesbit (pp. 260-277). Dornyei (pp. 162-196); (pp. 3-21).</p>
9	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of regulation of emotion</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p>	Regulation of Emotion	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	<p>The accuracy of the description, explanation, and analysis of the research report</p>	3%	<p>Required Reading: Jensen, E (pp. 68-80)</p> <p>Gross, J.J. & Thompson, A.A. (2007, pp. 3-24)</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Having the ability to analyse and write the method section</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of regulation of emotion</p>							<p>Supplementary Reading: Sander L. Koole, Lotte F. van Dillen Gal Sheppes (pp. 22-40)</p>
10	<p>Hard Skills Having the competence and skills in understanding theories of Motivation, Engagement and Volition</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Having the ability to analyse and write the method section</p> <p>Soft Skills:</p>	Motivation, Engagement and Volition	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Minit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 		15%	<p>Required Reading: Dornyei (pp. 65-119) Supplementary Reading: O'Donnel (pp. 431-470 & 489-499)</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
12	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of mastery beliefs, skills and expertise</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Having the ability to analyse and write the method section</p> <p>Having the ability to develop research instruments</p> <p>Soft Skills:</p> <p>Working together and individually to develop an understanding of theories of mastery beliefs, skills and expertise</p>	Mastery Beliefs, Acquiring Skills and expertise	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	The accuracy of the description, explanation, and analysis of the research report	3%	Required Reading: Ireson (pp. 30-50) Supplementary: O' Donnel, et al (pp. 482-488)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
13	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of brain-based teaching</p> <p>Having the ability to collect data based on the developed questionnaire</p> <p>Having the ability to analyse data and write a report</p> <p>Soft Skills:</p> <p>Working together and individually to develop an understanding of theories of brain-based teaching</p>	Brain-based Teaching (1)	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	The accuracy of the description, explanation, and analysis of the research report	3%	Required Reading: Jensen, E (pp. 7-19 & pp. 114-157). Supplementary Reading: O'Donnel , et al (pp. 88-137; 225-265)
14	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of brain-based teaching</p> <p>Having the ability to collect data based on the developed questionnaire</p> <p>Having the ability to</p>	Brain-based Teaching (2)	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	The accuracy of the description, explanation, and analysis of the research report		Required Reading: Jensen, E (pp. 7-19 & pp. 114-157). Supplementary Reading: O'Donnel , et al (pp. 88-137; 225-265)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	analyse data and write a report Soft Skills: Working together and individually to develop an understanding of theories of brain-based teaching							
15	Hard Skills Having the competence and skills in writing a publishable academic paper as required by the course Soft Skills: Working together and individually to write an individual publishable academic paper	Paper Submission	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 		40%	
							100%	

References:

Amstrong, T. (2003). *The multiple intelligences of reading and writing*. Virginia: The Association for Supervision and Curriculum Development.
Dornyei, Z. (2005). *The psychology of the language learner individual differences in second language acquisition*. London: Lawrence Erlbaum Associates.

- Duffy, G.G. et al (2009). Teachers as metacognitive professionals. In J.K. Douglas, J. Dunlosky and A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 241-256). New York: Routledge.
- Frederiksen, J and Collins, A (2009). The Interplay of Scientific Inquiry and Metacognition: More than a Marriage of Convenience. In Douglas J. Hacker, John Dunlosky, Arthur C. Graesser (Ed.s), in *Handbook of metacognition in education* (pp. 176-275). New York: Routledge.
- Gross, J.J. & Thompson, A.A. (2007). Emotion Regulation. In J. J. Gross (Ed.), *Handbook of emotion Regulation* (pp. 3-24). New York: The Guilford Press.
- Hacker, J. D. Et al. (2009). A growing sense of agency. In D. J. Hacker, J. Dunlosky, and A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 1-4). New York: Routledge.
- Ireson, J. (2008). *Learners' learning and educational activity*. London: Routledge.
- Jensen, E. (2005). *Teaching with the brain in mind (2nd Ed.)*. Alexandria, VA: Association for Supervision dan Curriculum Development.
- Koole, S.L., Dillen, L.F.V & Sheppes, G. (2011). The self-regulation of emotion. In K.D. Vohs and R.F. Baumeister (Eds.), *Handbook of self-regulation: Research, Theory and Application* (pp. 22-40).. New York: The Guilford Press.
- O'Donnell A.M. et al. (2012). *Educational Psychology*. Milton, QLD: John Wiley and Sons.
- Pritchard, A and Woollard, J. (2010). *Psychology for the classroom: Constructivism and social learning*. London: Routledge.
- White, B. et al (2009). The interplay of scientific inquiry and metacognition: More than a marriage of convenience. In J.K Douglas, J. Dunlosky and A. C. Graesser' *Handbook of metacognition in education* (pp. 176-105). New York: Routledge.
- Winne, P.H. & Nesbit, J. Supporting self-regulated learning with cognitive tools. In J.K Douglas, J. Dunlosky and A. C. Graesser' *Handbook of metacognition in education* (pp. 260-277). New York: Routledge.
- Zimmerman, B.J, Bonner, S & Kavach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington: American Psychological Association. (pp. 1-24; 129-137).

Table 2. Details of Learning Process

Meeting	Learning Materials	Learning Process based on: context, experience, reflection, action, evaluation
(1)	(3)	(4)
1-7	<ol style="list-style-type: none"> 1. Introduction to Educational Psychology; What is Learning? 2. Individual Differences 3. Intelligence and multiple intelligences 4. Classroom and Constructivism 5. Metacognition and Learning 6. Self-Regulated Learning (1) 7. Self-Regulated Learning (2) 	<p>context:</p> <ul style="list-style-type: none"> • The lecturer explains the objectives of the course, semester lesson plan, assignment, evaluation and the rubric of assessment • The lecturer relates students’ knowledge and experiences and directs them to the topics of the course. The students’ experiences may be triggered by sharing their education experiences when they were taught in schools. • The students’ experiences are shared in smaller groups to raise their intensive awareness of the significance of learning Educational Psychology. This can be asked through raising a question, such as “what kinds of learning strategies to succeed in tertiary study?” <p>Experience:</p> <ul style="list-style-type: none"> • One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation. • <i>Cooperative learning:</i> <ol style="list-style-type: none"> 1. "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Metacognition and Learning, and Self-Regulated Learning; 2. Next, they form a new group consisting of member(s) from each expert group. 3. Finally, they have to return to the original group (expert group) to share what they have learned from other experts. • Notes: the procedural sequence of this “experience” is not rigid, but follows the needs of the students in particular situation <p>reflection:</p> <ul style="list-style-type: none"> • The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods. • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. Could you describe how your immediate family (e.g. parents, brothers, or sisters) have contributed to your attitudes to and values on education? 2. Could you describe your education background? 3. Did you like your primary and secondary schools? Why or why not? • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. What was the most important thing you learned during the class? 2. What was something you already knew or had learned but it was reinforced? 3. Write down questions or queries you have concerning the topic(s)

Meeting	Learning Materials	Learning Process based on: context, experience, reflection, action, evaluation
		<p>4. What worked well for you in class? 5. What did not work well for you in class?</p> <p>action:</p> <ul style="list-style-type: none"> • The lecturer invites students to write action plans to make meaning of the theories they just learn. This is carried out in order to help their future students learn under particular teaching methods and techniques which are relevant to their needs. • The students share their action plans in groups and in class. <p>evaluation:</p> <ul style="list-style-type: none"> • The students' <u>active participation</u> in the process of learning during the meetings are documented • The students' presentation is also evaluated and graded. • The students' presentation and teaching simulation are evaluated using <u>observation sheet</u>. • The students also sit in a written test to measure how far the students have understood and internalized the theories.
8-9	Test (Paper submission)	
10-16	<p>10. Regulation of Emotion 11. Motivation, Engagement and Volition 12. Self-Efficacy and Attribution to Learning 13. Mastery Beliefs; Acquiring Skills and expertise 14. Brain-based Teaching (1) 15. Brain-based Teaching (2) 16. Paper Review</p>	<p>(Second cycle resumes)</p> <p>context:</p> <ul style="list-style-type: none"> • The lecturer relates students' knowledge and experiences and directs them to the topics of the course. The students' experiences may be triggered by sharing their education experiences when they were taught in schools. • The students' experiences are shared in smaller groups to raise their intensive awareness of the significance of learning Educational Psychology. This can be asked through raising a question, such as "Why do teachers often dislike creative students??" <p>Experience:</p> <ul style="list-style-type: none"> • One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation. • <i>Cooperative learning:</i> <ol style="list-style-type: none"> 1. "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Regulation of Emotion, Motivation, Engagement and Volition, Self-Efficacy and Attribution to Learning. 2. Next, they form a new group consisting of member(s) from each expert group. 3. Finally, they have to return to the original group (expert group) to share what they have learned from other experts. • Notes: the procedural sequence of this "experience" is not rigid, but follows the needs of the students in particular situation <p>reflection:</p>

Meeting	Learning Materials	Learning Process based on: context, experience, reflection, action, evaluation
		<ul style="list-style-type: none"> • The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods. • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. Could you describe how your immediate family (e.g. parents, brothers, or sisters) have contributed to your attitudes to and values on education? 2. Could you describe your education background? 3. Did you like your primary and secondary schools? Why or why not? • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. What was the most important thing you learned during the class? 2. What was something you already knew or had learned but it was reinforced? 3. Write down questions or queries you have concerning the topic(s) 4. What worked well for you in class? 5. What did not work well for you in class? <p>action:</p> <ul style="list-style-type: none"> • The lecturer invites students to write action plans to make meaning of the theories they just learn. This is carried out in order to help their future students learn under particular teaching methods and techniques which are relevant to their needs. • The students share their action plans in groups and in class. <p>evaluation:</p> <ul style="list-style-type: none"> • The students' <u>active participation</u> in the process of learning during the meetings are documented • The students' presentation is also evaluated and graded. • The students' presentation and teaching simulation are evaluated using <u>observation sheet</u>. • The students also sit in a written test to measure how far the students have understood and internalized the theories.

COURSE TASK DESIGN

Course Task Design																																																							
1.	<p>Task Objectives: Student are able to comprehend, summarize, analyse, and present the theories and the application of educational psychology, as well as exemplify the application of learning theories in front of their peers.</p>																																																						
2.	<p>Task Description:</p> <p>Target: Educational Psychology students from Semester 1 are able to explain learning theories and implement them in class.</p> <p>Instruction and scopes:</p> <ol style="list-style-type: none"> 1. A group of students present theories and practice of Educational Psychology and its learning theories. This is done from Meeting 2 to Meeting 15, except Meeting 8-9 because those weeks are intended for mid-term test. 2. Another group provide feedback and questions <p>Methods and references:</p> <ol style="list-style-type: none"> 1. Students share their part to read and comprehend the materials, 2. Other students look for other materials to enrich the presentation and simulation (multimedia: pictures, games, video, etc) <p>Outcome description:</p> <ol style="list-style-type: none"> 1. The students are able to apply the knowledge of Educational Psychology and its learning theories 2. The students are able to exemplify the principles of Educational Psychology and its learning theories on the basis of students' needs. 																																																						
<p>Criteria of assessment: The assessment for the task completion is based on the value provided from:</p> <table border="1"> <thead> <tr> <th>Skor (x)</th> <th>Nilai</th> <th>Angka Mutu</th> </tr> </thead> <tbody> <tr> <td>$8.0 \leq x$</td> <td>A</td> <td>4.00</td> </tr> <tr> <td>$7.7 \leq x < 7.9$</td> <td>A-</td> <td>3.70</td> </tr> <tr> <td>$7.4 \leq x < 7.7$</td> <td>B+</td> <td>3.30</td> </tr> <tr> <td>$7.0 \leq x < 7.4$</td> <td>B</td> <td>3.00</td> </tr> <tr> <td>$6.7 \leq x < 7.0$</td> <td>B-</td> <td>2.70</td> </tr> <tr> <td>$6.4 \leq x < 6.7$</td> <td>C+</td> <td>2.30</td> </tr> <tr> <td>$5.6 \leq x < 6.4$</td> <td>C</td> <td>2.00</td> </tr> <tr> <td>$5.0 \leq x < 5.6$</td> <td>D</td> <td>1.00</td> </tr> <tr> <td>$x < 5.0$</td> <td>E</td> <td>0.00</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Assessment Aspects</th> <th>Form</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Worksheets</td> <td>Written</td> <td>10%</td> </tr> <tr> <td>Attendance and active participation</td> <td>Written</td> <td>15%</td> </tr> <tr> <td>Presentation</td> <td>Written</td> <td>15%</td> </tr> <tr> <td>Draft Paper Submission (Progress Test I)</td> <td>Written</td> <td>15%</td> </tr> <tr> <td>Draft Paper Submission (Progress Test II)</td> <td>Written</td> <td>15%</td> </tr> <tr> <td>Final test result</td> <td>Written</td> <td>30%</td> </tr> <tr> <td>Total</td> <td></td> <td>100%</td> </tr> </tbody> </table>		Skor (x)	Nilai	Angka Mutu	$8.0 \leq x$	A	4.00	$7.7 \leq x < 7.9$	A-	3.70	$7.4 \leq x < 7.7$	B+	3.30	$7.0 \leq x < 7.4$	B	3.00	$6.7 \leq x < 7.0$	B-	2.70	$6.4 \leq x < 6.7$	C+	2.30	$5.6 \leq x < 6.4$	C	2.00	$5.0 \leq x < 5.6$	D	1.00	$x < 5.0$	E	0.00	Assessment Aspects	Form	Percentage	Worksheets	Written	10%	Attendance and active participation	Written	15%	Presentation	Written	15%	Draft Paper Submission (Progress Test I)	Written	15%	Draft Paper Submission (Progress Test II)	Written	15%	Final test result	Written	30%	Total		100%
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Presentation Rubric of EDUCATIONAL PSYCHOLOGY

No of Presentation Group: _____

No of Evaluation Group: _____

	Delivery Modes	All features observable	Almost all features observable	Half features observable	Only few features observable	None of the features observable
Compassion	Delivery (not rushing, show enthusiasm, avoid too much pause, showing positive feelings about the topic presentation.)	5	4	3	2	1
	Eye Contact (not reading the notes/ppt excessively, talking to students, rather than on the projector screen)	5	4	3	2	1
	Posture and body language (standing and presenting comfortably to make audience relaxed, not nervous)	5	4	3	2	1
	Volume (clearly heard for students, even for those sitting in the last row)	5	4	3	2	1
	Content					
Conscience	Introduction begins with clear focus: stating objectives and background of the topic (Conscience)	5	4	3	2	1
	Topic a. The presentation demonstrates important element of the assigned material, contents are developed and given instances via other sources (internet, journal, etc.)	5	4	3	2	1

b. The material is well organized, using interesting visualization (e.g., power point, video clips, pictures, mind maps, diagrams, charts, whiteboard, etc.).	5	4	3	2	1
c. demonstrate an understanding of the material, not just reading the presentation	5	4	3	2	1
Conclusion and “Q and A Session”	5	4	3	2	1
a. The presentation emphasizes important points and is concluded with strong statements.	5	4	3	2	1
b. Comments and questions from audience are responded tactfully with clear explanation	5	4	3	2	1


Adapted from: https://www.google.co.id/?gws_rd=cr,ssl&ei=gCAFVMnwl8e5uASl6lLgCA#q=rubric+for+presentation

Description of Values:	A = 50-41	B = 40-31	C = 30-21	D = 20-11	E = 10
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Note:

- The rubric above demonstrates students' conscience and compassion within the whole process of presentation, but cannot be clearly segmented.

The labels for conscience and compassion are indicated as the dominant features expected to occur in students' behaviour.

	Course Outline
	Curriculum: From Planning to Assessment (Online) CEDU201 English Education Master's Program (3 Credits)
Revision 0	Effective from August 2020

Study Program : Curriculum: From Planning to Assessment
 Faculty : Teachers Training and Education
 Lecturer : Markus Budiraharjo, M.Ed., Ed.D. & Dr. Retno Muljani, M.Pd.
 Time : Wednesday, 07.00-10.00 p.m.
 Room : Online/ Virtual Classroom

I. Course Description:

A century-old discipline, the study of curriculum has largely addressed various ideological contestations. This course is set to equip master degree program students with major backgrounds, both historical and ideological ones, so as to situate curriculum inquiries within a pragmatic end, relevant to today's dynamic changes and complexity. An Activity Theory is particularly utilized to describe tensions, ambiguities, contestations, contradictions and conflicts of curriculum in schools.

II. Course Objectives:

At the end of the course, the students are expected to:

Competence

- a. Understand related issues of curriculum inquiries
- b. Understand major methodological considerations of curriculum developments
- c. Undergo empirical investigation of curriculum implementation: An Activity Theory perspective

Conscience

1. gain more awareness on the curriculum inquiries
2. improve their responsibility and autonomy in executing various educational tasks

Compassion

1. help one another to improve their understanding linguistics in ESL teaching
2. work collaboratively to complete the assigned tasks

III. Course Outline*:

Meeting	Date	Topic	Learning Activities
1	3 Sept.	Course overview: Introduction to the curriculum inquiries	Synchronous Online Discussion Recorded Video Lecture
2	10 Sept.	Curriculum as a field of inquiries	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
3	17 Sept.	Philosophical foundations in curriculum inquiries	Recorded Video Lecture Reading Synchronous Online Discussion
4	24 Sept	Psychological foundations in curriculum inquiries	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
5	1 Oct.	Social foundations in curriculum inquiries	Recorded Video Lecture Reading Synchronous Online Discussion
6	8 Oct.	Historical foundations in curriculum inquiries	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
7 & 8	15 & 22 Oct	Mid Term Weeks	
9	29 Oct.	Instructional design models	Recorded Video Lecture Reading Synchronous Online

Meeting	Date	Topic	Learning Activities
			Discussion
10	5 Nov.	Backward design	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
11	12 Nov.	Five parts of research inquiries	Recorded Video Lecture Reading Synchronous Online Discussion
12	19 Nov.	Empirical considerations	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
13	26 Nov.	Theoretical framework Research methods Findings and Discussions	Recorded Video Lecture Reading Synchronous Online Discussion
14	3 Dec.	Wrap up	Synchronous Online Discussion Recorded Video Lecture
15	10 Dec.	Final Assessment	

*) subject to change

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


V. Learning–Teaching Activities:

The classroom activities consist of ONLINE lectures, discussions, and assignments. Students are expected to watch lecture videos, participate in the synchronous and asynchronous discussions, read the materials, and do the assignments.

VI. Sources:

Various online sources.

Updated: August 20, 2020

	Course Outline
	Principles of Teaching Linguistics (Online) English Education Master's Program (3 Credits)
Revision 0	Effective from August 2020

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

I. Course Description:

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

II. Course Objectives:

At the end of the course, the students are expected to:

Competence

- a. understand various concepts of linguistics
- b. understand the importance of linguistic knowledge and theories to the teaching of English as a second language.
- c. conduct analyses of English linguistic data to support teaching.

Conscience

1. gain more awareness on the linguistics phenomena in teaching
2. improve their responsibility and autonomy in executing various educational tasks

Compassion

1. help one another to improve their understanding linguistics in ESL teaching
2. work collaboratively to complete the assigned tasks

III. Course Outline*:

Meeting	Date	Topic	Learning Activities
1	3 Sept.	Course overview Linguistics and Language Teaching	Synchronous Online Discussion Recorded Video Lecture
2	10 Sept.	Phonetics	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
3	17 Sept.	Phonology	Recorded Video Lecture Reading Synchronous Online Discussion
4	24 Sept	Pragmatics	Recorded Video Lecture Reading

Meeting	Date	Topic	Learning Activities
			Asynchronous Online Discussion Online assignment
5	1 Oct.	Sociolinguistics	Recorded Video Lecture Reading Synchronous Online Discussion
6	8 Oct.	Psycholinguistics	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
7 & 8	15 & 22 Oct	Mid Term Weeks	
9	29 Oct.	Syntax	Recorded Video Lecture Reading Synchronous Online Discussion
10	5 Nov.	Morphology	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
11	12 Nov.	Semantics	Recorded Video Lecture Reading Synchronous Online Discussion
12	19 Nov.	Stylistics	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
13	26 Nov.	Corpus Linguistics	Recorded Video Lecture Reading Synchronous Online Discussion
14	3 Dec.	Wrap up	Synchronous Online Discussion Recorded Video Lecture
15	10 Dec.	Final Assessment	

*) subject to change

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


V. Learning-Teaching Activities:

The classroom activities consist of ONLINE lectures, discussions, and assignments. Students are expected to watch lecture videos, participate in the synchronous and asynchronous discussions, read the materials, and do the assignments.

