	Semester Learning Plan
	Educational Linguistics (ECIS 212) English Education Master's Program
Revision 3	Effective from August 2023

UNIVERSITAS SANATA DHARMA

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

SEMESTER LESSON PLAN

1. Course Code/Course Name : ECIS 212/Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023-2024
5. Lecturer(s) : Barli Bram, Ph.D.

Program Learning Outcomes

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

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

Short Description of the Course:

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).

Course Learning outcomes:

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 of 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 a group

Compassion:

1. Work collaboratively to complete assigned tasks and camera-ready scientific journal articles.
2. Work collaboratively to improve each other's understanding and writing

Commitment:

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

Learning Methods:

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

a. Interactive

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

b. Holistic

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

c. Integrative

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

d. Scientific

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

e. Contextual

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

f. Thematic

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

g. Effective

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

h. Collaborative

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

i. Student-centered

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

Student Workload

Learning Activities and Tasks	SWL
Classroom meeting	32
Independent work	14
Structured work	14
Mid Term Paper	14
Final Paper	17
Total	90

Week	Expected Learning Outcomes	Learning 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) Kroeger (2023) Larroque (2023)
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) Stefanowitsch (2020)
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	Students are able to write the introduction of the journal paper based on the reviewed research articles.		Mukti & Wahyudi (2015) Bartlett & O'Grady (Eds.). (2017) Samodra & Bram (2022)

			journal paper.			
5-7	By the end of the class, students are able to write the lit/method review section (part 1)	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) Gürbüz (2017) Walsh & Mann (Eds.). (2019)
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) Bartlett & O'Grady (Eds.). (2017)
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) Choemue & Bram (2021)
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.	Students are able to write the literature review of the journal paper based on the grand theories and other		Fraundorf & Watson (2014) Larroque (2023) Fromkin, Rodman, Hyams,

			Individual students start writing the literature review of the journal paper.	research journals.		Amberber, Cox, & Thornton, (2022)
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) Fromkin, Rodman, Hyams, Amberber, Cox, & Thornton, (2022)
	(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 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.		Andang & Bram (2018) Andriani & Bram (2023)
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	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		Wulandari, Hapsari, & Bram (2018) Rowe & Levine (2023)

			writing the methodology of the journal paper.			
16	By the end of the class, students are able to write the conclusion section	Recent journal articles on education 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	25%
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)	25%
		100%

Assessment Criteria

No		Score	Grade	Scale 1-4
1	85	85-100	A	3,4
2	80	80-84	A-	3,2
3	75	75-79	B+	3
4	70	70-74	B	2,8
5	65	65-69	B-	2,6
6	60	60-64	C+	2,4
7	56	56-59	C	2,24
8	50	50-55	D	2
9	0	0-49	E	0

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UNIVERSITAS SANATA DHARMA

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

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 : 2/2023-2024
5. Lecturer(s) : Barli Bram, 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	<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 : English Education Master's Program

ASSESSMENT RUBRIC

Course Identity

1. Course Code/Course Name : ECIS 212/Educational Linguistics
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
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5. Lecturer(s) : Barli Bram, Ph.D.

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 (✓) 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