VI. Sources:

Various online sources.

Updated: August 20, 2020

	Course Outline
	Research Trends in ELT English Education Master's Program
Revision 4	Effective from August 2020

Credit : 3 credits
Time Allocation : 3 x 50 minutes for class meetings
3 x 60 minutes for independent work and
3 x 60 minutes for structured tasks
Study Program : English Education Master's Program
Lecturers : Ouda Teda Ena, M.Pd., Ed.D. and Barli Bram

Grading Policy

Assessment Aspects	Percentage
Project 1 (publishable; camera-ready paper)	35%
Tasks of Project 1	15%
Project 2 (publishable; camera-ready paper)	35%
Tasks of Project 2	15%
	100%

1. Short Description

Research Trends in English Language Teaching (ELT) is designed to familiarize students with fundamental concepts and latest trends of ELT research. It elaborates underlying principles that come into play in different types of research. It deals with various issues in education research. The topics addressed are listed in the **Schedule and Materials** below.

2. Competence Standard

On completing the course, the students are expected to be able to:

Competence: a. understand the trends and concepts of ELT research, b. understand various issues in ELT research, c. publish research papers on ELT in a journal and d. present research papers on ELT in a conference.

Conscience: a. gain more awareness on the ELT research issues and b. improve their responsibility and autonomy in writing ELT research papers.

Compassion: a. develop interests for ELT research, b. have greater passion for ELT research and c. work collaboratively to complete the assigned projects.

3. Schedule and Materials

Week	Date	Topics	Sub-topics	References
1	22/08		<ul style="list-style-type: none"> ▪ Philosophies of Educational research ▪ The philosophies of students' previous research 	Eric Bredo (2006) in J. L. Green, G. Camilli, and P. B. Elmore (Eds.). 2006.
2	29/09	Intro ... Course Outline ELT Research Foundations	<ul style="list-style-type: none"> ▪ Epistemology and Educational Research ▪ The epistemology of students' previous research 	Gregory J. Kelly (2006) in J. L. Green, G. Camilli, and P. B. Elmore (Eds.). 2006.
3	5/09		<ul style="list-style-type: none"> ▪ The Ethics of Educational research 	Kenneth A. Strike (2006) in J. L. Green, G. Camilli, and P. B. Elmore (Eds.). 2006.
4	12/09	Types of educational Research	<ul style="list-style-type: none"> ▪ Historical research ▪ Descriptive research ▪ Correlational research 	Gary Anderson. 2005.
5	19/09			

6	26/09		<ul style="list-style-type: none"> ▪ Qualitative research ▪ Evaluation research ▪ Case study 	Gary Anderson. 2005.
7	3/10	<i>Mid Semester Exam Period</i> <i>No regular, weekly class</i>	No class meeting	--
8	10/10	<i>Project 1 submission (a publishable and camera-ready full paper): Progress Test (Mid Semester Exam)</i>	No class meeting	---
9	17/10	Review: What is research?	<ul style="list-style-type: none"> ▪ General views ▪ Common views of what research in language teaching does ▪ Basic and applied research ▪ ... 	McDonough & McDonough, 2006: 37-55, Chapter 3
10	24/10	Principles and problems; what makes good research?	<ul style="list-style-type: none"> ▪ Features of good research ▪ Aspects of design of research ▪ ... 	McDonough & McDonough, 2006: 57-73, Chapter 4
11	31/10	<ul style="list-style-type: none"> ▪ The Saussurean dichotomies ▪ Chomsky's influence ▪ The data of linguistics ▪ Journals (for latest updates) 	<ul style="list-style-type: none"> ▪ <i>Langue</i> versus <i>parole</i> ▪ Synchrony versus diachrony ▪ Paradigmatic versus syntagmatic ▪ The centrality of syntax ▪ (Non-)Literary texts ▪ Dictionaries and word-lists 	Bauer, 2007: 41-46, Chapter 7 Bauer, 2007: 47-56, Chapter 8 Bauer, 2007: 81-92, Chap 15 Bauer, 2007: 142-146, Chapter 24
12	7/11	<ul style="list-style-type: none"> ▪ Introduction: Starting on the right foot ▪ Areas of study and project ideas 	<ul style="list-style-type: none"> ▪ Choosing an area ▪ Getting organized ▪ Using resources ▪ Being a researcher ▪ Theory-only projects ▪ Setting up data-based research ▪ Being streetwise: keeping on the right side of your assessor ▪ Various branches of linguistics 	Wray & Bloomer, 2006: 1-14, Chapter 1 and , 17-138, Chapters 2-10
13	14/11	Techniques for collecting data	<ul style="list-style-type: none"> ▪ Audio- and video-recorded data ▪ Experiments ▪ Questionnaires, interviews and focus groups ▪ Observation and case studies 	Wray & Bloomer, 2006: 139-172, Chapters 11-14
14	21/11	Tool for data collection/analysis: Using computers to study texts (Corpus linguistics)	<ul style="list-style-type: none"> ▪ What is a corpus? ▪ Why is a corpus useful? ▪ How do corpus searches operate? ▪ How do you find a corpus? ▪ What are the main text analysis tools? ▪ Making sense of corpus annotation ▪ Using corpora effectively in your work ▪ Compiling your own corpus: potential problems ▪ Limitations of corpora ▪ Further reading 	Wray & Bloomer, 2006: 196-204, Chapter 18
15	28/11	<ul style="list-style-type: none"> ▪ Statistics and your project ▪ Plagiarism and how to avoid it 	<ul style="list-style-type: none"> ▪ Do you need graphs and calculations in your project? ▪ Descriptive statistics and basic calculations 	Wray & Bloomer, 2006: 205-236 and 237-251, Chapters 19 and 21

			<ul style="list-style-type: none"> ▪ Using statistical analyses ▪ Textbooks ▪ Help for the mathematically insecure ▪ Key to the most common algebraic symbols used in basic statistics ▪ What is plagiarism? ▪ Will you get found out? ▪ How to avoid accidental plagiarism: some strategies 	
16	5/12	Finalizing papers ... Feedback on Test Two ...		
17	28 Dec 2019	<i>Project 2 submission (Final Exam)</i>	End of semester	

)* subject to change

4. Teaching-learning Strategies

Lectures, discussions, projects and presentations

5. References

a. Required

- Anderson, G. (2005). *Fundamentals of educational research* (2nd ed). Taylor & Francis e-Library.
- Bauer, L. (2007). *The linguistics student's handbook*. Edinburgh: Edinburgh University Press.
- Green, J., Camilli, G. & Elmore, P. (Eds.). (2006). *Handbook of complementary methods in education research*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- McDonough, J. & McDonough, S. (2006 [1997]). *Research methods for English language teachers*. London: Arnold. (chapters 3 and 4; pp 37-73)
- Wray, A. & Bloomer, A. (2006). *Projects in linguistics: A practical guide to researching language*. London: Hodder Arnold.

b. Complementary

- Cohen, L., Manion, L. & Morrison, K. (2005). *Research methods in education* (5th ed). Taylor & Francis e-Library.
- Scott, D. & Usher, R. (2001). *Understanding educational research*. Taylor & Francis e-Library.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : Master
Study Program : English Language and Education

COURSE LEARNING PLAN Effective: August 2020

A. Course Identity

1. Course Code/Course Name : ETTS 221/English Test Taking Strategies
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 1/2020-2021
5. Lecturer : Drs.Concilianus Laos Mbato, M.A., Ed.D.

B. Course Description

In this course, students are going to explore various English test-taking strategies that will help them in preparing for international standardised English tests, such as TOEFL. The course is designed as a blended learning mode where students learn both in class and outside class on their own. Students are also expected to report their individual learning progress and are strongly recommended to take the independent learning activities seriously and regularly.

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. develop various strategies in order to be able do a standardised english test successfully;
2. develop critical thinking skills in order to assist them in doing a standardised English test successfully.

Conscience:

1. gain more awareness on helping each other to learn;
2. select strategies to learn better; and
3. improve their responsibility and autonomy in executing various research projects individually and/or in group.

Compassion:

1. work collaboratively to complete the assigned projects.

D. Learning Outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;

7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;
9. internalize the spirit of independence, striving, and entrepreneurship;
10. demonstrate a responsible attitude towards the work in the expertise field independently;
11. have sincerity, commitment, sincerity to develop attitude, value, and ability based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes:

1. improve students’ understanding of their own English proficiency level;
2. increase students’ skills on answering listening section of standardised tests;
3. increase students’ skills on answering structure and written expression sections of standardised tests;
4. increase students’ skills on answering reading section of standardised tests; and
5. Improve students’ level of self-regulation in learning.

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class aims to and (b) understand the goals, assessments, and learning strategies/materials to be used in the class.	Pretest (TOEFL-like Diagnostic Test): Reading and Structure Course orientation Discussion of the test result.	Brief lectures, short question and answer sessions, pre-test, discussion of the result.	Students are able to understand the goals of the class and at what level they are in a standardised test.		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).

2	By the end of the class, students are to master reading (1-5) and structure (1-14) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (1-5) and structure (1-14) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on reading, structure, and listening of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
3	By the end of the class, students are to master reading (6-9) and structure (15-26) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (6-9) and structure (15-26) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on reading, structure, and listening of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
4	By the end of the class, students are to master reading (10-12) and structure (27-45) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (10-12) and structure (27-45) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on reading, structure, and listening of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
5	By the end of the class, students are to master reading (13-15) and structure (46-51) strategies of TOEFL and improve their overall listening skills.	TOEFL strategies on reading (13-15) and structure (46-51) strategies. Podcasts on various topics.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on reading, structure, and listening of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
6	By the end of the class, students are to master reading (1-15)	TOEFL strategies on reading (1-15) and structure (52-	Individual work on TOEFL exercises.	Students are able to improve their score on		Deborah, P. (2001). Internet Learning

	and structure (52-60) strategies of TOEFL and improve their overall listening skills.	60) strategies. Podcasts on various topics.	Group discussion: students discuss their answers together in small groups.	reading, structure, and listening of a standardised test (TOEFL).		Resources (Youtube Videos, Podcasts, Reading Materials).
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are to master listening (1-6), overall writing strategies of TOEFL and overall reading skills.	TOEFL strategies on listening (1-6) and overall writing strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on listening, writing, and reading of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
10	By the end of the class, students are to master listening (7-10) and writing (1-2) strategies of TOEFL, and overall reading skills	TOEFL strategies on listening (7-10) and writing (1-2) strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on listening, writing, and reading of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
11	By the end of the class, students are to master listening (11-15) and writing (3-4) strategies of TOEFL, and overall reading skills.	TOEFL strategies on listening (11-15) and writing (3-4) strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on listening, writing, and reading of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
12	By the end of the class, students are to master listening (16-24) and writing (5-6) strategies of TOEFL, and overall reading skills.	TOEFL strategies on listening (16-24) and writing (5-6) strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on listening, writing, and reading of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).

13	By the end of the class, students are to master listening (25-34) and writing (7-8) strategies of TOEFL, and overall reading skills.	TOEFL strategies on listening (25-34) and writing (7-8) strategies. Various texts and podcasts.	Individual work on TOEFL exercises. Group discussion: students discuss their answers together in small groups.	Students are able to improve their score on listening, writing, and reading of a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
14	By the end of the class, students are to enhance their skills on overall TOEFL review test.	TOEFL test-set	Individual work on TOEFL exercises. Class discussion.	Students are able to improve their score on a complete a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
15	By the end of the class, students are to enhance their skills on overall TOEFL review test.	TOEFL test-set	Individual work on TOEFL exercises. Class discussion.	Students are able to improve their score on a complete a standardised test (TOEFL).		Deborah, P. (2001). Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).
16	FINAL TEST (TOEFL)					
17						

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engaged in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Weekly progress on individual learning activities	20%
2.	Class participation	15%
3.	Test 1 (structure and reading)	30%
4.	Test 2 (overall TOEFL test)	35%
		100%

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

References

Annunziata, M. A., Chesla, E., Dermott, B., Muirhead, M., Mulrane, P., Starkey, L., Reed, C. (2004). *501 Critical Reading Questions*. New York: Learning Express.

Deborah, P. (2001). *Longman Complete course for the toefl test: Preparation for the computer and paper tests*. White Plain, NY: Addison-Wesley Longman.

Gear, J., & Gear, R. *Cambridge preparation for the TOEFL test. 4th Ed.*

Phillips, Deborah. 2004. *Longman Introductory Course for The TOEFL Test.* USA: Pearson Education.

Internet Learning Resources (Youtube Videos, Podcasts, Reading Materials).



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : EEMP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ETTS 221/English Test Taking Strategies
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2016-2017
5. Lecturer : Drs.Concilianus Laos Mbato, M.A., Ed.D.

Assessment plan 1: Weekly progress assignments on individual learning activities

Assignment Goals	Students are to report their progress on their individual learning activities.
Elaboration of Assignments	Once a week, students are to report and reflect what they have done so far, how they have been doing, and what they need to do next to improve their performance on a standardized test.
Things to do and limitations	The report should be done individually in a form of short narration. Furthermore, they are also obliged to reflect on their own progress.
Methods and how to accomplish the assignment	The report and reflection are submitted online in the ExeLSa. 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 weekly report and reflection. They are also encouraged to always progress each week and be responsible for their own learning.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : EEMP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ETTS 221/English Test Taking Strategies
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2016-2017
5. Lecturer : Drs.Concilianus Laos Mbato, M.A., Ed.D.

Assessment plan 3 and 4: TOEFL

Assessment Goals	Students are able to do well on a standardised test (TOEFL) with a minimum score of 550.
Elaboration of Assessment	For assessment plan 3 (mid-term test): the students are to take a TOEFL test on structure and reading section in approximately 80 minutes. For assessment plan 4 (final test): the students are to take a complete TOEFL test.
Things to do and limitations	Students are also encouraged to work with other colleagues to help each other in the preparation phase. Each individual student, however, is required to demonstrate own work during the test.
Methods and how to accomplish the assignment	Students are to take paper based TOEFL test.
Description of the assessment outcomes	The students will get minimum 550 TOEFL score.

SCORE CONVERSION TABLE			
Number Correct	Converted Score Section 1	Converted Score Section 2	Converted Score Section 3
50	68	-	67
49	66	-	66
48	64	-	65
47	63	-	63
46	61	-	61
45	61	-	60
44	60	-	59
43	59	-	58
42	58	-	57
41	57	-	56
40	56	68	55
39	55	67	54
38	55	66	54
37	54	64	53
36	53	62	52
35	52	60	52
34	51	59	51
33	51	58	50
32	50	56	49
31	49	55	48
30	49	54	48
.....

Taken from: <http://www.suksestoeplitp.com/2017/10/cara-mudah-menghitung-skor-toefl-itp.html>



SANATA DHARMA UNIVERSITY

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

SEMESTER LESSON PLAN

A. Course Identity

1	Course Code / Course Name	: TIEDU203/English Teacher Identity Construction
2	Credits / Contact Hours	: 3 SKS
3	Prerequisites	: -
4	Semester	: 2
5	Academic Year	: 2020/2021
6	Lecturer	: Paulus Kuswandono, Ph.D. Concilianus Laos Mbato, M.A., Ed.D.

B. Course Description

Teacher Identity Construction (ITEDU203) provides students with analysis of current research trends about reflective practice theories and identity construction of becoming teachers. The course also examines aspects of transformative leadership as an integral part of becoming an English teacher.

C. Learning Outcomes / Competence

On completing the course, the students are expected to be able to improve the followings:

Competence:

- understand theories in identity construction
- understand various issues in self-regulation and metacognition in English language learning.
- publish research papers on teacher identity construction in a journal
- present research papers on teacher identity construction in a conference

Conscience:

- a. gain more awareness on the teacher identity construction issues
- b. improve their responsibility and autonomy in writing teacher identity construction research papers.

Compassion

1. grow interests for teacher identity construction research
 2. have greater passion for teacher identity construction research
1. work collaboratively to complete the assigned projects

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	<p>Competence:</p> <ul style="list-style-type: none"> • Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity • Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> • Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. • Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> • Students are able to show concerns and generate personal 	<ul style="list-style-type: none"> • Introduction of the course; • The Heart of a Teacher: Identity and Integrity in Teaching (Chapter 1); • Teacher Professional Identity (Chapter 3). 	<p>Students:</p> <ul style="list-style-type: none"> • Work in groups; • Analytically discuss the main ideas and concepts of the assigned topics; • Reflect and relate the meanings of those concepts for their professional development. 	<p>Competence:</p> <ul style="list-style-type: none"> • Accuracy in comprehending concepts of identity and integrity in teaching; teacher professional identity <p>Conscience:</p> <ul style="list-style-type: none"> • Reflection on the students' learning process and experiences. <p>Compassion:</p> <ul style="list-style-type: none"> • Reflection on the life and professional development values to benefit other people; • Helping other students in dealing with their problems or difficulties 		<ul style="list-style-type: none"> • Palmer, P. J. (2003), pp. 9-33. • Kuswandono (2013), pp. 38-85

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	commitments on socio-political issues in relation to the assigned topics.					
2	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 	<ul style="list-style-type: none"> The Hidden Wholeness Paradox in Teaching and Learning (Chapter 3) Concept of Teacher Identity Construction (Chapter 2) 	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in relation to the concepts of the assigned topics (problem-based/case-cased learning). Listen and write important points from Group Presentation Work in groups Discuss the points critically and analytically solve the problems in the small groups Discuss the results in larger group (class) Wrap up the points in reflection session. 	-	Presentati on: 15%	<ul style="list-style-type: none"> Palmer, P. J. (2003), pp. 61-87. Castañeda (2011), pp. 16-64
3	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity 	<ul style="list-style-type: none"> Learning to Teach and Identity (Introduction) 	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in 	-	Presentati on: 15%	<ul style="list-style-type: none"> Clarke, Matthew (2008), pp. 8-14

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>and integrity in teaching; teacher professional identity</p> <ul style="list-style-type: none"> Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 	<ul style="list-style-type: none"> Discourse, Identity and Community (Chapter 1) 	<p>relation to the concepts of the assigned topics (problem-based/case-cased learning).</p> <ul style="list-style-type: none"> Listen and write important points from Group Presentation Work in groups Discuss the points critically and analytically solve the problems in the small groups Discuss the results in larger group (class) Wrap up the points in reflection session. 			<ul style="list-style-type: none"> Clarke, Matthew (2008), pp. 15-40
4	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. 	<ul style="list-style-type: none"> A Teaching Life: How and Why this Project Came to Be (Chapter 1) What Does It Mean to Be a Secondary School Teacher? (Chapter 2) 	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in relation to the concepts of the assigned topics (problem-based/case-cased learning). Listen and write important points from 	-	Presentati on: 15%	<ul style="list-style-type: none"> Alsup (2008), pp. 1-19 Alsup (2008), pp. 20-50

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 		<p>Group Presentation</p> <ul style="list-style-type: none"> Work in groups Discuss the points critically and analytically solve the problems in the small groups Discuss the results in larger group (class) Wrap up the points in reflection session. 			
5	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. 	<ul style="list-style-type: none"> The Influence of Others: Narratives About Family and Friends (Chapter 6) Using Discourse to Create a Teacher Identity: Borderland Narratives (Chapter 7) Submission of first draft article 	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in relation to the concepts of the assigned topics (problem-based/case-cased learning). Listen and write important points from Group Presentation Work in groups Discuss the points critically and analytically solve the problems in the small groups 	-	<p>Presentati on: 15%</p> <p>Draft 1: 25%</p>	<ul style="list-style-type: none"> Alsup (2008), pp. 106-124 Alsup (2008), pp. 125-146

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"> Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 		<ul style="list-style-type: none"> Discuss the results in larger group (class) Wrap up the points in reflection session. 			
6	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. 	<ul style="list-style-type: none"> Theorizing Language Teacher Identity: Three Perspectives and Beyond Understanding teacher identity: an overview of issues 	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in relation to the concepts of the assigned topics (problem-based/case-cased learning). Listen and write important points from Group Presentation Work in groups Discuss the points critically and analytically solve the problems in the small groups Discuss the results in larger group (class) Wrap up the points in reflection session. 		Presentati on: 15%	<ul style="list-style-type: none"> Varghese, et.al. (2005) Weber, S. and C. Beauchamp, C., & Thomas, L. (2009)

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 					
7	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 	<ul style="list-style-type: none"> Teacher identity development in the first year of teacher education Teacher education as identity construction Telling Stories: Understanding Teachers' Identity 	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in relation to the concepts of the assigned topics (problem-based/case-cased learning). Listen and write important points from Group Presentation Work in groups Discuss the points critically and analytically solve the problems in the small groups Discuss the results in larger group (class) Wrap up the points in reflection session. 		Presentati on: 15%	<ul style="list-style-type: none"> Friesen & Besley (2013) Trent (2010) Issa, Ai-Feng, & Zhi-Lian (2010), pp. 45-64

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8-9		Midterm Test (Submission of second draft article)			Draft 2: 25%	
10	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 	Methods of Information Literacy Research	<p>Students:</p> <ul style="list-style-type: none"> Students presents cases/problems in relation to the concepts of the assigned topics (problem-based/case-cased learning). Listen and write important points from Group Presentation Work in groups Discuss the points critically and analytically solve the problems in the small groups Discuss the results in larger group (class) Wrap up the points in reflection session. 		Presentati on: 15%	Hughes, et.al (2007)
11	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity 	Student's individual paper	<p>Students:</p> <ul style="list-style-type: none"> Discuss their prospective research paper in small 			Student's individual paper

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>and integrity in teaching; teacher professional identity</p> <ul style="list-style-type: none"> Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 		<p>groups based on rubric of paper evaluation</p> <ul style="list-style-type: none"> Work individually on their prospective research paper Consult the draft paper to the lecturer Wrap up the meeting in reflection session. 			
12	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. 	Student's individual paper	<p>Students:</p> <ul style="list-style-type: none"> Discuss their prospective research paper in small groups based on rubric of paper evaluation Work individually on their prospective research paper Consult the draft paper 			Student's individual paper

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 		<p>to the lecturer</p> <ul style="list-style-type: none"> Wrap up the meeting in reflection session. 			
13	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. 	Student's individual paper	<p>Students:</p> <ul style="list-style-type: none"> Discuss their prospective research paper in small groups based on rubric of paper evaluation Work individually on their prospective research paper Consult the draft paper to the lecturer Wrap up the meeting in reflection session. 			Student's individual paper

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"> Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 					
14	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. 	Student's individual paper	<p>Students:</p> <ul style="list-style-type: none"> Discuss their prospective research paper in small groups based on rubric of paper evaluation Work individually on their prospective research paper Consult the draft paper to the lecturer Wrap up the meeting in reflection session. 			Student's individual paper

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Compassion <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 					
15	Competence: <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. Conscience <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. Compassion <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 	Student's individual paper	Students: <ul style="list-style-type: none"> Discuss their prospective research paper in small groups based on rubric of paper evaluation Work individually on their prospective research paper Consult the draft paper to the lecturer Wrap up the meeting in reflection session. 			Student's individual paper

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
16	<p>Competence:</p> <ul style="list-style-type: none"> Students are able to understand some basic concepts of identity and integrity in teaching; teacher professional identity Students are able to apply some basic concepts identity and integrity in teaching, including teacher professional identity. <p>Conscience</p> <ul style="list-style-type: none"> Students are able to identify the life values of identity and integrity in teaching, including teacher professional identity. Students are able to reflect and internalise the values of identity and integrity in teaching, including teacher professional identity. <p>Compassion</p> <ul style="list-style-type: none"> Students are able to show concerns and generate personal commitments on socio-political issues in relation to the assigned topics. 	Student's individual paper	<p>Students:</p> <ul style="list-style-type: none"> Discuss their prospective research paper in small groups based on rubric of paper evaluation Work individually on their prospective research paper Consult the draft paper to the lecturer Wrap up the meeting in reflection session. 			Student's individual paper
17	Final Paper Submission				Final Draft: 35%	

Table 2: Detailed Description of the Learning Process

Week	Materials	Learning Process
(1)	(3)	(4)
1	<ol style="list-style-type: none"> 1. Introduction of the course 2. The Heart of a Teacher: Identity and Integrity in Teaching (Chapter 1) 3. Teacher Professional Identity (Chapter 3) 	<ol style="list-style-type: none"> 1. Context: The lecturer discusses the position of the subject and topics within the curriculum, goals, process, and evaluation; relate to the concepts of the assigned topics, namely “The Heart of a Teacher: Identity and Integrity in Teaching (Chapter 1)”. 2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
2	<ol style="list-style-type: none"> 1. The Hidden Wholeness Paradox in Teaching and Learning (Chapter 3) 2. Concept of Teacher Identity Construction (Chapter 2) 	<ol style="list-style-type: none"> 1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “The Hidden Wholeness Paradox in Teaching and Learning; Concept of Teacher Identity Construction” 2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
3	<ol style="list-style-type: none"> 1. Learning to Teach and Identity (Introduction) 2. Discourse, Identity and Community (Chapter 1) 	<ol style="list-style-type: none"> 1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “Learning to Teach and Identity (Introduction); Discourse, Identity and Community” 2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
4	<ol style="list-style-type: none"> 1. A Teaching Life: How and Why this Project Came to Be (Chapter 1) 	<ol style="list-style-type: none"> 1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “A Teaching Life: How and Why this Project Came to Be (Chapter 1); What Does It Mean to Be a Secondary School Teacher? (Chapter 2)”

	2. What Does It Mean to Be a Secondary School Teacher? (Chapter 2)	2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
		3. Reflection: Students wrap up their learning experiences and attempt to relate those with the professional lives as prospective educators.
		4. Action: Students discuss and affirm their planned actions to better educate students.
5	1. The Influence of Others: Narratives About Family and Friends (Chapter 6) 2. Using Discourse to Create a Teacher Identity: Borderland Narratives (Chapter 7) 3. Submission of first draft article	1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “The Influence of Others: Narratives About Family and Friends (Chapter 6); Using Discourse to Create a Teacher Identity: Borderland Narratives (Chapter 7)”
		2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
		3. Reflection: Students wrap up their learning experiences and attempt to relate those with the professional lives as prospective educators.
6	1. Theorizing Language Teacher Identity: Three Perspectives and Beyond 2. Understanding teacher identity: an overview of issues	1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “Theorizing Language Teacher Identity: Three Perspectives and Beyond; Understanding teacher identity: an overview of issues”.
		2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
7	1. Teacher identity development in the first year of teacher education 2. Teacher education as identity construction 3. Telling Stories: Understanding Teachers’ Identity	1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “Teacher identity development in the first year of teacher education; Teacher education as identity construction; Telling Stories: Understanding Teachers’ Identity”
		2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.
8,9	Midterm Test (Submission of second draft article)	
10	Methods of Information Literacy Research	1. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “Methods of Information Literacy Research”

		<p>2. Experience: Other students listen and write important points from the lecturer; discuss the results in larger group (class); students work in groups and discuss the points critically and analytically to solve the problems in the small groups.</p> <p>3. Reflection: Students wrap up their learning experiences and attempt to relate those with the professional lives as prospective educators.</p> <p>4. Action: Students discuss and affirm their planned actions to better educate students.</p> <p>5. Context: Presenters examine cases/problems in relation to the concepts of the assigned topics (problem-based/case-based learning), namely “The Hidden Wholeness Paradox in Teaching and Learning”</p>
11	Paper Review	<p>1. Experience: Students discuss their prospective research paper in small groups based on rubric of paper evaluation students; analyse their strengths and weaknesses of the draft paper written (analysis of errors in English advertisement; work individually on their prospective research paper;</p> <p>2. Action: Students formulate their plans to improve their draft paper.</p> <p>3. Evaluation: consult the draft paper to the lecturer and discuss the feedback.</p>
12	Paper Review	<p>1. Experience: Students discuss their prospective research paper in small groups based on rubric of paper evaluation students; analyse their strengths and weaknesses of the draft paper written (analysis of errors in English advertisement; work individually on their prospective research paper;</p> <p>2. Action: Students formulate their plans to improve their draft paper.</p> <p>3. Evaluation: consult the draft paper to the lecturer and discuss the feedback.</p>
13	Paper Review	<p>1. Experience: Students discuss their prospective research paper in small groups based on rubric of paper evaluation students; analyse their strengths and weaknesses of the draft paper written (analysis of errors in English advertisement; work individually on their prospective research paper;</p> <p>2. Action: Students formulate their plans to improve their draft paper.</p> <p>3. Evaluation: consult the draft paper to the lecturer and discuss the feedback.</p>
14	Paper Review	<p>1. Experience: Students discuss their prospective research paper in small groups based on rubric of paper evaluation students; analyse their strengths and weaknesses of the draft paper written (analysis of errors in English advertisement; work individually on their prospective research paper;</p> <p>2. Action: Students formulate their plans to improve their draft paper.</p> <p>3. Reflection: Students wrap up their learning experiences and attempt to relate their paper topic with the professional lives as prospective educators.</p> <p>4. Evaluation: consult the draft paper to the lecturer and discuss the feedback.</p>
15	Paper Review	<p>1. Experience: Students discuss their prospective research paper in small groups based on rubric of paper evaluation students; analyse their strengths and weaknesses of the draft paper written (analysis of errors in English advertisement; work individually on their prospective research paper;</p> <p>2. Action: Students formulate their plans to improve their draft paper.</p> <p>3. Evaluation: consult the draft paper to the lecturer and discuss the feedback.</p>

16	Paper Review	1. Experience: Students discuss their prospective research paper in small groups based on rubric of paper evaluation students; analyse their strengths and weaknesses of the draft paper written (analysis of errors in English advertisement; work individually on their prospective research paper;
		2. Action: Students formulate their plans to improve their draft paper.
		3. Evaluation: consult the draft paper to the lecturer and discuss the feedback.
17	Final paper Submission	

D. Evaluation

Group Presentation on assigned topic (participation)	15%
Paper Draft 1: Introduction and theoretical review (Test 1)	25%
Paper Draft 2: Discussion and conclusion (Test 2)	25%
Final Paper	35%
Attendance	
	100%



UNIVERSITAS SANATA DHARMA

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

COURSE TASKS DESIGN

E. Course Identity

1	Course Code / Course Name	: IEDU203/English Teacher Identity Construction
2	Credits / Contact Hours	: 4 SKS
3	Prerequisites	: -
4	Semester	: 2
5	Academic Year	: 2016/2017
6	Lecturer	: Paulus Kuswandono, Ph.D. Dr. Retno Muljani, M.Pd.

B1 Task Design for Competence Aspect

1. Objectives of Task

Students are able to :

- Analyse current research trends about reflective practice theories and identity construction of becoming teachers.
- Examines aspects of transformative leadership as an integral part of becoming an English teacher.

2. Description of Task

a. Task Items:

- Presentation: Students identify meaningful concepts of teacher identity construction.
- Progress Test 1: Students generate topic/s and research questions according to the emerging research studies in language teacher identity construction.
- Progress Test 2: Students understand how to write academic paper writing according to a set of journal rubrics.
- Final Test: Students understand and can finalise an academic paper writing according to a set of journal rubrics.

b. Task Instruction and Scopes:

- Presentation: Students present the assigned topics in front of the class and lead the smaller group discussion based on problem/case-based learning.

- Progress Test 1: Students search for the most crucial topics and research questions according to the emerging research studies in language teacher identity construction and submit the first draft.
- Progress Test 2: Students submit the second draft of academic paper writing according to a set of journal rubrics.
- Final Test: Students finish an academic paper writing according to a set of journal rubrics.

c. Method and Mode of Task Completion:

- Group presentation
- Small group discussion
- First draft writing
- Second draft writing
- Writing the final draft for submission

d. Outcome of Task Completion:

- Presentation: power point and worksheets of case/problem-based learning.
- Progress Test 1: first draft paper writing.
- Progress Test 2: first draft paper writing
- Final Test: finalised paper writing for journal publication.

3. Assessment Criteria

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

B2 Task Design for Conscience Aspect

1. Objectives of Task

Students are able to :

- a. Internalise the concepts of teacher identity and relate them to their life values
- b. Respect view point differences among peers and understand that the different perception of teacher identity is an enrichment part of wider perspectives.

2. Description of Task

- a. Presentation: Students reflect the meanings of their experiences in small groups and write the results of their reflection in a reflective log (Exelsa).
- b. The first draft: Students reflect struggle (difficulties or excitement) during drafting.
- c. The second draft: Students reflect struggle (difficulties or excitement) during drafting.

3. Outcome of Task Completion:

Reflective log: It reflects students' perception and feelings on different assigned topics based on their learning experiences.

4. Assessment Criteria

Rubric for the conscience assessment is attached.

B3 Task Design for Compassion Aspect

1. Objectives of Task

Students are able to :

- a. explain their concerns on socio-political issues embedded in each of the assigned topic.
- b. affirm their planned actions to manifest their socio-political concerns in the form of reflective writing.

2. Objectives of Task

Students are able to :

Construct the intention to contribute meaningful help for the society in relation to the concepts of teacher identity

References:

- Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. New Jersey: Lawrence Erlbaum Associates, Inc.
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- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175 - 189.
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- Friesen, M. D., & Besley, S. C. (2013). Teacher identity development in the first year of teacher education: A developmental and social psychological perspective. *Teaching and Teacher Education*, 36, 23-32.
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- Issa, Y. D.-J., Ai-Feng, H., & Zhi-Lian, Z. (2010). Telling stories: understanding Teachers' identity in a context of curriculum innovation *Teachers as Learners* (pp. 45-63): Springer.
- Kuswandono, P. (2013). *The Journey of Becoming a Teacher: Indonesian Pre-Service Teachers Reflecting on Their Professional Learning*. Unpublished thesis. Melbourne: Monash University
- Palmer, P. J. (2003). *Courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, Jossey-Bass. (Chapter 1)
- Trent, J. (2010). Teacher education as identity construction: Insights from action research. *Journal of Education for Teaching*, 36(2), 153 — 168.
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing Language Teacher Identity: Three Perspectives and Beyond. *Journal of Language, Identity & Education*, 4(1), 21-44. doi: 10.1207/s15327701jlie0401_2
- Weber, S. and C. Mitchell (1995). *That's Funny, You Don't Look Like a Teacher!: Interrogating Images and Identity in Popular Culture*. London: Falmer Press.

Test 1, 2, and Final Test

Dear ETIC Students,

Please upload your paper:

1. Please upload the first draft of your paper as the assignment for Test 1. Please do not forget to click the button "Send for Marking" to finalise your submission.
2. Insert "comment" of the rubric for paper assessment on the paper right margin (just like what I did in my previous feedback on your paper).
3. Highlight only the **first** word of the sentence which demonstrates the evidence. Please do not highlight the whole sentences because it will look messy.
4. Please demonstrate how your research findings can be related to theories and/or other research studies on the similar themes.

Thank you.

Presentation Rubric

Delivery Modes		Score: 1-10
1	Delivery: (show enthusiasm, not rushing, avoid too much pause, showing positive feelings about the topic of presentation.)	
2	Eye Contact: (not reading the notes/ppt excessively, talking to students, rather than on the projector screen)	
3	Volume: (clearly heard for students, even for those sitting in the last row)	
4	Interaction: Q and A along the way, engaging the participants with meaningful activities (telling students' stories, quiz, etc.)	
Content		
5	Introduction: begins with clear focus: stating objectives and background of the topic	
6	Topic: The presentation demonstrates important element of the assigned material, contents are developed and given examples via other sources (personal, internet, journal, etc.)	
7	Organisation: The material is well organized, using interesting visualization (e.g., power point, video clips, pictures, mind maps, diagrams, charts, whiteboard, etc.). Note: ppt means "short pointers", not full, long sentences.	
8	Conclusion and "Q and A Session" : a. The presentation emphasizes important points and is concluded with strong statements.	
9	b. Comments and questions from audience are responded tactfully with clear explanation and examples	
TOTAL		

Adapted from: https://www.google.co.id/?gws_rd=cr,ssl&ei=gCAFVMnwL8e5uASl6ILgCA#q=rubric+for+presentation

Review Form: Research Papers

Credit to IJAL (Indonesian Journal of Applied Linguistics)

Manuscript Title : _____
 Authors : _____

Aspects	*Score	Evidence (whenever applies): Please exemplify from the journal article (copy paste)
Title		
1. States the article's main theme		
2. Describes the type of research done		
3. If space permits: Tells where the research was done (e.g., country and / or type of institution)		
Abstract		
4. Begins with a brief description of the article's main theme and context		
5. Accurately summarizes: (1) background of the study, (2) the purpose of the research, (3) method used, (4) findings/results, main conclusions, and (5) academic and practical implications of the results / findings.		
6. Does not contain any figures, tables, or in-text references		
7. Does not exceed 300 words and accompanied by keywords		
Introductory Paragraph(s)		
8. Presents the topic of the study and its academic and practical importance to readers		
9. Briefly summarizes other literature on the topic		
10. Points out the most important gaps or controversies in the literature and how the study addresses them (<i>necessary</i>)		
11. Introduces the research problem addressed by the study		
12. Outlines the specific research objectives of the research		
13. Describes the context of the study, including the subjects of the research		
14. Provides readers with an outline of the rest of the article		
Literature Review		
15. Tells where the research topic fits in the larger context of education		
16. Focuses primarily on recent literature(within the last 5 years from the DOI/Date of Issue)		
17. Uses no, or very few, secondary sources		
18. Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic		
19. Integrates and organizes these findings around relevant main topics, showing that the author has a good understanding of the literature(<i>in the specific context of the topic studied</i>)		
20. Summarizes the research found and synthesizes to logically introduce the research question(s) and method(s).		
Method		
21. Logically follows the literature review		
22. Describes the context of the study and the population sampled		
23. Describes the sampling method used(<i>necessary</i>)		
24. Outlines and defends the data collection method(s) used(<i>necessary</i>)		
25. Discusses how the data were collected and why		
Results / Findings		

26. Are directly connected to methodology and address the research question(s)		
27. Summarize the data collected using descriptive statistics		
28. Report the results of any statistical analyses used (<i>necessary</i>)		
29. Include enough detail to justify the methodology and conclusions		
30. Avoid unnecessary repetition		
31. Use tables and figures only if they are relevant and not redundant		
Discussion		
32. Summarizes the results in relation to the research objective(s)		
33. Interprets the results as they relate to the paper's literature review (findings of previous researchers)		
34. Provides possible explanations for unexpected results (if necessary)		
35. Points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts		
36. Discusses practical applications for classrooms or other educational settings in diverse contexts		
37. The content is relevant, current, and interesting to international readers.		
38. The content is useful or relevant to the development context.		
39. The discussion of the topic is not limited to one particular context or country.		
Conclusion		
40. Restates the study's main purpose and key results		
41. Discusses possible directions for related future research (<i>necessary</i>)		

* Please use the following scale to rank each category (1, 2, 3, 4, 5)

1 = unacceptable

2 = needs much improvement

3 = acceptable but still needs major improvements

4 = good but still needs some improvement

5 = excellent (needs little or no change)

(Continued from above. Not to be done, only for your information)

WRITTEN EXPRESSION			
Y / N	The writing is clear, concise, and grammatically correct. Specific comments		
Y / N	The writing is professional and academic.		
Y / N	The paper stays focused on the topic.		
Y / N	The paper is coherent between and within sections.		
Y / N	The first person has not been misused or overused (The first person, if in the text at all, should be used sparingly and appropriately, primarily to avoid the passive voice in describing procedures or discussing results, not to create an exaggerated sense of the author's importance or authority. Any use of "we" should refer to the authors only.		
Y / N	There is no discriminatory language of any kind in the paper.		
FORMAT			
Y / N	The content is well-organized, and based on an academic format.		
Y / N	There should be introduction, literature review, method, finding and discussion and conclusion.		
Y / N	The figures, tables, or other illustrations are necessary and appropriate and are referred to in the text.		
Y / N	All references are both in-text and in the reference list.		
Y / N	All references in the text and in the reference list follow APA style (see author's guideline on OJS system if necessary).		
Y / N	The content is well-organized, and based on an academic format.		

Worksheet 1
The Heart of a Teacher

Name: _____ St. Number: _____

• **Required reading:**

[Palmer, P. J. \(2003\), pp. 9-33.](#)

Please use the questions below as a guide for your reading.

No	Question	Response
1.	Why and in what context does Palmer say “The students in my first section were silent as monks”?	
2.	State your reasons why you agree or disagree with this statement: “But here is one way to put it: in every class I teach, my ability to connect with my students, and to connect them with the subject, depends less on the methods I use than on the degree to which I know and trust my selfhood - ...”	
3.	(Continued from the previous context/ sentence) What does this sentence imply: “... - and (I) am willing to make it available and vulnerable in the service of learning.”	
4.	To what extent do you dis/agree with this sentence: “good teaching comes from good people”	
5.	Please use your own words to define “identity” and “integrity” by Palmer.	
6.	Please comment on this idea: “Bad teachers distance themselves from the subject they are teaching-and in the process, from their students. Good teachers join self and subject and students in the fabric of life.”	
7.	Please comment on this idea: “If teaching cannot be reduced to technique, it is both good news and bad. The good news is that we no longer need suffer the boredom many of us feel when teaching is approached as a	

	question of "how to do it." We rarely talk with each other about teaching at any depth-and why should we when we have nothing more than "tips, tricks, and techniques" to discuss? That kind of talk fails to touch the heart of a teacher's experience.”	
8.	Please comment on this idea: “If identity and integrity are more fundamental to good teaching than technique-and if we want to grow as teachers-we must do something alien to academic culture: we must talk to each other about our inner lives-risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract.”	
9.	Can you re-explain the story about Alan and Eric? What can we learn from them?	
10.	Please copy paste at least five interesting notions/ideas from the text and clarify why they are essential for you.	

Worksheet 2 (ETIC course)

Answer the following questions based on the video “TEACHER IDENTITY”

(<https://www.youtube.com/watch?v=pE-r33NbcLU>) and share your answers and opinions in class

1. What are the two elements affecting **identity**? Explain your answer briefly.
2. Mention two experts' names related to **identity construction**?
How do their theories differ and/or share similarities?
3. Based on the theory of identity, what may affect the view of teaching profession?
4. Share your ideas and experiences related to the theory (no 3).

Worksheet 3
Learning to Teach and Identity

Name: _____ St. Number: _____

Required reading:

- [Clarke, Matthew \(2008\), pp. 8-14](#)
- [Clarke, Matthew \(2008\), pp. 15-40](#)

Please use the questions below as a guide for your reading. You may copy paste your answer from the text.

No	Question	Response
11.	What is the major difference between 'being the teacher' and 'becoming a teacher'?	
12.	What is meant by 'discourse'? Please give examples.	
13.	What are the differences between 'discourse' and 'identity'?	
14.	What did Richardson (2004) find related to the values of Arabic culture? What is the critical comment of Holliday on Richardson's (2004) analysis?	
15.	Please explain and exemplify this notion, "Dialogism is both a theory of language and a theory of 'self' as Holquist points out: 'there is an intimate connection between the project of language and the project of self-hood' since in both, difference is the basis of simultaneity in the sense that meaning is created where two or more different voices come into contact (1990: 23)."	
16.	What is 'positional identities'?	
17.	What is 'figured worlds and figurative identities'?	
18.	What is 'authored identities'?	
19.	Why does "Agency within structure" connect to teacher identity?	
20.	What is 'communities of practice'? Please also explain the three dimensions	

	<p>'communities of practice':</p> <p>a. <i>mutual engagement</i></p> <p>b. <i>joint enterprise</i></p> <p><i>shared repertoire</i></p>	
21.	<p>What are the values of the culture which have shaped you as you are now? Describe as detailed as possible.</p>	
22.	<p>Please find any video describing cases, unique culture, personal changing identity, stereotype, etc. (e.g., from Youtube) which can explain or exemplify any of those theories stated in the chapter. In class, you will analyse how the video relates to any of those theories.</p>	

	ALSUP's / OTHERS' STATEMENTS	YOUR RESPONSE
1.	<p>Discourse is “different ways in which we humans integrate language with non-language “stuff,” such as different ways of thinking, acting, interacting, valuing, feeling, believing, and using symbols, tools, and objects in the right places and at the right times so as to enact and recognize different identities and activities, give the material world certain meanings, distribute social goods in a certain way, make certain sorts of meaningful connections in our experience, and privilege certain symbol systems and ways of knowing over others.” (1999, p.13)</p> <p>a. (Alsup 2008 pp. 8 -9) What discourses have you been experiencing and sharing as teachers and pre-service teachers?</p> <p>b. How did your past teacher education affect you upon your completion of undergraduate study</p>	
2.	<p>How do you describe a) teaching and b) teacher identity metaphorically? Explain.</p>	
3.	<p>Discrepancies between university education courses and real-life experience did exist.</p> <p>How can preservice teacher education anticipate the real teaching at school?</p>	

4.	<p>a. Cultural expectation related to teacher identity definition: a teacher is depicted as failure or a hero who has sacrificed himself to educate students, a villain or angel.</p> <p>b. Stereotypes related to teaching profession: women's predisposition to attend to children development; married female teachers were preferable than unmarried female teachers.</p>	
5.	<p>a. Cultural expectation related to teacher identity definition: a teacher is depicted as failure or a hero who has sacrificed himself to educate students, a villain or angel.</p> <p>b. Stereotypes related to teaching profession: women's predisposition to attend to children development; married female teachers were preferable than unmarried female teachers.</p> <p>Do you agree?</p>	
6.	<p>What knowledge and behavior most consistently result in effective teaching?</p>	

Worksheet 5
The Influence of Others; Using Discourse to Create a Teacher Identity

Name: _____ St. Number: _____

Required reading:

- [Alsup \(2008\), pp. 106-124](#)
- [Alsup \(2008\), pp. 125-146](#)

Please use the questions below as a guide for your reading. You may copy paste your answer from the text.

No	Question	Response
1.	What might be the causes for people to lose AND to gain aspiration to become teachers? Please provide evidences and the “page number” from the text. Also, please relate and reflect to your own context (perhaps experiences when applicable).	
2.	Which narrative stories (voices) told in the chapter connect to your valuable beliefs in teaching? Why? Please remember that your “voice(s) is a sincere expression of ideological belief coming from an individual within a particular subject position.” (p. 120) Guidelines: <ul style="list-style-type: none"> • Please reflect deeply, what are your “preconceptions or experiential context concerning what it means to be a teacher” (p. 128). • Please relate to your experiences (or beliefs). Also, critically scrutinize whether there is possible “wrongness” in those beliefs. Please remember Palmer’s truth of paradox (Chapter 3: The Hidden Wholeness). 	
3.	Please write one case (problem) of teacher identity in “borderland discourses” (p. 125). The case can be fictional (imaginary) . Nevertheless, the case would be meaningful if it comes from one’s true story (perhaps your own original story). This can be a story of a dilemma or controversies faced by teachers (or pre-service teachers) dealing with their beliefs and identity (e.g. in <i>PPL</i> or real teaching contexts). Are there any implications for a better teacher education?	(No need to do it now. Please think of and jot down the case/s for our discussion in class)

Dear ETIC Students,
Please divide yourselves into 6 groups (as usual) to discuss and present the discussion results.

WORKSHEET 6

“In order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them” (Casanave and Schecter 1997).

CASE A:

Teacher recruitment: some favourite schools in JAKARTA prefer graduates of FKIPs in Jakarta, Bandung , or other big cities. On the other hand, other schools choose the opposite because they prefer graduates of FKIPs in Yogyakarta. Those two choices may be related to the concept of teacher identity (the professional, cultural, political, and individual ones) assigned to them and that will best suit the teaching profession at the schools and parents and students’ expectation. Your response.....

The case of Non –Native MA TESOL student (VARGHESE, MORGAN, JOHNSTON, JOHNSON 2009: 25)

CASE B:

Teacher position in international schools: Your status of non-native speakers of English and your position as English teachers/ teachers- to-be in EFL context can give advantages and disadvantages as well. You may enjoy privileges as people who can speak and teach English, yet, you are not employed as English teachers in international schools. Your response.....

QUESTIONS

No	Questions/ Statements	Responses
1.	In such a complex social, cultural, political context, how can a teacher become an “AGENT of CHANGE” ?	
2.	Choose one example /perspective described by Varghese, Morgan, Johnston, Johnson (2009). Discuss and present it in class. Please share also your experiences.	
3.	Based on the articles and books you read and your personal experiences, what is likely to be the assigned and claimed identity of an English teacher in an EFL context?	

Week 9: Presentation
Worksheet Week 9
Teacher identity development: Reviewing Research Studies

Name: _____

St. Number:

Required reading:

1. Task 1: [Issa, Ai-Feng, & Zhi-Lian \(2010\), pp. 45-64](#)
2. Task 2: [Friesen & Besley \(2013\)](#)
3. Task 3: [Trent \(2010\)](#)

TASK: Reviewing Research Studies (Book Chapter/Journal Paper)

- a. This task is more open-ended based on your interpretation (no specific guideline is given)
- b. Please write several interesting/challenging/inspiring ideas from the text.
- c. **Highlight, analyze, relate, or exemplify** them in Indonesian/your own context (e.g., socio-political and cultural practices). You are suggested to draw other related theories for illuminating your points/comments. This presentation can be likened to “Literature Review” part in research (Why are those ideas significant to us?).
- d. Present those highlighted ideas in an interesting power point format. Illustrative images will be great (avoiding monotonous slides), but no video please!
- e. The group will be evaluated both as an individual and as a group. Each group member will present their part and will be assessed based on his/her individual performance. As a group, the group solidity and performance will also get points.
- f. Each **individual student should upload** the power point to Exelsa (Week 9).
- g. The presentation for each individual student should last no more than ten minutes.
- h. Please “imagine” that you will present this in a huge international conference attended by large participants with various cultural background. Please prepare it well.
- i. Good Luck!

WORKSHEET AND ASSIGNMENT FOR ETIC CLASS

Please read and highlight important points of the articles by Hughes (2007), Flanagan (1954), or other relevant articles on Critical Incident and Critical Incident Technique and do the following activities:

- a. Share your learning /reading results in your group (3 students in one group).
- b. Share your own critical incident that contributes to the construction of your present teacher identity.

WORKSHEET TO BE UPLOADED AT EXELSA

Make your reflection based on the following questions:

1. a. Have you changed any ideas you used to have about teacher profession?
 If your answer is YES, what critical incident might have affected you to change?
 If your answer is NO, what critical incident can possibly affect you to change?

YES	NO

2. What aspects of BECOMING A TEACHER do you like (L) or dislike (D) ? Why?

ASPECTS	REASONS
1.	
2.	
3.	

3. Describe aspects (within yourself) you would like to improve upon BECOMING A TEACHER.

Reflection: “How I feel about teaching”

Please rank each individual factor (be as honest as possible, no wrong answer)


Note:

1. The reflection below is an integral part of the ETIC Course. Therefore, please answer as genuine and honest as possible (avoid writing “the expected” responses for the sake of the lecturer)
2. You may read your previous reflection (sent in a separate file “1. Worksheet 1”) as a guide to write this reflection (I am someone who needs ... ; I am someone who considers ... important; I am someone who strives for ...)

Factors	Score: 1 - 5 (low- high)	Rank the variables: The number occurs once. (e.g., 1 = high priority, 15 = the least).	Narrative (qualitative) description: (Clarify the variable as detailed as possible, determination or doubts, any of the 5-wh questions may be used for your guideline)
1. Interest in teaching			
2. Fulfil a mission			
3. Job factor or job fit			
4. Love for kids			
5. Inspired by role models			
6. Love of the subject			
7. Financial reasons			
8. To answer a calling			
9. Stepping stone			

Adapted from:

Chong, S., & Low, E. L. (2009). Why I want to teach and how I feel about teaching—formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research for Policy and Practice*, 8(1), 59.

	Course Outline
	Principles of Teaching Literature (Online) English Education Master's Program LITEDU208 3 Credits
Revision 0	Effective from January 2020

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

I. Course Description:

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 basic understanding of literature theories in order that they have better understanding of ESL teaching. Students are expected to have knowledge and skills to teach literature in schools and universities.

II. Course Objectives:

At the end of the course, the students are expected to:

Competence

- a. understand various concepts of literary theories
- b. understand the importance of literary knowledge and theories to the teaching of English as a second language.
- c. conduct analyses of English literary data to support teaching.

Conscience

1. gain more awareness about literature in teaching
2. improve their responsibility and autonomy in executing various educational tasks

Compassion

1. help one another to improve their understanding about literature in ESL teaching
2. work collaboratively to complete the assigned tasks

III. Course Outline*:

Meeting/Date	Topic	Sub-topic	Learning Activities
1	Course overview Literature and Language Teaching	Introduction Language, Literature and Education	Synchronous Online Discussion Recorded Video Lecture
2		Literary Language and Ordinary Language	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
3		Reading Literature	Recorded Video Lecture

Meeting/Date	Topic	Sub-topic	Learning Activities
			Reading Synchronous Online Discussion
4		Literature in Education	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
5	Exploring Research in Language, Literature and Education	Introduction Researching Language in Literature	Recorded Video Lecture Reading Synchronous Online Discussion
6		Readers Reading Literature	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
7		Educational Perspectives	Recorded Video Lecture Reading Synchronous Online Discussion
8	Mid Term Week	Literature teaching lesson plan for one meeting	
9	Researching Literature in Language Education (LLE)	Introduction	Recorded Video Lecture Reading Synchronous Online Discussion
10		Research Methods for LLE	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
11		Carrying Out Your Own Research Project in Literature in Language Education	Recorded Video Lecture Reading Synchronous Online Discussion
12		Guide to Resources for Research in LLE	Recorded Video Lecture Reading Asynchronous Online Discussion Online assignment
13		Research proposal drafting	Recorded Video Lecture Reading Synchronous Online Discussion
14		Research proposal writing	Recorded Video Lecture

Meeting/Date	Topic	Sub-topic	Learning Activities
			Reading Asynchronous Online Discussion Online assignment/quiz
15		Research proposal presentation	Synchronous Online Discussion Recorded Video Lecture
16	Final Project	Publishable argumentative research paper	

*) subject to change

IV. 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%

V. Learning-Teaching Activities:

The classroom activities consist of ONLINE lectures, discussions, and assignments. Students are expected to watch lecture videos, participate in the synchronous and asynchronous discussions, read the materials, and do the assignments.

VI. References:

1. Geoff Hall. 2015. Literature in Language Education (2nd edition). Hampshire: Palgrave Macmillan.
2. Ann Hewings, Lynda Prescott, and Philip Seargeant. 2016. Futures for English Studies: Teaching Language, Literature and Creative Writing in Higher Education. New York: PALGRAVE MACMILLAN
3. Susan Bassnett. 2005. Literature Teaching in the Twenty-First Century: A Hopeless Endeavour or the Start of Something New? The Cambridge Quarterly, 2005, Vol. 34, No. 3, Fortieth Anniversary Issue: English Now (2005), pp. 203-212
4. Emad Mirmotahari. 2016. The Local as the Global: Reflections on Teaching World Literature. World Literature Today, May/August 2016, Vol. 90, No. 3-4 (May/August 2016), pp. 52-55.
5. Alka Sehgal Cuthbert. 2021. English literature in What Should Schools Teach? Disciplines, subjects and the pursuit of truth. Editor(s): Alka Sehgal Cuthbert, Alex Standish. Published by: UCL Press.
6. Richard C. Raymond. 2008. When Writing Professors Teach Literature: Shaping Questions, Finding Answers, Effecting Change. College Composition and Communication, Feb., 2008, Vol. 59, No. 3 (Feb., 2008), pp. 473-502.

7. Faith O. Mowoe. 1998. Why and How We Teach Literature. The English Journal, Apr., 1998, Vol. 87, No. 4, Literary Festival (Apr., 1998), p. 9.
8. Christy Goldsmith. 2016. Speaking My Mind: Why All Students Need Literature More Than Ever. The English Journal, November 2016, Vol. 106, No. 2 (November 2016), pp. 111-113.

Updated: January 20, 2021



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : Master
Study Program : English Language and Education

COURSE LEARNING PLAN

A. Course Identity

1. Course Code/Course Name : ECIS 222/Second Language Learning and Acquisition Theories
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Drs.Concilianus Laos Mbato, M.A., Ed.D.

B. Course Description

This course is designed to enable students to critically produce a research proposal and conduct research on the current issues of Second Language Learning and Acquisition Theories (ELT) in English education. Students are introduced to current issues in ELT in local contexts and international context so that they can compare and contrast the practices, such as on how students motivate themselves to learn English in this century. This course is an elective subject offered in the second semester and continued in the third semester with the different course, named “Advanced Second Language Learning and Acquisition” (Course Code: ECIS 223).

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. understand the knowledge and means to develop teacher professionalism;
2. conduct a research on English learning theories and acquisition critically, ethically, and systematically;

Conscience:

1. gain more awareness on the issues related to students' way of learning;
2. select what to implement in their contexts appropriately;
3. improve their responsibility and autonomy in executing various research projects individually and/or in group;

Compassion: work collaboratively to complete the assigned projects.

D. Learning Outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;
9. internalize the spirit of independence, striving, and entrepreneurship;
10. demonstrate a responsible attitude towards the work in the expertise field independently;

11. have sincerity, commitment, sincerity to develop attitude, value, and ability based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes:

1. conduct research on educational policies and policy implementations in the field of English education using interdisciplinary and multidisciplinary approaches,
2. take decisions in the context of solving problems of science, technology or art development based on analytical or experimental studies of information and data;
3. document, store, secure, and rediscover research data to ensure validity and avoid plagiarism;
4. increase the capacity of learning independently;
5. manage, developing and maintaining networking with colleagues, peers within the broader institutes and research community;
6. have excellent proficiency in spoken and written English in the daily / general, academic, and pre-advanced level equivalent context;

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals, assessments, and learning strategies/materials to be used in the class.	Introduction to the course: planning to write a journal paper: introduction, literature review, and methodology	Brief lectures, short question and answer sessions, group work, related to ELT topics.	Students are able to write several alternatives of their own topics for ELT Course		Mbato, C. L. (2013). Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).

2	By the end of the class, students are able to discuss at least 10 journals about ELT	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the draft of introduction part.	Students are able to write the draft of the introduction of the journal paper based on the reviewed research articles.		Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).
3	By the end of the class, students are able to write the draft of introduction part	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the draft of introduction part.	Students are able to write the draft of the introduction of the journal paper based on the reviewed research articles.		Bernaus, M. and Gardner, R.C. (2008). Boekearts, M. (2002). Corno, L. (2001). Dorneyi, Z. (2001). Mbato, C. L. (2013). Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).
4	By the end of the class, students are able to write the draft of introduction and literature review parts	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the draft of introduction and literature review parts.	Students are able to write the draft of the introduction and literature review of the journal paper based on the reviewed research articles.		Bernaus, M. and Gardner, R.C. (2008). Boekearts, M. (2002). Corno, L. (2001). Dorneyi, Z. (2001). Mbato, C. L. (2013). Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000).

						Ismail, S. A. A. (2011).
5	By the end of the class, students are able to write the draft of introduction, literature review, and methodology parts	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the draft of introduction, literature review, and methodology parts.	Students are able to write the draft of the introduction, literature review, and methodology based on the reviewed research articles.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012). Ismail, S. A. A. (2011).
6	By the end of the class, students are able to introduction, literature review, and methodology parts	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the draft of introduction, literature review, and methodology parts.	Students are able to write the draft of the introduction, literature review and methodology based on the reviewed research articles.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are able to finalize the proposal and develop the research instruments	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student to finalize the proposal and develop the research instruments.	Students are able to finalize the proposal and develop the research instruments based on the grand theories and other research journals.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012)
10	By the end of the class, students are able to finalize the proposal and develop	Recent journal articles on ELT research, dated in less than 5	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to finalize the proposal and develop the research instruments based on the		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., &

	the research instruments	years.	Each student starts to finalize the proposal and develop the research instruments.	grand theories and other research journals.		Morrison, K. (2000). Creswell, J. W. (2012)
11	By the end of the class, students are able to finalize the proposal and develop the research instruments	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts to finalize the proposal and develop the research instruments	Students are able to finalize the proposal and develop the research instruments based on the grand theories and other research journals.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
12	By the end of the class, students are able to finalize the proposal and develop the research instruments	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts to finalize the proposal and develop the research instruments.	Students are able to finalize the proposal and develop the research instruments based on the grand theories and other research journals.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
13	By the end of the class, students are able to finalize the proposal and develop the research instruments	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Each student starts to finalize the proposal and develop the research instruments.	Students are able to finalize the proposal and develop the research instruments based on the grand theories and other research journals.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
14	By the end of the class, students are able to finalize the proposal and develop	Recent journal articles on ELT research, dated in less than 5	Group discussion: each student presents their methodology based on their own interest.	Students are able to finalize the proposal and develop the research instruments based on the		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., &

	the research instruments	years.	Each student starts to finalize the proposal and develop the research instruments.	grand theories and other research journals.		Morrison, K. (2000). Creswell, J. W. (2012).
15	By the end of the class, students are able to finalize the proposal and develop the research instruments	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Each student starts to finalize the proposal and develop the research instruments.	Students are able to finalize the proposal and develop the research instruments based on the grand theories and other research journals.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
16	By the end of the class, students are able to finalize the proposal and develop the research instruments	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Each student starts to finalize the proposal and develop the research instruments.	Students are able to finalize the proposal and develop the research instruments based on the grand theories and other research journals.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
17	Final exam (Paper Submission)					

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engaged in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	20%
2.	Class participation	15%
3.	Test 1 (Submission of individual paper: intro-method)	30%
4.	Test 2 (Final project: Submission of individual paper: abstract – research instruments)	35%
		100%

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : EEMP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ECIS 208/Introduction to English Learning Theories
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2017-2018
5. Lecturer(s) : Drs. Concilianus Laos Mbato, M.A., 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 ExeLSa. 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.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : EEMP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 208/Introduction to English Learning Theories
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2017-2018
5. Lecturer(s) : Drs. Concilianus Laos Mbato, M.A, Ed.D.

Assessment plan 3 and 4: Submission of individual paper (research proposal)

Assignment Goals	Students are to demonstrate their learning achievement by writing a research proposal related to English Learning Theories
Elaboration of Assignments	<p>First, the students are to write <i>a research proposal</i>. 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 <i>peer-reviewed journal articles</i> 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, and (f) Research instruments. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.</p> <p>Note:</p> <ul style="list-style-type: none"> - In assessment 3 (mid-term), the submitted assignment is the draft of introduction up to methodology section. - In assessment 4 (final assignment), the submitted assignment is the finalized version of the complete research proposal (from abtrstc up to research

	instruments).
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 in English Learning Theories
(ECIS 208 & ECIS 214)
MPBI USD**

Adapted from: www.lib.jmu.edu/instruction/documents/RubricforArticleCritiqueHandout.doc

A. Title	Title of the article, journal information	1-5 point
B. Abstract	Write an abstract summarizing the article	1-10 points
C. Sections	<ol style="list-style-type: none"> 1. The Problem (2-3 paragraphs) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> How was data analyzed? Was data qualitative or quantitative? Did findings support the hypothesis and purpose? Were weaknesses and problems discussed? 5. Conclusions and Implications (2-3 paragraphs) <ul style="list-style-type: none"> Are the conclusions of the study related to the original purpose? Were the implications discussed? Whom the results and conclusions will effect? What recommendations were make at the conclusion? 	<ol style="list-style-type: none"> 1-10points 1-20 points 1-20 points 1-20 points 1-10 points
D. References:	Up-to-date and well-written according to APA style	1-5 Points
Total		100 points



UNIVERSITAS SANATA DHARMA

Fakulty : Teachers Training and Education
Program : Master
Study Program : English Language and Education

COURSE LEARNING PLAN

A. Course Identity

1. Course Code/Course Name : ECIS 210/Introduction to Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2017-2018
5. Lecturer(s) : Paulus Kuswandono, Ph.D.

B. Course Description

This course is designed to enable students to critically conduct a research on the current issues of Teacher Profesional Development (TPD) in English education. Students are introduced to current issues in TPD in local contexts and international context so that they can compare and contrast the practices, such as on teachers' activities to develop their professionalism, particularly for the 21st learning skills. This course is a elective subject offered in the second semester, and continued in the thrid semester with the different course name "Advanced Teacher Profesional Development" (Course Code: ECIS 216).

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. Understand the knowledge and means to develop teacher professionalism.
2. Conduct a research on Teacher Professional Development critically, ethically, and systematically

Conscience:

1. gain more awareness on the issues related to teacher professionalism.
2. select what to implement in their contexts appropriately
3. improve their responsibility and autonomy in executing various research projects individually and/or in group

Compassion: work collaboratively to complete the assigned projects

D. Learning Outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;
9. internalize the spirit of independence, striving, and entrepreneurship;

10. demonstrate a responsible attitude towards the work in the expertise field independently;
11. have sincerity, commitment, sincerity to develop attitude, value, and ability based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes:

1. conduct research on educational policies and policy implementations in the field of English education using interdisciplinary and multidisciplinary approaches,
2. take decisions in the context of solving problems of science, technology or art development based on analytical or experimental studies of information and data;
3. document, store, secure, and rediscover research data to ensure validity and avoid plagiarism;
4. increase the capacity of learning independently;
5. manage, developing and maintaining networking with colleagues, peers within the broader institutes and research community;
6. have excellent proficiency in spoken and written English in the daily / general, academic, and pre-advanced level equivalent context;

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals, assessments, and	Introduction to the course: planning to write a journal paper: introduction, literature review, and methodology	Brief lectures, short question and answer sessions, group work, related to TPD topics.	Students are able to write several alternatives of their own topics for TPD Course		Field, K. (2011). Kelly, J., & Cherkowski, S. (2015). Kuswandono, P. (2013).

	learning strategies/materials to be used in the class.					
2	By the end of the class, students are able to discuss at least 10 journals about TPD	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Field, K. (2011). Kelly, J., & Cherkowski, S. (2015). Kuswandono, P. (2013).
3	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Field, K. (2011). Kelly, J., & Cherkowski, S. (2015). Kuswandono, P. (2013).
4	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Field, K. (2011). Kelly, J., & Cherkowski, S. (2015). Kuswandono, P. (2013).
5	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Field, K. (2011). Kelly, J., & Cherkowski, S. (2015). Kuswandono, P. (2013).

6	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Field, K. (2011). Kelly, J., & Cherkowski, S. (2015). Kuswandono, P. (2013).
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are able to write the literature review part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Sadovets, O. (2017). Rahman, A. (2016). Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Yuwono, G. I., & Harbon, L. (2010).
10	By the end of the class, students are able to write the literature review part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Sadovets, O. (2017). Rahman, A. (2016). Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Yuwono, G. I., & Harbon, L. (2010).
11	By the end of the class, students are able to write the literature review part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Sadovets, O. (2017). Rahman, A. (2016). Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Yuwono, G. I., & Harbon, L. (2010).
12	By the end of the	Recent journal	Group discussion: each	Students are able to write		Sadovets, O. (2017).

	class, students are able to write the literature review part	articles on TPD research, dated in less than 5 years.	student presents their findings of journals based on their own interest. Each student starts writing the literature review of the journal paper.	the literature review of the journal paper based on the grand theories and other research journals.		Rahman, A. (2016). Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Yuwono, G. I., & Harbon, L. (2010).
	(Submission of Literature Review Draft) as Test 2					
13	By the end of the class, students are able to write the methodology part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Each student starts writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Chien, C.-W. (2016). Clandinin, D. J., & Connelly, M. (2000).
14	By the end of the class, students are able to write the methodology part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Each student starts writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Clandinin, D. J., & Connelly, M. (2000).
15	By the end of the class, students are able to write the methodology part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Each student starts writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Clandinin, D. J., & Connelly, M. (2000).
16	By the end of the	Recent journal	Group discussion: each	Students are able to write		Clandinin, D. J., &

	class, students are able to write the methodology part	articles on TPD research, dated in less than 5 years.	student presents their methodology based on their own interest. Each student starts writing the methodology of the journal paper.	the methodology of the journal paper based on the methodology theories and other research journals.		Connelly, M. (2000).
17	Final exam (Paper Submission)					

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants also engage in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	10%
2.	Class participation	10%
3.	Test 1 (Submission of individual paper)	25%
4.	Test 2 (Submission of individual paper)	25%
5.	Test 3 (Final project: Submission of individual paper)	30%
		100%

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : ELESP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ECIS 210/Introduction to Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2017-2018
5. Lecturer(s) : Paulus Kuswandono, Ph.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to develop critical thinking skills when accessing peer-reviewed research journal articles. Critical reading skills are believed to equip them with improved writing skills.
Elaboration of Assignments	Critical thinking skills are required. To train the skills, students are assigned to: <ol style="list-style-type: none"> 1. read journal articles by focusing on five major research report components, namely: (a) introductory part, (b) literature review, (c) methodology, (d) findings and discussion, and (e) conclusion and recommendations. 2. Write the key points of the articles which can benefit and improve the quality of their journal writing.
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. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a

	habit formation.
Description of the assignment outcomes	The students will develop critical skills when reading research articles. The skills are of great importance given the goals of the study program. Each individual student is required to accomplish research and publish journal articles to graduate.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : ELESP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 210/Introduction to Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2017-2018
5. Lecturer(s) : Paulus Kuswandono, Ph.D.

Assessment plan 3, 4, 5: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by planning a mini research proposal related to one of the three topics, namely teacher agency, curriculum, and
Elaboration of Assignments	First , the students are to write <i>a mini research proposal</i> . It serves as a synthesis of what they have studied. It will synthesize one topic (out of teacher agency, curriculum, and technology integration). Second , the synthesis will be expanded with at least <i>three peer-reviewed journal articles</i> relevant to the topic selected. Third , the mini proposal as a synthesis will cover four components, namely: (a) Background, (b) Research questions, (c) Literature review, and (d) Research methods.
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. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a habit formation. In response, a timely response from the

	lecturers is expected to be available in less than 48 hours. The students will access the feedback online through ExeLSa.
Description of the assignment outcomes	The students will write a mini-proposal that raises one of the three issues discussed throughout the semester.

Review Form: Research Papers

Credit to IJAL (Indonesian Journal of Applied Linguistics, Scopus Indexed)

Aspects	
Title	
1	States the article's main theme
2	Describes the type of research done
3	If space permits: Tells where the research was done (e.g., country and / or type of institution)
Abstract	
4	Begins with a brief description of the article's main theme and context
5	Accurately summarizes: (1) background of the study, (2) the purpose of the research, (3) method used, (4) findings/results, main conclusions, and (5) academic and practical implications of the results / findings.
6	Does not contain any figures, tables, or in-text references
7	Does not exceed 300 words and accompanied by keywords
Introductory Paragraph(s)	
8	Presents the topic of the study and its academic and practical importance to readers
9	Briefly summarizes other literature on the topic
10	Points out the most important gaps or controversies in the literature and how the study addresses them (<i>necessary</i>)
11	Introduces the research problem addressed by the study
12	Outlines the specific research objectives of the research
13	Describes the context of the study, including the subjects of the research
14	Provides readers with an outline of the rest of the article
Literature Review	
15	Tells where the research topic fits in the larger context of education
16	Focuses primarily on recent literature (within the last 5 years from the DOI/Date of Issue)
17	Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic
18	Integrates and organizes these findings around relevant main topics, showing that the author has a good understanding of the literature (<i>in the specific context of the topic studied</i>)
19	Summarizes those research studies and synthesizes to logically introduce the method(s).
Method	
20	Logically follows the literature review
21	Describes the context of the study and the population sampled
22	Describes the sampling method used (<i>necessary</i>)
23	Outlines and defends the data collection method(s) used (<i>necessary</i>)
24	Discusses how the data were collected and why

Results / Findings	
2 5	Are directly connected to methodology and address the research question(s)
2 6	Summarize the data collected (e.g. using descriptive statistics)
2 7	Report the results of any statistical analyses used (<i>necessary</i>)
2 8	Include enough details to justify the methodology and conclusions
2 9	Avoid unnecessary repetition
3 0	Use tables and figures only if they are relevant and not redundant
Discussion	
3 1	Summarizes the results in relation to the research objective(s)
3 2	Interprets the results as they relate to the paper's literature review (findings of previous researchers)
3 3	Provides possible explanations for unexpected results (if necessary)
3 4	Points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts
3 5	Discusses practical applications for classrooms or other educational settings in diverse contexts
3 6	The content is relevant, current, and interesting to international readers.
3 7	The content is useful or relevant to the development context.
3 8	The discussion of the topic is not limited to one particular context or country.
Conclusion	
3 9	Restates the study's main purpose and key results
4 0	Discusses possible directions for related future research (<i>necessary</i>)

* Please use the following scale to rank each category (1, 2, 3, 4, 5)

- 1 = unacceptable
- 2 = needs much improvement
- 3 = acceptable but still needs major improvements
- 4 = good but still needs some improvement
- 5 = excellent (needs little or no change)

(Continued from above. **Not to be done now**, only for your information)

N o.	WRITTEN EXPRESSION
1.	The writing is clear, concise, and grammatically correct. Specific comments
2.	The writing is professional and academic.
3.	The paper stays focused on the topic.
4.	The paper is coherent between and within sections.
5.	The first person has not been misused or overused (The first person, if in the text at all, should be used sparingly and appropriately, primarily to avoid the passive voice in describing procedures or discussing results, not to create an exaggerated sense of the author's importance or authority. Any use of "we" should refer to the authors only.

6.	There is no discriminatory language of any kind in the paper.
FORMAT	
7.	The content is well-organized, and based on an academic format.
8.	There should be introduction, literature review, method, finding and discussion and conclusion.
9.	The figures, tables, or other illustrations are necessary and appropriate and are referred to in the text.
10	All references are both in-text and in the reference list.
11	All references in the text and in the reference list follow APA style (see author's guideline on OJS system if necessary).
12	The content is well-organized, and based on an academic format.



UNIVERSITAS SANATA DHARMA

Fakulty : Teachers Training and Education
Program : Master
Study Program : English Language Education

COURSE LEARNING PLAN

A. Course Identity

1. Course Code/Course Name : ECIS 212/Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Barli Bram

B. Course Description

This course aims to enable students to be capable of producing a ready-to-publish journal article, whose length is between 3,500 and 6,500 words, on educational English linguistics. The publication should be in an indexed quality journal, as in prestigious indexers, for example, Scopus, Web of Science, and Directory of Open Access Journals (DOAJ).

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. Understand the knowledge and means to write or produce scientific journal articles.
2. Conduct research and publish scientific journal articles on educational linguistics critically and ethically.

Conscience:

1. Gain more awareness on the issues related to educational linguistics.
2. Select what to implement in their contexts appropriately.
3. Improve their responsibility and autonomy in executing various research projects individually and/or in group

Compassion: Work collaboratively to complete assigned tasks and camera-ready scientific journal articles.

D. Learning outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;
9. internalize the spirit of independence, striving, and entrepreneurship;
10. demonstrate a responsible attitude towards the work in the expertise field independently;

11. have sincerity and integrity to develop attitudes, values, and abilities based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes (ECIS 212: Educational Linguistics):

1. conduct research on educational linguistics in the field of English education
2. make decisions in the context of solving problems of languages
3. document, secure, and rediscover research data to ensure validity and avoid plagiarism
4. increase the capacity of learning independently
5. manage, developing and maintaining networking with colleagues and peers
6. have excellent proficiency in spoken and written English in academic contexts.

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to understand the goals, assessments, and learning strategies/materials to be used in the class.	Introduction to the course: planning to write a journal paper: introduction, literature review, and methodology	Brief lectures, short question and answer sessions, group work, related to educational linguistics.	Students are able to choose several alternatives of their own topics		How to Write a World Class Methodology Paper: Elsevier ppt slides APA (6 th edition) guidelines
2	By the end of the class, students are able to identify various journals on educational linguistics	Edu lings research based on individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the main points of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Sanjaya & Nugrahani (2018)

3	By the end of the class, students are able to write the introduction part	Edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Pamolango (2016)
4	By the end of the class, students are able to write the introduction section	Edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Mukti & Wahyudi (2015)
5	By the end of the class, students are able to write the lit/method review section	Edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the lit review/method of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Liyanage & Gardner, (2013)
6	By the end of the class, students are able to write the lit review/method section	Edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Gürbüz (2017)
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are able to write the lit	Recent journal articles on edu lings, recent/up	Group discussion: each student presents their findings of journals based	Students are able to write the literature review of the journal paper based on the		Bailoor, John, & Laxman (2015)

	reviewmethod section	to date ones	on their own interest. Individual students start writing the literature review of the journal paper.	grand theories and other research journals.		
10	By the end of the class, students are able to write the lit review/method section	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Engelhardt, Nigg, & Ferreira (2013)
11	By the end of the class, students are able to write the method section	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Fraundorf & Watson (2014)
12	By the end of the class, students are able to write the method section	Recent journal articles on edu lings.	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Gürbüz (2017)
	(Submission of Full Paper Draft) Test 2					
13	By the end of the class, students are able to write the result section	Recent journal articles on edu lings	Group discussion: each student presents their methodology based on their own interest. Individual students start	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Andang & Bram (2018)

			writing the methodology of the journal paper.			
14	By the end of the class, students are able to write the result section	Recent journal articles on edu lings	Group discussion: each student presents their methodology based on their own interest.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Ary, Jacobs, Razavieh, & Sorensen (2010)
15	By the end of the class, students are able to write the discussion section	Recent journal articles on edu lings.	Group discussion: each student presents their methodology based on their own interest. Individual students start writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Wulandari, Hapsari, & Bram (2018)
16	By the end of the class, students are able to write the conclusion section	Recent journal articles on edu lings research, which was recently published	Group discussion: each student presents their methodology based on their own interest. Individual students start writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Turnitin Similarity Check: www.turnitin.com
17	Final exam (Finalized Full Paper Submission)					

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engage in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	20%
2.	Class participation	5%
3.	Test 1 (Submission of individual paper – draft 1)	20%
4.	Test 2 (Submission of individual paper – draft 2)	25%
5.	Test 3 (Final project: Submission of individual paper)	30%
		100%

No	Score (%)	Grade	Scale 1-4
1	85 – 100	A	3.4
2	80 – 84	A-	3.2
3	75 – 79	B+	3
4	70 – 74	B	2.8
5	65 – 69	B-	2.6
6	60 – 64	C+	2.4
7	55 – 59	C	2.24
8	50 – 54	D	2
9	0 – 49	E	1.96

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : ELESP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ECIS 212/Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Barli Bram

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to develop critical thinking skills when accessing peer-reviewed research journal articles. Critical reading skills are believed to equip them with improved writing skills.
Elaboration of Assignments	<p>Critical thinking skills are required. To train the skills, students are assigned to:</p> <ol style="list-style-type: none"> 1. read journal articles by focusing on five major research report components, namely: (a) introductory part, (b) literature review, (c) methodology, (d) findings and discussion, and (e) conclusion and recommendations. 2. Write the key points of the articles which can benefit and improve the quality of their journal writing.
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. The work will be submitted through ExeLSa.
Description of the assignment outcomes	The students will develop critical skills when write research articles. The skills are of great importance given the goals of the study program. Each individual student is required to accomplish research and publish journal articles to graduate.



UNIVERSITAS SANATA DHARMA


Faculty : Teachers Training and Education
 Program : ELESP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 212/Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Barli Bram

Assessment plans: Submission of individual paper



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Full Paper Rubric – Evaluation Form

Paper Title:
Writer's Name:
Student Number:

Assessment of each of the criteria is indicated by a tick (V) in the appropriate column.

No.	Criteria to be Rated	Excellent	Acceptable	Unsatisfactory	N/A
1	Title of Full Paper				
2	Abstract				
3	Introduction				
4	Review/Previous Studies/Theoretical Subheading(s)				
5	Methods/Data Source				
6	Results/Findings/Analysis/Discussion				
7	Conclusion/Suggestion/Recommendation				
8	References/Bibliographies				
9	Quality of Full Paper as a Whole				
10	English language of Full Paper				

N/A: Not Applicable

	Course Outline
	Introduction to Educational Management ECIS 213 English Education Master's Program
Revision 0	Effective from August 2020

Credit	2 credits
Time Allocation	2 x 50' class meeting 2 x 60' independent works and 2 x 60' structured tasks
Study Program	English Education Master's Program
Lecturers	Markus Budiraharjo, Ed.D.

Grading Policy

Assessment Aspects	Percentage
Essay 1	15 %
Essay 2	15 %
A finalized research proposal	30 %
Research report	30 %
Class participation	10 %

1. Short Description of the Course:

This course is designed to equip students with understanding conceptual framework related to educational policies, standards-based school management, high-stakes testing for final (leaving) exams, zoning policy for student enrolment, and school-based management. It particularly investigates how these theories are understood and implemented to write a research proposal and to conduct research on those issues. This course is an elective subject offered in the second semester.

2. Competence Standard

By the end of the course, the students are expected to be able to:

Competence:

- develop understanding on a set of conceptual frameworks related to educational policies
- identify researchable issues in the area of educational management
- write a research proposal in the area of educational management
- conduct research in the area of educational management.

Conscience:

- gain more awareness on issues related to educational policy
- improve students' responsibility and autonomy in writing educational management research papers

Compassion

- grow students' interests in educational management research
- work collaboratively to work on educational management research paper

Topics


Week	Class Activities	Assignments
1	Curriculum Policies Ball, S. J. (1998); Vidovich, L. (2001)	Essay 1
2	Standards-based school	

Week	Class Activities	Assignments
	management Wang, J., & Odell, S. J. (2002); Taylor, S. (2004)	Essay 2
3	High-stakes testing for final (leaving) exams Chatterji, M. (2002)	Group discussion
4	Zoning policy for student enrollment Stecher, B. M., Barron, S., Kaganoff, T., & Goodwin, J. (1998)	Proposal Writing: Identifying researchable issues
5	School-based management	Defining researchable questions
6	Weaver-Hightower, M. B. (2008); Hargreaves, A., & Goodson, I. (2006)	Writing Literature Review
7	Him, C. Y. (2018)	Writing Research Methods: a. Choosing the research paradigm (qualitative nature is encouraged) b. Clarifying positionality and self-reflexivity
8	Schneider, E. W. (2014);	Writing Research Methods: a. Developing research instruments b. Validating research instruments c. Gathering Data
9		Submission of research proposal
10	Stecher, B. M., Barron, S., Kaganoff, T., & Goodwin, J. (1998)	Conducting data analysis (data saturation, coding, classifying, and organizing analysis results)
11		Writing-up research report
12		Consultation
13		Consultation
14		Consultation & Revision
15		Consultation & Revision
16		Research report Submission

References:

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	Course Outline
	Introduction to English Education Curriculum (ECIS 211) English Education Master's Program
Revision 0	Effective from August 2020

Credit 2 credits
Time Allocation 2 x 50' class meeting
 2 x 60' independent works and
 2 x 60' structured tasks
Study Program English Education Master's Program
Lecturer Ouda Teda Ena, M.Pd., Ed.D.

Grading Policy

Assessment Aspects	Percentage
Project 1	35%
Presentation/publication 1	15%
Project 2	35%
Presentation/ publication 2	15%
	100%

1. Short Description of the Course:

Introduction to English Education Curriculum (ECIS 211) is designed to familiarize students with fundamental concepts and latest trends of English Education Curriculum. It elaborates the underlying principles that come into play in different types of curriculum.

It deals with various issues in education research in ELT curriculum in Indonesia as well as in other countries.

2. Competence Standard

On completing the course, the students are expected to be able to:

Competence:

- understand the trends and concepts of ELT curriculum
- understand various issues in ELT curriculum research
- write research paper on ELT curriculum in a reputable journal
- present working paper on ELT curriculum in a conference

Conscience:

- gain more awareness on the ELT curriculum issues
- improve their responsibility and autonomy in writing ELT working papers.

Compassion

- grow interests for ELT curriculum research
- have greater passion for ELT curriculum research
- work collaboratively to complete the assigned projects

4. Schedule and Materials

M	Date	Topics	Sub-topics	References
1		Learning About Education	Education and literacy	Hamilton, David. (1999). Learning about Education: an unfinished curriculum. Philadelphia: Open

M	Date	Topics	Sub-topics	References
				University Press.
2			Teaching, Curriculum, and Learning	Hamilton, David. (1999). Learning about Education: an unfinished curriculum. Philadelphia: Open University Press.
3		The English Curriculum in Schools	Controversies in English	Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
4			The Development of English as a subject in the school curriculum	Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
5			Toward a national curriculum	Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
6			Language in the curriculum	Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
7			English in Primary and Secondary schools	Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
8		First Draft of Working paper	Consultation and review	Students' working paper
9		The English Curriculum in Asia	The English Curriculum in India	Viniti Vaish (2008) Biliteracy and Globalization: English Language Education in India
10			The English Curriculum in China	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
11			The English Curriculum in Japan	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
12			The English Curriculum in Singapore	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001).

M	Date	Topics	Sub-topics	References
				English Language Education in China, Japan, and Singapore
13			The English Curriculum in Southeast Asia	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
14			The English Curriculum in Indonesia	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
15		Final Draft of Working paper	Consultation and review	
Final Project Submission: Working Paper on ELT Curriculum				

) subject to change*

4. Teaching-learning Strategies

Lectures, discussions, projects and presentation

5. References

a. Required

- Hamilton, David. (1999). Learning about Education: an unfinished curriculum. Philadelphia: Open University Press.
- Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
- Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore. Singapore: NATIONAL INSTITUTE OF EDUCATION.
- Viniti Vaish (2008) Biliteracy and Globalization: English Language Education in India

b. Complementary

- Anwei Feng (2011) English Language Education Across Greater China



SANATA DHARMA UNIVERSITY

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

SEMESTER LEARNING PLAN (SLP)

A. Course Identity

1. Course Code/Course name : TEDU220/ELT Practicum
2. SKS/CH : 3/3 CH
3. Prerequisite Course : -
4. Semester/ Academic Year : III/2017-2018
5. Lecturers : Paulus Kuswando, Ph.D.
Markus Budiraharjo, Ed.D.
Concilianus Laos Mbato, Ed.D.

B. Course Description

ELT Practicum is a teaching practice course in the education faculty. This course is intended to improve students' knowledge, skills and attitudes as a whole in managing English learning through teaching observation activities, teaching practice by applying student-centered learning models, and critical analysis of the learning practice. Students' critical analysis in the English teaching and learning process aims to improve English learning quality, confirm theories, or possibly to find theories which are developed from their practices. The analysis should be based on learning theories and cutting-edge methodology, as well as the development of information technology in learning.

C. Course goals

Upon the completion of ELT Practicum course, students are expected to be able to:

Competence:

1. Find concrete problems in learning through classroom observation;
2. Identify the need to solve learning problems from the diverse underlying factors of learning in the language class;
3. Design a complete learning tool in accordance with the guidelines for the preparation of a complete, detailed, and applying Semester Learning Plan and apply the Ignatian Pedagogy paradigm;
4. Implement English learning in real teaching situation in accordance with learning tools that have been prepared with the assistance of lecturers;
5. Assess various aspects of learning through classroom meetings in the classroom along with supervisors to improve the quality of the teaching and learning process, confirm theories and learning methods, and improve the quality of learning.
6. The students are able to produce innovative/new learning models for general English learning or English for specific purposes.

Conscience:

1. gain more awareness on the pedagogical values on becoming an English teacher;
2. select appropriate strategies relevant to the context of the students' affective needs;
3. improve their responsibility and autonomy in planning, executing, and evaluating their practice teaching.

Compassion:

work collaboratively with colleagues and the supervising lecturer to complete the students' teaching practice.

D. General attitudinal learning outcomes of the MPBI graduates

- S9 : Menunjukkan sikap bertanggung jawab atas pekerjaan di bidang keahliannya secara mandiri;
- S11 : Menginternalisasi nilai kedisiplinan, kejujuran, toleransi, kerja sama, tanggung jawab, dan daya juang sebagai nilai keunggulan Prodi PBSI;
- S12 : Menginternalisasi semangat memperjuangkan profesionalitas dalam mendidik, mengembangkan pengelolaan sikap dan kebiasaan pikiran serta perasaan yang mengembangkan kreativitas dan kecintaan pada anak didik, dan membangun sikap murah hati sebagai *core values* FKIP USD.
- P1 : Menguasai konsep-konsep dasar kebahasaan dan kesastraan, keterampilan berbahasa dan bersastra, pembelajaran bahasa dan

- sastra, dan penelitian bahasa dan sastra Indonesia;
- P2 : Menguasai prinsip-prinsip pedagogi dan psikologi pendidikan;
- P3 : Menguasai konsep teori pengembangan pembelajaran bahasa dan sastra Indonesia;
- KK1 : Terampil berbahasa dan bersastra Indonesia dalam konteks akademis, pekerjaan, dan keseharian, baik secara lisan maupun tulis;
- KK2 : Mampu mengapresiasi sastra Indonesia baik secara lisan maupun tulis;
- KK3 : Mampu menganalisis dan menerapkan teori, konsep, pendekatan dalam pembelajaran bahasa dan sastra Indonesia, serta menghasilkan desain atau model pembelajaran baru yang inovatif dan teruji untuk pembelajaran bahasa dan sastra Indonesia;
- KK4 : Mampu merencanakan dan mengkaji implementasi pendidikan bahasa dan sastra Indonesia melalui pendekatan integratif.
- KU1 : Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;
- KU5 : Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;

E. Specific cognitive course learning outcomes (*Learning Outcomes*)

Melalui mata kuliah Kajian Praktik Lapangan, mahasiswa diharapkan mampu:

1. Menemukan masalah-masalah konkret dalam pembelajaran melalui kegiatan observasi di kelas bahasa;
2. Mengidentifikasi kebutuhan untuk memecahkan masalah pembelajaran dari berbagai komponen-komponen pembelajaran di kelas bahasa;
3. Merancang perangkat pembelajaran yang lengkap sesuai dengan pedoman penyusunan Rencana Pembelajaran Semester yang lengkap, terperinci, dan menerapkan paradigma Pedagogi Ignasian;
4. Melaksanakan pembelajaran sesuai dengan perangkat pembelajaran yang telah disusun dengan pendampingan dosen pamong dan dosen pembimbing dalam situasi *real teaching* dengan penuh tanggung jawab;
5. Mengkaji berbagai aspek pembelajaran melalui pertemuan klasikal di kelas bersama dengan dosen pembimbing untuk meningkatkan kualitas proses belajar mengajar (PBM), mengonfirmasi teori dan metode PBM, menemukan teori PBM yang baru, dan memperbaiki PBM;
6. Menghasilkan produk pertengahan dan akhir semester berupa artikel jurnal yang siap dipublikasikan dengan mengangkat masalah-masalah konkret yang dihadapi dalam melaksanakan praktik lapangan.

Table 1: Semester Learning Plan (SLP)

Meeting	Expected Competence	Materials	Learning Methods	Assessment Indicators	Value	Reference
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students can identify the nature of ELT Practicum	Introduction: 1. Nature of ELT Practicum 2. Activities of ELT Practicum	<ul style="list-style-type: none"> • Students listen to the lecturer's explanation about the contents of ELT Practicum • Explanation of ELT Practicum activities • Questions for the implementation of the ELT Practicum Program, tasks, and learning products. • Students discuss selected courses to run the program and the flow of the ELT Practicum Program implementation. • Students write plans for implementing the ELT Practicum Program in selected courses. • Follow-up: In-class observation task 	<ul style="list-style-type: none"> • Clear plans made by students in the implementation of the ELT Practicum Program. • Seriousness in preparing ELT Practicum program activities in the form of active questions and answers in the discussion. 		<ol style="list-style-type: none"> 1. ELT Practicum Handbook 2. Reflecting theories of desired learning 3. Observation checklist.
2 – 3	Find concrete problems in learning through classroom observation activities	<ul style="list-style-type: none"> • Classroom learning issues • Classroom situations and conditions 	<ul style="list-style-type: none"> • Students share their experiences of classroom observation in relation to concrete issues of learning, situations and 	<ul style="list-style-type: none"> • Completeness of data collected in classroom observations related to situations and conditions, student learning, classroom 		<ol style="list-style-type: none"> 1. Practice Teaching: A Reflective Approach, Chapter 7: Classroom

Meeting	Expected Competence	Materials	Learning Methods	Assessment Indicators	Value	Reference
		<ul style="list-style-type: none"> • Characteristics and learning styles of students • Classroom interaction model • Classroom management • Initial activities of the learning process • Core learning activities • Closing activities 	<p>conditions, characteristics and learning styles of students, models of classroom interaction, and classroom management by lecturers in the classroom.</p> <ul style="list-style-type: none"> • Students present the findings as the basis for reflection regarding class activities: initial class activities, core learning activities, closing activities. • Students ask questions related to observations made in class. • Affirmation of lecture materials. • Students make reflection and follow up. 	<p>interaction models, classroom management by lecturers, initial activities, core, and closing.</p> <ul style="list-style-type: none"> • Criticality in response to observations discussed in classical lectures. 		<p>Observation in Teaching Practice</p> <ol style="list-style-type: none"> 2. Classroom Observation Checklist 3. Classroom Observation Form 4. Lesson Observation Tool <p>(Additionally, Internet sources/Handouts)</p>
4	Students carry out needs analysis of learning	<ul style="list-style-type: none"> • Learning materials • Learning methods • Assessment Techniques • Instructional Media • Classroom Interaction Model 	<ul style="list-style-type: none"> • Students undertake needs analysis related to learning materials and methods, assessment techniques, instructional media, 	<ul style="list-style-type: none"> • The accuracy and depth of learning needs analysis conducted by practitioners. • The Students' seriousness in 		<p>Crawford, Alan, et.al. 2005. <i>Teaching and Learning Strategies for The Thinking Classroom</i>. New</p>

Meeting	Expected Competence	Materials	Learning Methods	Assessment Indicators	Value	Reference
			<p>and interaction models in the classroom in various ways, such as distributing questionnaires to students.</p> <ul style="list-style-type: none"> • Students analyse documents, such as curriculum and syllabus. • Students discuss in class related to the needs analysis. • Students carry out question and answer on the needs analysis in the classroom. • Affirmation of lecture materials. • Students make reflection and follow-up. 	analyzing the learning needs in the classroom as reflected in the action plan on the needs analysis report.		<p>York: RWCT.</p> <p>Griffin, Patrick, Barry McGaw, & Esther Care. 2012. <i>Assessment and Teaching of 21st Century Skills</i>. London: Springer.</p>
5 – 6	Students develop lecture plans	<ul style="list-style-type: none"> • SLP • Assignment Plan • Assessment Rubric 	<ul style="list-style-type: none"> • Students prepare the SLP, task design, and assessment rubric for the development of lecture plans. • Students discuss lecture plans that will be developed such as SLP, task design, and assessment rubrics. 	The accuracy of lecture plans that will be developed in accordance with the results of needs analysis.		<p>Brookhart, Susan M. 2010. <i>Assess Higher-Order Thinking Skills in Your Classroom</i>. Virginia: ASCD.</p> <p>Griffin, Patrick, Barry McGaw, & Esther Care. 2012.</p>

Meeting	Expected Competence	Materials	Learning Methods	Assessment Indicators	Value	Reference
			<ul style="list-style-type: none"> • Students ask questions and provide feedback on the SLP, task design, and assessment rubric that will be developed by the students. • Students make reflection and follow-up. 			<i>Assessment and Teaching of 21st Century Skills.</i> London: Springer.
7 – 8	Mid Semester Test					
9 – 11	Students practice learning in real teaching situations.	Implementation of teaching practices 1st, 2nd, and 3rd: <ul style="list-style-type: none"> • Conducting Preliminary Activities • Carry out core activities • Implement closing activities 	<ul style="list-style-type: none"> • Students carry out teaching practices in real teaching situations. • Students share classroom practices and obstacles. • Students reflect and follow up. 	<ul style="list-style-type: none"> • Compliance of the learning implementation plan and implementation of real teaching. • The ability of the practitioners (pre-service teachers) to conduct classroom management. • Materials mastery in classroom learning. • Seriousness in real teaching situations. 		Crawford, Alan, et.al. 2005. <i>Teaching and Learning Strategies for The Thinking Classroom.</i> New York: RWCT.
12	Students reflect and evaluate the learning in real teaching situation.	<ul style="list-style-type: none"> • Reflection • Learning evaluation 	<ul style="list-style-type: none"> • Students reflect and evaluate the learning outcomes in real teaching situations. 	<ul style="list-style-type: none"> • Depth of reflection and evaluation conducted by pre-service teachers. • Seriousness to 		Crawford, Alan, et.al. 2005. <i>Teaching and Learning Strategies for The Thinking</i>

Meeting	Expected Competence	Materials	Learning Methods	Assessment Indicators	Value	Reference
			<ul style="list-style-type: none"> Students carry out the follow-up activities based on the results of reflection. 	facilitate the learning in real teaching situations.		<i>Classroom</i> . New York: RWCT.
13	Students examine models of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles in the classroom, student talk, and teacher talk.	<ul style="list-style-type: none"> Classroom Interaction Models students' characteristics and learning styles, lecturers' teaching styles student talk teacher talk 	Students examine: <ul style="list-style-type: none"> the model of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles student talk teacher talk 	<ul style="list-style-type: none"> Accuracy of analysis on model of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles, student talk, and teacher talk. Seriousness to assess the model of classroom interaction, students' characteristics and learning styles, lecturers' teaching styles, student talk, and teacher talk. 		Crawford, Alan, et.al. 2005. <i>Teaching and Learning Strategies for The Thinking Classroom</i> . New York: RWCT. Xiao-yan, MA. 2006. <i>Teacher Talk and EFL in University Classrooms</i> . China: Chongqing Normal University & Yangtze Normal University.
14	Students prepare the draft of a final report with the description of planning, process, reflection and evaluation of learning	<ul style="list-style-type: none"> Final report structure, component, and format 	<ul style="list-style-type: none"> Students report with a complete description of planning, process, reflection and evaluation of learning 	<ul style="list-style-type: none"> Depth of report The usefulness of the report for improving English learning in the classroom The compliance of reports with the given format. 		Final report structure, component, and format

Meeting	Expected Competence	Materials	Learning Methods	Assessment Indicators	Value	Reference
				<ul style="list-style-type: none"> • Seriousness in writing the report 		
15	Students prepare the final report with a complete description of planning, process, reflection and evaluation of learning	<ul style="list-style-type: none"> • Final report structure, component, and format 	<ul style="list-style-type: none"> • Students report with a complete description of planning, process, reflection and evaluation of learning 	<ul style="list-style-type: none"> • Depth of report • The usefulness of the report for improving English learning in the classroom • The compliance of reports with the given format. • Seriousness in writing the report 		Final report structure, component, and format
16	Final Test (Report Submission)					

F. References



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

COURSE ASSIGNMENTS DESIGN (CAD)

G. Course Identity

1. Course Code/Course name : TEDU220/ELT Practicum
2. SKS/CH : 3/3 CH
3. Prerequisite Course : -
4. Semester/ Academic Year : III/2017-2018
5. Lecturers : Paulus Kuswandono, Ph.D.
 Concilianus Laos Mbato, Ed.D.
 Markus Budiraharjo, Ed.D.

ASSIGNMENTS DESIGN 1

Task Goal	Students find concrete problems in learning through classroom observation activities
Outline of the task description:	Students make critical analysis of concrete issues individually.
Things to do	Students carry out observations in the classroom, find concrete problems, and undertake critical analysis to find solutions in learning.
Method	The tasks are done individually; critical analysis is typed in accordance with the format of scientific papers, along with relevant reference sources.
Output	Critical analysis of concrete problems in learning.



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

ASSESSMENT RUBRIC

H. Course Identity

1. Course Code/Course name : TEDU220/ELT Practicum
2. SKS/CH : 3/3 CH
3. Prerequisite Course : -
4. Semester/ Academic Year : III/2017-2018
5. Lecturers : Paulus Kuswandono, Ph.D.
 Concilianus Laos Mbato, Ed.D.
 Markus Budiraharjo, Ed.D.

RUBRIC OF ASSESSMENT TASK 1

Aspect of Assessment	Score	Criteria
The depth of critical analysis related to: <ul style="list-style-type: none"> • the situations and conditions, • characteristics and learning styles of students, • the model of classroom interaction, • classroom management by lecturers in the classroom, • the initial activity, • the core activity, • the closing activity. 	4	Critical analysis of concrete issues in the classroom is very deep, supported by complete data, and equipped with relevant references.
	3	Critical analysis of concrete issues in the classroom is quite deep, supported by fairly complete data, and equipped with relevant references.
	2	Critical analysis of concrete problems in the class is less deep, supporting data is incomplete, and references are incomplete.
	1	Critical analysis of concrete problems in the class is not deep, supporting data is incomplete, and references are incomplete.

Category: (4) very satisfactory, (3) satisfactory, (2) less satisfactory, and (1) unsatisfactory



MID SEMESTER TEST

Odd Semester/Academic Year 2017/2018

Course Name	: ELT Practicum
Course Code	: TEDU220
Day/Date	:
Time Allocation	:
Nature of test	: Close Book
Room	:
Examiners	:
	: Paulus Kuswandono, Ph.D. Concilianus Laos Mbato, Ed.D. Markus Budiraharjo, Ed.D.

Instructions:

Read the questions below and answer on the answer sheet provided!

1. Based on the results of needs analysis in the class that you have done, describe the opportunities and barriers associated with learning in the class. How do you take advantage of opportunities and overcome those obstacles?
2. Explain briefly and clearly related to the analysis you will do about the competency development program of teaching English!

This SLP (Indonesian: *RPS*) is adapted from and credited to MPBSI *Kajian Praktik Lapangan*



SANATA DHARMA UNIVERSITY

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

SEMESTER LESSON PLAN

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 : 2016/2017
- 6 Lecturer(s) : (1) Concilianus Laos M., Ed.D.
(2) Dr. Retno Muljani, M.Pd.
(3) P. Kuswando, Ph.D.
(4) FX. Ouda Teda Ena, Ed.D.
(5) Barli Bram, Ph.D.
(6) Markus Budiraharjo, Ed.D.

B. Course Description

Research Proposal Seminar 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 the first three chapters of their graduate thesis.

C. Learning Outcomes / Competence

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

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1-5	<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 graduate thesis guideline, which covers relevant discourse markers, appropriate cohesion 	<p>Participants' background knowledge: issues, readings, concerns, practical interests, theoretical frameworks gained from earlier classes.</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 	<ul style="list-style-type: none"> • Identification of the research problems • First draft of Chapter I: Introduction • Uses of discourse markers • Paraphrasing skills 	30%	<p>Jordan, R. R. (1999). <i>Academic writing course: Study skills in English</i> (Vol. 160). Longman.</p> <p>Birkenstein, C., & Graff, G. (2006). <i>They Say, I Say: The Moves That Matter in Academic</i></p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>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 		<p>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. 	<ul style="list-style-type: none"> • Crediting the resources for the references 		Writing.

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	University Compassion: On completing this course the students will be able to: <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	Competence On completing this course the students will be able to: <ul style="list-style-type: none"> demonstrate a good mastery of academic discourse as required in the graduate thesis guideline, which covers relevant 	Research issues raised by each participant, readings and review of literature developed by each participant Assigned readings on	The learning activities conducted in the class are organized in the four major categories: <ul style="list-style-type: none"> Targeting academic writing skills: (a) process-based writing, 	First draft of the review of related literature <ol style="list-style-type: none"> coverage of the issues addressed in the inquiry depth of the literature reviewed paraphrasing 	30%	Jordan, R. R. (1999). <i>Academic writing course: Study skills in English</i> (Vol. 160). Longman. Birkenstein, C., & Graff, G. (2006). <i>They Say, I Say: The Moves That</i>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>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 	theoretical frameworks	<p>(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. <p>Establishing a community of learners: (a) shared ownership of learning challenges, (b) growth mindset.</p>	<p>skills</p> <p>d. systematize d referencing</p>		Matter in Academic Writing.

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>the four core values of Sanata Dharma University</p> <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 					
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 graduate 	<p>Research methods: qualitative vs. quantitative; sampling, research subjects, research</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: 	<p>Finalized product of Chapters 1, 2 and 3</p>	30%	<p>Jordan, R. R. (1999). <i>Academic writing course: Study skills in English</i> (Vol. 160). Longman.</p> <p>Birkenstein, C., & Graff, G. (2006).</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>thesis 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 	instruments, data triangulation, self-reflexivity.	<p>(a) 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. 			They Say, I Say: The Moves That Matter in Academic Writing.

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>sound research projects based on the four core values of Sanata Dharma University</p> <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 					

Table 2: Detailed Description of the Learning Process

Weeks	Materials	Learning Process
(1)	(3)	(4)
1-5	<p>Chapter I: Participants' background knowledge: issues, readings, concerns, practical interests, theoretical frameworks gained from earlier classes.</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.

<p>6-10</p>	<p>Chapter II: Research issues raised by each participant, readings and review of literature developed by each participant</p> <p>Assigned readings on 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.
<p>11-14</p>	<p>Chapter III: Research methods: qualitative vs. quantitative; sampling, research subjects, research instruments, data triangulation, self-reflexivity.</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.
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D. Evaluation

Assessment Aspects	Form	Percentage
Participation/Engagement	Observation	10%
Chapter I	Paper	30%
Chapter II	Paper	30%
Chapter III	Paper	30%
Total		100 %

References:

Jordan, R. R. (1999). *Academic writing course: Study skills in English* (Vol. 160). Longman.
 Birkenstein, C., & Graff, G. (2006). *They Say, I Say: The Moves That Matter in Academic Writing*.
 Anfara Jr, V. A., & Mertz, N. T. (Eds.). (2014). *Theoretical frameworks in qualitative research*. Sage Publications.

EEMP Thesis Guidelines



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 : 2016/2017
- 6 Lecturer(s) : (1) Concilianus Laos M., Ed.D.
(2) Dr. Retno Muljani, M.Pd.
(3) P. Kuswandono, Ph.D.
(4) FX. Ouda Teda Ena, Ed.D.
(5) Barli Bram, Ph.D.
(6) 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
 - Chapters 1, 2 and 3 of the graduate thesis

3. Assessment Criteria

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

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
- Chapters 1, 2 and 3 of the 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
- Chapters 1, 2 and 3 of the graduate thesis

3. Assessment Criteria

Rubric for this assessment is attached.



SANATA DHARMA UNIVERSITY

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

ASSESSMENT RUBRIC FOR COMPASSION

Course Identity

Course Code / Course Name : REDU 206/Research Proposal Seminar in ELT
Credits / Contact Hours : 2/2 CHs
Prerequisites : -
Semester : 3
Academic Year : 2016/2017
Lecturer(s) : (1) Concilianus Laos M., Ed.D.
(2) Dr. Retno Muljani, M.Pd.
(3) P. Kuswando, Ph.D.
(4) FX. Ouda Teda Ena, Ed.D.
(5) Barli Bram, Ph.D.
(6) Markus Budiraharjo, Ed.D.

Aspects	Very Satisfying (76-100)	Average (60 -75)	Poor (40-59)
Critical Thinking	Students are able to make and analyze their research as seen through their Chapter I, II, and III, with no ambiguity. Students' thinking shows impeccable coherence and logic.	Students' thinking lacks adequate decision making with ambiguity and little analysis, but shows some logic.	Students' thinking shows no logic or decision making process, very ambiguous.

Course Code / Course Name : REDU 206/Research Proposal Seminar in ELT

<p>Humanistic and life values in the research</p>	<p>Students are able to draw specific humanistic and life values from the research; especially, as seen through their Chapter I (introduction). Students can strongly pinpoint the pressing matter happened in their society. Furthermore, they give strong and specific background of the usefulness of their research for the society.</p>	<p>Students are able to draw humanistic and life values from the research; especially, as seen through their Chapter I (introduction). Students can pinpoint the pressing matter happened in their society. Furthermore, they give adequate background of the usefulness of their research for the society.</p>	<p>Students are not able to draw humanistic and life values from the stories. Students are not able pinpoint the pressing matter happened in their society. They are not able to give adequate background of the usefulness of their research for the society.</p>
<p>Reflection</p>	<p>Students can discuss and justify how their thinking has changed and developed through the process; as seen through the process of the whole Chapter I, II, and III.</p>	<p>Students are able to share information gathered and reflect on process; as seen through the process of the whole Chapter I, II, and III.</p>	<p>Students are not able to share relevant information related to the research.</p>



SANATA DHARMA UNIVERSITY

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

ASSESSMENT RUBRIC FOR COMPASSION

Course Identity


Course Code / Course Name : REDU 206/Research Proposal Seminar
in ELT
Credits / Contact Hours : 2/2 CHs
Prerequisites : -
Semester : 3
Academic Year : 2016/2017
Lecturer : (1) Concilianus Laos M., Ed.D.
(2) Dr. Retno Muljani, M.Pd.
(3) P. Kuswando, Ph.D.
(4) FX. Ouda Teda Ena, Ed.D.
(5) Barli Bram, Ph.D.
(6) Markus Budiraharjo, Ed.D.

Student's name:

Student's number:

Questions	Yes	No	Score (1 - 4)
Does the student reflect on his/her experience when researching?			

Does the student mention their plan in applying positive values from the research to the society; especially, as seen through Chapter I (introduction)?			
Does the student mention challenges he/she faces in class and how he/she overcome them to his/her advisor and the whole class?			
Does the student help his/her friends?			
Does the student participate in group work?			

	Course Outline
	ITechnology in English Language Teaching TECHEDU224 English Education Master's Program
Revision 0	Effective from August 2020

Credit 3 credits
Time Allocation 3 x 50' class meeting
3 x 60' independent works and
3 x 60' structured tasks
Study Program English Education Master's Program
Lecturers **Markus Budiraharjo, Ed.D.**

Grading Policy

Assessment Aspects	Percentage
Essay 1	15 %
Essay 2	15 %
A finalized research proposal	30 %
Research report	30 %
Class participation	10 %

1. Short Description of the Course:

This course is designed to equip students with meaningful language learning mediated by technological tools. Teachers are required to skillfully adapt and adopt technological tools that fit well to both learning outcomes attainment and students' characteristics. This course is set to equip students with philosophical and theoretical foundations to embrace educational technologies and practical utilizations of them to facilitate language learning.

2. Competence Standard

By the end of the course, the students are expected to be able to:

Competence:


- develop understanding on a set of conceptual frameworks related to technology use in ELT
- identify researchable issues in the area of technology use in ELT
- write a research proposal in the area of technology use in ELT
- conduct research in the area of technology use in ELT

Conscience:

- gain more awareness on issues related to technology use in ELT
- improve students' responsibility and autonomy in using technology in ELT

Compassion

- grow students' interests in technology use in ELT
- work collaboratively in using technology in ELT

	Course Outline
	Material and Program Design (MEDU 209) English Education Master's Program
Revision 0	Effective from August 2020

Credit 3 credits
Time Allocation 3 x 50' class meeting
3 x 60' independent works and
3 x 60' structured tasks
Study Program English Education Master's Program
Lecturers Barli Bram, Ph.D.
Paulus Kuswandono, Ph.D.
Dr. Retno Muljani, M.Pd.

Grading Policy

Assessment Aspects	Percentage
Weekly progress assignments/book plans	10%
Class participation	10%
Test 1 (Book draft one)	25%
Test 2 (Book draft two)	25%
Test 3 (Final project: Finalized book files)	30%
	100%

1. Short Description of the Course:

This course covers three components: (1) an English language program design; (2) material development, and (3) course material evaluation; and (3) evaluate English course materials. (Course Code: SPI 503).

2. Competence Standard

Upon the completion of the course, the students are expected to be able to:

Competence:

- Design English language programs
- Develop their materials
- Evaluate existing or designed course materials/books/references
- Develop instructional and training materials for English programs of various levels

Conscience:

- gain more awareness on the program and materials design related to teacher professionalism.
- select what to implement in their contexts appropriately
- improve their responsibility and autonomy in executing various design or book projects individually and/or in group

Compassion: work collaboratively to complete the assigned book/material/design projects

3. Topics

Week	Course Materials	References
1	Introduction to the course: planning to write a book	Criteria for a book (Ristekdikti and UNESCO): Size: 14.5 cm x 21 cm = A5 (minimum) Length: 49 pages at least

2-6	Various sources related to book writing	<i>How to Write a Book Workbook</i> by Garret Pierson
7-8	Progress Test One	
9-13	Various sources related to book writing	<i>International Perspectives on Materials in ELT</i> (book), especially the chapter written by Jack Richards.
14	Progress Test Two (Submission of Book Draft Two)	
15-16	Various sources related to book writing	<i>How to Write a Synopsis Read Me (EEMP book 1)</i> <i>My Indonesia: Teacher's Handbook (EEMP book 4)</i> <i>Indonesiandise: BIPA for Adults (EEMP book 3)</i>
17	Final exam (Book Submission)	

4. References:

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : Master
Study Program : English Language and Education

COURSE LEARNING PLAN

A. Course Identity

1. Course Code/Course Name : ECIS 223/Advanced Second Language Learning and Acquisition
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : ECIS 222/ Second Language Learning and Acquisition
4. Semester/Academic Year : 3/2020-2021
5. Lecturer : Drs.Concilianus Laos Mbato, M.A., Ed.D.

B. Course Description

This course is designed to enable students to critically conduct a research on the current issues of English Learning Theories (ELT) in English education. Students are introduced to current issues in ELT in local contexts and international context so that they can compare and contrast the practices, such as on how students motivate themselves to learn English in this century. This course is an elective subject offered in the third semester, which is the continuation of “Introduction to English Learning Theories” (Course Code: ECIS 208) offered in semester two.

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. understand the knowledge and means to develop teacher professionalism;
2. conduct a research on English learning theories critically, ethically, and systematically;

Conscience:

1. gain more awareness on the issues related to students' way of learning;
2. select what to implement in their contexts appropriately;
3. improve their responsibility and autonomy in executing various research projects individually and/or in group;

Compassion: work collaboratively to complete the assigned projects.

D. Learning Outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;

9. internalize the spirit of independence, striving, and entrepreneurship;
10. demonstrate a responsible attitude towards the work in the expertise field independently;
11. have sincerity, commitment, sincerity to develop attitude, value, and ability based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes:

1. conduct research on educational policies and policy implementations in the field of English education using interdisciplinary and multidisciplinary approaches,
2. take decisions in the context of solving problems of science, technology or art development based on analytical or experimental studies of information and data;
3. document, store, secure, and rediscover research data to ensure validity and avoid plagiarism;
4. increase the capacity of learning independently;
5. manage, developing and maintaining networking with colleagues, peers within the broader institutes and research community;
6. have excellent proficiency in spoken and written English in the daily / general, academic, and pre-advanced level equivalent context;

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals, assessments, and learning	Introduction to the course: planning to continue writing a journal paper: data analysis results, conclusion and recommendation, and review the	Brief lectures, short question and answer sessions, group work, related to ELT topics.	Students are able to write data analysis and discussion parts.		Mbato, C. L. (2013). Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).

	strategies/materials to be used in the class.	whole journal paper.				
2	By the end of the class, students are able to analyse data and provide critical discussion.	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).
3	By the end of the class, students are able to analyse data and provide critical discussion.	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Bernaus, M. and Gardner, R.C. (2008). Boekearts, M. (2002). Corno, L. (2001). Dorneyi, Z. (2001). Mbato, C. L. (2013). Zimmerman, B. J., & Kitsantas, A. (2014). Committee on Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).
4	By the end of the class, students are able to analyse data and provide critical discussion.	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Bernaus, M. and Gardner, R.C. (2008). Boekearts, M. (2002). Corno, L. (2001). Dorneyi, Z. (2001). Mbato, C. L. (2013). Zimmerman, B. J., & Kitsantas, A. (2014). Committee on

						Developments in the Science of Learning. (2000). Ismail, S. A. A. (2011).
5	By the end of the class, students are able to analyse data and provide critical discussion.	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012). Ismail, S. A. A. (2011).
6	By the end of the class, students are able to analyse data and provide critical discussion.	ELT research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are able to analyse data and provide critical discussion.	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012)

10	By the end of the class, students are able to analyse data and provide critical discussion.	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion parts.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012)
11	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	Students are able to write the conclusion and implication parts		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
12	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	Students are able to write the conclusion and implication parts		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
13	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	Students are able to write the conclusion and implication parts		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
14	By the end of the class, students are	Recent journal articles on ELT	Group discussion: each student presents their	Students are able to write the conclusion and		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh,

	able to write the conclusion and recommendation parts	research, dated in less than 5 years.	findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	implication parts		A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
15	By the end of the class, students are able to edit, proofread, and review the whole journal.	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents the whole journal. Each student review the whole draft.	Students are able to review the whole journal.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
16	By the end of the class, students are able to edit, proofread, and review the whole journal.	Recent journal articles on ELT research, dated in less than 5 years.	Group discussion: each student presents the whole journal. Each student review the whole draft.	Students are able to review the whole journal.		Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Cohen, L., Manion, L., & Morrison, K. (2000). Creswell, J. W. (2012).
17	Final exam (Paper Submission)					

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engaged in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	20%
2.	Class participation	15%
3.	Test 1 (Submission of individual paper: intro-method)	30%
4.	Test 2 (Final project: Submission of individual paper: abstract – research instruments)	35%
		100%

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : EEMP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 214/Advanced English Learning Theories
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : ECIS 208/Introduction to English Learning Theories
4. Semester/Academic Year : 3/2017-2018
5. Lecturer : Drs.Concilianus Laos Mbato, M.A., Ed.D.

Assessment plan 3 and 4: 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	<p>First, the students are to write <i>a journal paper</i>. 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 <i>peer-reviewed journal articles</i> 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.</p> <p>Note:</p> <ul style="list-style-type: none"> - 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 abstract 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 in English Learning Theories
(ECIS 208 & ECIS 214)
MPBI USD**

Adapted from: www.lib.jmu.edu/instruction/documents/RubricforArticleCritiqueHandout.doc

A. Title	Title of the article, journal information	1-5 point
B. Abstract	Write an abstract summarizing the article	1-10 points
C. Sections	<ol style="list-style-type: none"> 1. The Problem (2-3 paragraphs) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> How was data analyzed? Was data qualitative or quantitative? Did findings support the hypothesis and purpose? Were weaknesses and problems discussed? 5. Conclusions and Implications (2-3 paragraphs) <ul style="list-style-type: none"> Are the conclusions of the study related to the original purpose? Were the implications discussed? Whom the results and conclusions will effect? What recommendations were make at the conclusion? 	 1-10points 1-20 points 1-20 points 1-20 points 1-10 points
D. References:	Up-to-date and well-written according to APA style	1-5 Points
Total		100 points



UNIVERSITAS SANATA DHARMA

Fakulty : Teachers Training and Education
Program : Master
Study Program : English Language and Education

COURSE LEARNING PLAN

A. Course Identity

1. Course Code/Course Name : ECIS 216/Advanced Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : ECIS 210/Introduction to Teacher Professional Development
4. Semester/Academic Year : 3/2017-2018
5. Lecturer : Paulus Kuswandono, Ph.D.

B. Course Description

This course is designed to enable students to critically conduct a research on the current issues of Teacher Profesional Development (TPD) in English education. Students are introduced to current issues in TPD in local contexts and international context so that they can compare and contrast the practices, such as on teachers' activities to develop their professionalism, particularly for the 21st learning skills. This course is an elective subject offered in the third semester, which is the continuation of "Introduction to Teacher Profesional Development" (Course Code: ECIS 210) offered in semester two.

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. Understand the knowledge and means to develop teacher professionalism.
2. Conduct a research on Teacher Professional Development critically, ethically, and systematically

Conscience:

1. gain more awareness on the issues related to teacher professionalism.
2. select what to implement in their contexts appropriately
3. improve their responsibility and autonomy in executing various research projects individually and/or in group

Compassion: work collaboratively to complete the assigned projects

D. Learning Outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;
9. internalize the spirit of independence, striving, and entrepreneurship;

10. demonstrate a responsible attitude towards the work in the expertise field independently;
11. have sincerity, commitment, sincerity to develop attitude, value, and ability based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes:

1. conduct research on educational policies and policy implementations in the field of English education using interdisciplinary and multidisciplinary approaches,
2. take decisions in the context of solving problems of science, technology or art development based on analytical or experimental studies of information and data;
3. document, store, secure, and rediscover research data to ensure validity and avoid plagiarism;
4. increase the capacity of learning independently;
5. manage, developing and maintaining networking with colleagues, peers within the broader institutes and research community;
6. have excellent proficiency in spoken and written English in the daily / general, academic, and pre-advanced level equivalent context;

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals,	Introduction to the course: planning to write a journal paper: data analysis and discussion,	Brief lectures, short question and answer sessions, group work, related to TPD topics.	Students are able to write data analysis and discussion.		Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., Suk Yoon, K. (2001). Desimone, L. M. (2009).

	assessments, and learning strategies/materials to be used in the class.					
2	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., Suk Yoon, K. (2001). Desimone, L. M. (2009).
3	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., Suk Yoon, K. (2001). Desimone, L. M. (2009).
4	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., Suk Yoon, K. (2001). Desimone, L. M. (2009).
5	By the end of the class, students are able to analyse data and provide critical	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to write data analysis and discussion.		Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., Suk Yoon, K. (2001).

	discussion.		Each student starts writing the data analysis and critical discussion of the journal paper.			Desimone, L. M. (2009).
6	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., Suk Yoon, K. (2001). Desimone, L. M. (2009).
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are able to analyse data and provide critical discussion.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		Barella Y. (2014). Hammond, L., Hyler M., Gardner M. (2017). Joyce, B., & Calhoun, E. (2010). Lassonde, Cynthia A., and Israel, Susan E. (2010).
10	By the end of the class, students are able to analyse data and provide critical discussion.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the data analysis and	Students are able to write data analysis and discussion.		Barella Y. (2014). Hammond, L., Hyler M., Gardner M. (2017). Joyce, B., & Calhoun, E. (2010).

			critical discussion of the journal paper.			Lassonde, Cynthia A., and Israel, Susan E. (2010).
11	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	Students are able to write the conclusion and recommendation parts.		Barella Y. (2014). Hammond, L., Hyler M., Gardner M. (2017). Joyce, B., & Calhoun, E. (2010). Lassonde, Cynthia A., and Israel, Susan E. (2010).
12	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Barella Y. (2014). Hammond, L., Hyler M., Gardner M. (2017). Joyce, B., & Calhoun, E. (2010). Lassonde, Cynthia A., and Israel, Susan E. (2010).
	(Submission of the whole Draft) as Test 2					
13	By the end of the class, students are able to write the conclusion and	Recent journal articles on TPD research, dated in less than 5	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to write the conclusion and recommendation parts		Saunders, R. (2014). Rodhi. (2015).

	recommendation parts	years.	Each student starts writing the conclusion and recommendation parts			
14	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Each student starts writing the conclusion and recommendation parts	Students are able to write the conclusion and recommendation parts		Saunders, R. (2014). Rodhi. (2015).
15	By the end of the class, students are able to edit, proofread, and review the whole journal.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents the whole journal. Each student reviews the whole draft.	Students are able to review the whole journal.		Saunders, R. (2014). Rodhi. (2015).
16	By the end of the class, students are able to edit, proofread, and review the whole journal.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents the whole journal. Each student reviews the whole draft.	Students are able to review the whole journal.		Saunders, R. (2014). Rodhi. (2015).
17	Final exam (Paper Submission)					

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants also engage in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	10%
2.	Class participation	10%
3.	Test 1 (Submission of individual paper)	25%
4.	Test 2 (Submission of individual paper)	25%
5.	Test 3 (Final project: Submission of individual paper)	30%
		100%

No	Score	Grade	Scale 1-4
1	$8.0 \leq x$	A	4
2	$7.7 \leq x < 7.9$	A-	3.7
3	$7.4 \leq x < 7.7$	B+	3.3
4	$7.0 \leq x < 7.4$	B	3
5	$6.7 \leq x < 7.0$	B-	2.7
6	$6.4 \leq x < 6.7$	C+	2.3
7	$5.6 \leq x < 6.4$	C	2
8	$5.0 \leq x < 5.6$	D	1
9	$x < 5.0$	E	0

References

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : ELESP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ECIS 216/Advanced Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : ECIS 210/Introduction to Teacher Professional Development
4. Semester/Academic Year : 3/2017-2018
5. Lecturer : Paulus Kuswandono, Ph.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to develop critical thinking skills when accessing peer-reviewed research journal articles. Critical reading skills are believed to equip them with improved writing skills.
Elaboration of Assignments	Critical thinking skills are required. To train the skills, students are assigned to: <ol style="list-style-type: none"> 1. read journal articles by focusing on five major research report components, namely: (a) introductory part, (b) literature review, (c) methodology, (d) findings and discussion, and (e) conclusion and recommendations. 2. Write the key points of the articles which can benefit and improve the quality of their journal writing.
Things to do and	While personal accountability is of great value in a graduate

limitations	program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a habit formation.
Description of the assignment outcomes	The students will develop critical skills when reading research articles. The skills are of great importance given the goals of the study program. Each individual student is required to accomplish research and publish journal articles to graduate.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : ELESP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 216/Advanced Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : ECIS 210/Introduction to Teacher Professional Development
4. Semester/Academic Year : 3/2017-2018
5. Lecturer : Paulus Kuswandono, Ph.D.

Assessment plan 3, 4, 5: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by planning a mini research proposal related to one of the three topics, namely teacher agency, curriculum, and
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 (out of teacher agency, curriculum, and technology integration). Second , the synthesis will be expanded with at least three peer-reviewed journal articles relevant to the topic selected. Third , the mini proposal as a synthesis will cover six components, namely: (a) Background, (b) Research questions, (c) Literature review, (d) Research methods, (e) Research results and discussion, and (f) Conclusion and recommendation.
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. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely

assignment	submission is deemed to have played a significant role to form a habit formation. In response, a timely response from the lecturers is expected to be available in less than 48 hours. The students will access the feedback online through ExeLSa.
Description of the assignment outcomes	The students will write a journal article that raises one of the three issues discussed throughout the semester.

Review Form: Research Papers

Credit to IJAL (Indonesian Journal of Applied Linguistics, Scopus Indexed)

Aspects	
Title	
1	States the article's main theme
2	Describes the type of research done
3	If space permits: Tells where the research was done (e.g., country and / or type of institution)
Abstract	
4	Begins with a brief description of the article's main theme and context
5	Accurately summarizes: (1) background of the study, (2) the purpose of the research, (3) method used, (4) findings/results, main conclusions, and (5) academic and practical implications of the results / findings.
6	Does not contain any figures, tables, or in-text references
7	Does not exceed 300 words and accompanied by keywords
Introductory Paragraph(s)	
8	Presents the topic of the study and its academic and practical importance to readers
9	Briefly summarizes other literature on the topic
10	Points out the most important gaps or controversies in the literature and how the study addresses them (<i>necessary</i>)
11	Introduces the research problem addressed by the study
12	Outlines the specific research objectives of the research
13	Describes the context of the study, including the subjects of the research
14	Provides readers with an outline of the rest of the article
Literature Review	
15	Tells where the research topic fits in the larger context of education
16	Focuses primarily on recent literature (within the last 5 years from the DOI/Date of Issue)
17	Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic
18	Integrates and organizes these findings around relevant main topics, showing that the author has a good understanding of the literature (<i>in the specific context of the topic studied</i>)
19	Summarizes those research studies and synthesizes to logically introduce the method(s).
Method	
20	Logically follows the literature review
21	Describes the context of the study and the population sampled
22	Describes the sampling method used (<i>necessary</i>)
23	Outlines and defends the data collection method(s) used (<i>necessary</i>)
24	Discusses how the data were collected and why

Results / Findings	
2 5	Are directly connected to methodology and address the research question(s)
2 6	Summarize the data collected (e.g. using descriptive statistics)
2 7	Report the results of any statistical analyses used (<i>necessary</i>)
2 8	Include enough details to justify the methodology and conclusions
2 9	Avoid unnecessary repetition
3 0	Use tables and figures only if they are relevant and not redundant
Discussion	
3 1	Summarizes the results in relation to the research objective(s)
3 2	Interprets the results as they relate to the paper's literature review (findings of previous researchers)
3 3	Provides possible explanations for unexpected results (if necessary)
3 4	Points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts
3 5	Discusses practical applications for classrooms or other educational settings in diverse contexts
3 6	The content is relevant, current, and interesting to international readers.
3 7	The content is useful or relevant to the development context.
3 8	The discussion of the topic is not limited to one particular context or country.
Conclusion	
3 9	Restates the study's main purpose and key results
4 0	Discusses possible directions for related future research (<i>necessary</i>)

* Please use the following scale to rank each category (1, 2, 3, 4, 5)

- 1 = unacceptable
- 2 = needs much improvement
- 3 = acceptable but still needs major improvements
- 4 = good but still needs some improvement
- 5 = excellent (needs little or no change)

(Continued from above. Not to be done now, only for your information)

N o.	WRITTEN EXPRESSION
1.	The writing is clear, concise, and grammatically correct. Specific comments
2.	The writing is professional and academic.
3.	The paper stays focused on the topic.
4.	The paper is coherent between and within sections.
5.	The first person has not been misused or overused (The first person, if in the text at all, should be used sparingly and appropriately, primarily to avoid the passive voice in describing procedures or discussing results, not to create an exaggerated sense of the author's importance or authority. Any use of "we" should refer to the authors only.

6.	There is no discriminatory language of any kind in the paper.
FORMAT	
7.	The content is well-organized, and based on an academic format.
8.	There should be introduction, literature review, method, finding and discussion and conclusion.
9.	The figures, tables, or other illustrations are necessary and appropriate and are referred to in the text.
10	All references are both in-text and in the reference list.
11	All references in the text and in the reference list follow APA style (see author's guideline on OJS system if necessary).
12	The content is well-organized, and based on an academic format.



UNIVERSITAS SANATA DHARMA

Fakulty : Teachers Training and Education
Program : Master
Study Program : English Language Education

COURSE LEARNING PLAN

A. Course Identity

1. Course Code/Course Name : ECIS 218/Advanced Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Barli Bram

B. Course Description

This course, the continuation of Educational Linguistics, aims to enable students to be capable of producing a ready-to-publish journal article, whose length is between 4,000 and 8,000 words (longer than those written for Educational Linguistics), on educational English linguistics. The publication should be in an indexed quality journal, as in prestigious indexers, for example, Scopus, Web of Science, and Directory of Open Access Journals (DOAJ) – at least in Sinta 4 journal.

C. Course goals

Upon the completion of the course, the students are expected to be able to:

Competence:

1. Understand the knowledge and means to write or produce scientific journal articles.
2. Conduct research and publish scientific journal articles on educational linguistics critically and ethically.

Conscience:

1. Gain more awareness on the issues related to educational linguistics.
2. Select what to implement in their contexts appropriately.
3. Improve their responsibility and autonomy in executing various research projects individually and/or in group

Compassion: Work collaboratively to complete assigned tasks and camera-ready scientific journal articles.

D. Learning outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of society life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;

9. internalize the spirit of independence, striving, and entrepreneurship;
10. demonstrate a responsible attitude towards the work in the expertise field independently;
11. have sincerity and integrity to develop attitudes, values, and abilities based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes (ECIS 218: Advanced Educational Linguistics):

1. conduct research on educational linguistics in the field of English education
2. make decisions in the context of solving problems of languages
3. document, secure, and rediscover research data to ensure validity and avoid plagiarism
4. increase the capacity of learning independently
5. manage, developing and maintaining networking with colleagues and peers
6. have excellent proficiency in spoken and written English in academic contexts.

Table 1: COURSE LEARNING PLAN

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to understand the goals, assessments, and learning strategies/materials to be used in the class.	Introduction to the course: planning to write a journal paper: introduction, literature review, and methodology	Brief lectures, short question and answer sessions, group work, related to educational linguistics.	Students are able to choose several alternatives of their own topics		How to Write a World Class Methodology Paper: Elsevier ppt slides APA (6 th edition) guidelines
2	By the end of the class, students are able to identify various journals on educational	Advanced edu lings research based on individual interest	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Sanjaya & Nugrahani (2018) and others

	linguistics		Individual students start writing the main points of the journal paper.			
3	By the end of the class, students are able to write the introduction part	Advanced edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Pamolango (2016) and others
4	By the end of the class, students are able to write the introduction section	Edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Mukti & Wahyudi (2015) and others
5	By the end of the class, students are able to write the lit/method review section	Advanced edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the lit review/method of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Liyanage & Gardner, (2013) and others
6	By the end of the class, students are able to write the lit review/method section	Advanced edu lings research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Gürbüz (2017) and others
7	Progress Test 1					
8	Progress Test 1					

9	By the end of the class, students are able to write the lit review/method section	Recent journal articles on edu lings, recent/up to date ones	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Bailoor, John, & Laxman (2015) and others
10	By the end of the class, students are able to write the lit review/method section	Recent journal articles on research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Engelhardt, Nigg, & Ferreira (2013) and others
11	By the end of the class, students are able to write the method section	Recent journal articles on research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students start writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Fraundorf & Watson (2014) and others
12	By the end of the class, students are able to write the method section	Recent journal articles on edu lings.	Group discussion: each student presents their findings of journals based on their own interest.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		Gürbüz (2017) and others
	(Submission of Full Paper Draft) Test 2					
13	By the end of the class, students are able to write the	Recent journal articles on edu lings	Group discussion: each student presents their methodology based on their	Students are able to write the methodology of the journal paper based on the		Andang & Bram (2018) and others

	result section		own interest. Individual students start writing the methodology of the journal paper.	methodology theories and other research journals.		
14	By the end of the class, students are able to write the result section	Recent journal articles on edulings	Group discussion: each student presents their methodology based on their own interest. Individual students start writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Ary, Jacobs, Razavieh, & Sorensen (2010) and others
15	By the end of the class, students are able to write the discussion section	Recent journal articles on edulings.	Group discussion: each student presents their methodology based on their own interest. Individual students start writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Wulandari, Hapsari, & Bram (2018) and others
16	By the end of the class, students are able to write the conclusion section	Recent journal articles on edulings research, which was recently published	Group discussion: each student presents their methodology based on their own interest. Individual students start writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Turnitin Similarity Check: www.turnitin.com (maximum 20 per cent of similarity)
17	Final exam (Finalized Full Paper Submission)					

Conceptual frameworks for learning activities

C.F. 01. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

C.F. 02. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engage in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

Course grading system

No	Assignment	Grade components
1.	Assignments on individual paper (6 x 5 points)	30%
2.	Class participation	4%
3.	Test 1 (Submission of individual paper – draft 1)	21%
4.	Test 2 (Submission of individual paper – draft 2)	21%
5.	Test 3 (Final project: Submission of individual paper)	24%
		100%

No	Score (%)	Grade	Scale 1-4
1	85 – 100	A	3.4
2	80 – 84	A-	3.2
3	75 – 79	B+	3
4	70 – 74	B	2.8
5	65 – 69	B-	2.6
6	60 – 64	C+	2.4
7	55 – 59	C	2.24
8	50 – 54	D	2
9	0 – 49	E	1.96

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UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
 Program : ELESP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name : ECIS 218/Advanced Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Barli Bram

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to develop critical thinking skills when accessing peer-reviewed research journal articles. Critical reading skills are believed to equip them with improved writing skills.
Elaboration of Assignments	<p>Critical thinking skills are required. To train the skills, students are assigned to:</p> <ol style="list-style-type: none"> 1. read journal articles by focusing on five major research report components, namely: (a) introductory part, (b) literature review, (c) methodology, (d) findings and discussion, and (e) conclusion and recommendations. 2. Write the key points of the articles which can benefit and improve the quality of their journal writing.
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. The work will be submitted through ExeLSa.
Description of the assignment outcomes	The students will develop critical skills when write research articles. The skills are of great importance given the goals of the study program. Each individual student is required to accomplish research and publish journal articles to graduate.



UNIVERSITAS SANATA DHARMA


Faculty : Teachers Training and Education
 Program : ELESP

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 218/Advanced Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2020-2021
5. Lecturer(s) : Barli Bram

Assessment plans: Submission of individual paper



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Full Paper Rubric – Evaluation Form

Paper Title:
Writer's Name:
Student Number:

Assessment of each of the criteria is indicated by a tick (V) in the appropriate column.

No.	Criteria to be Rated	Excellent	Acceptable	Unsatisfactory	N/A
1	Title of Full Paper				
2	Abstract				
3	Introduction				
4	Review/Previous Studies/Theoretical Subheading(s)				
5	Methods/Data Source				
6	Results/Findings/Analysis/Discussion				
7	Conclusion/Suggestion/Recommendation				
8	References/Bibliographies				
9	Quality of Full Paper as a Whole				
10	English language of Full Paper				

N/A: Not Applicable

	Course Outline
	Advanced Educational Management ECIS 219 English Education Master's Program
Revision 0	Effective from August 2020

Credit	2 credits
Time Allocation	2 x 50' class meeting 2 x 60' independent works and 2 x 60' structured tasks
Study Program	English Education Master's Program
Lecturers	Markus Budiraharjo, Ed.D.

Grading Policy

Assessment Aspects	Percentage
Review of the research activities	30%
Academic journal manuscript for publication	40%
Class participation	10%
Presentation	20%

1. Short Description of the Course:

This course is designed to enable students to review research activities (i.e. audit trail) so as to assess the quality of the research process. It particularly investigates how the research process is implemented to write academic journal manuscript for publication. This course is an elective subject offered in the third semester. In order to take this course, students must have accomplished Introduction to Educational Management.

2. Competence Standard

By the end of the course, the students are expected to be able to:

Competence:

- conduct research in the area of educational management
- write a journal paper as a research report

Conscience:

- enhance students' responsibility and autonomy in writing educational management research papers

Compassion

- grow students' interests in educational management research
- work collaboratively to publish educational management research paper

Topics

Week	Reading List	Class activities & Assignments
1	Trigwell, K., Prosser, M., & Waterhouse, F. (1999)	Reviewing the research proposal
2	Kirkpatrick, A. (2006)	Conducting mini seminar & giving feedback
3	Gu, M. M., Patkin, J., & Kirkpatrick, A. (2014)	Conducting mini seminar & giving feedback
4	Hargreaves, A. (2000)	Conducting mini seminar & giving feedback
5	Kumaravadivelu, B. (1994)	Revising research proposal

6	Brookfield, S. D. (2005)	Conducting audit trail on data gathering
7	Darling-Hammond, L., & Others, A. (1995)	Conducting audit trail on data processing
8	Beyer, L. E. (2002)	Conducting audit trail on data analysis
9	Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999)	Conducting audit trail on data presentation
10	Hargreaves, A., & Moore, S. (2008)	Writing up the research report
11	Gill, B., & Resnick, L. B. (2000)	Consultation & revision
12		Presentation #1
13		Presentation #2
14		Presentation #3
15		Final Revision
16		Submission to the journal targeted


References:

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	Course Outline
	Advanced English Education Curriculum (ECIS 217) English Education Master's Program
Revision 0	Effective from August 2020

Credit 2 credits
Time Allocation 2 x 50' class meeting
 2 x 60' independent works and
 2 x 60' structured tasks
Study Program English Education Master's Program
Lecturer Ouda Teda Ena, M.Pd., Ed.D.

Grading Policy

Assessment Aspects	Percentage
Project 1	35%
Presentation/publication 1	15%
Project 2	35%
Presentation/ publication 2	15%
	100%

1. Short Description of the Course:

Advanced English Education Curriculum (ECIS 217) is designed to deepen students' fundamental concepts and latest research of English Education Curriculum. It elaborates the underlying principles that come into play in different types of curriculum in Indonesia and the world.

It deals with various issues in advanced education research in ELT curriculum in Indonesia as well as in other countries.

2. Competence Standard

On completing the course, the students are expected to be able to:

Competence:

- a. understand the advanced concepts of ELT curriculum
- b. understand various issues in ELT curriculum research critically
- c. publish research paper on ELT curriculum in a reputable journal
- d. present research result on ELT curriculum in a conference

Conscience:

- a. gain more awareness on the advanced ELT curriculum issues
- b. improve their responsibility and autonomy in writing ELT curriculum papers.

Compassion

1. grow interests for ELT advanced curriculum research
2. have greater passion for ELT curriculum research
3. work collaboratively to complete the assigned projects

4. Schedule and Materials

M	Date	Topics	Sub-topics	References
1		Issues in English Language Education	Research into Early Second Language Acquisition	Peter Lang. (2002).
2			The Critical Period Hypothesis Reconsidered: Successful Adult Learners	Peter Lang. (2002).

M	Date	Topics	Sub-topics	References
3			Children's Foreign Language Learning Motivation	Peter Lang. (2002).
4			Strategy Use in Children's Classrooms Through a Story-Based Syllabus	Peter Lang. (2002).
5		Identity and the Young English Language Learner	Mainstream SLA Research	Elaine Mellen Day. (2002).
6			Language as Dialogic	Elaine Mellen Day. (2002).
7			Learning as Social	Elaine Mellen Day. (2002).
8			Contemporary Sociocultural Perspectives	Elaine Mellen Day. (2002).
9			Identity	Elaine Mellen Day. (2002).
10			Ethnographic Research	Elaine Mellen Day. (2002).
11			Recent Ethnographic Studies	Elaine Mellen Day. (2002).
12		Cultural Identities in English Language Education	Teaching Multicultural Student Cohorts	Cynthia D. Nelson. (2009).
13			Negotiating Cultural Identities in the Classroom	Cynthia D. Nelson. (2009).
14			Framing Cultural Diversity as a Pedagogic Resource	Cynthia D. Nelson. (2009).
15		Teaching and learning in two languages	Bilingualism & Schooling in the United States	Eugene e. García (2005).
16	Final Project Submission			

) subject to change*

4. Teaching-learning Strategies

Lectures, discussions, projects and presentation

5. References

a. Required

- Peter Lang. (2002). Issues in English Language Education
- Elaine Mellen Day. (2002). Identity and the Young English Language Learner
- Cynthia D. Nelson. (2009). Sexual Identities in English Language Education
- EUGENE E. GARCÍA (2005). Teaching and learning in two languages: Bilingualism & Schooling in the United States

b. Complementary

- Josue M. Gonzalez. (2008). Encyclopedia of Bilingual Education