

	Semester Learning Plan
	Thesis (REDU 207) English Education Master's Program
Revision 4	Effective from August 2023

UNIVERSITAS SANATA DHARMA

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

SEMESTER LESSON PLAN

A. Course Identity

- 1 Course Code / Course Name : REDU 207/Thesis
- 2 Credits / Contact Hours : 6/6 CHs
- 3 Prerequisites : REDU 206/Research Proposal Seminar in ELT
- 4 Semester : 4
- 5 Academic Year : 2022/2023
- 6 Lecturer(s) : Concilianus Laos M., Ed.D.
P. Kuswandono, Ph.D.
FX. Ouda Teda Ena, Ed.D.
Barli Bram, Ph.D.
Markus Budiraharjo, Ed.D.

B. Course Description

Thesis 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 all five chapters of their graduate thesis.

C. 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.

D. Course 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

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.

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1-5	<p>Competence On completing this course the students will be able to:</p> <ul style="list-style-type: none"> demonstrate a good mastery of academic discourse as required in the graduate thesis guideline, which covers relevant discourse markers, appropriate cohesion and 	Empirical data and theories to complete Chapter 4. Participants' draft of Chapters I, II, and III written in Research Proposal Seminar in ELT, participants'	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> Targeting academic writing skills: (a) process-based writing, (b) genre-based writing, (c) academic writing. 	Draft of Chapter IV (research results and discussion)	30%	<p><i>MPEE Thesis Guidelines.</i> (2022). Birkenstein & Graff (2020). Kornuta & Germaine (2019) Golde & Allen (2019)</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>coherence, enumerative markers, and minimum requirements.</p> <ul style="list-style-type: none"> • make use of appropriate theories upon which the academic inquiry is established. • make use of a variety of writing strategies (e.g. process-based, product-based, project-based). • make use of appropriate information technology to facilitate presentations. <p>Conscience: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> • take ethical and moral issues into considerations, • execute ethically sound research projects based on the four core values of Sanata Dharma University <p>Compassion: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> • demonstrate a high degree of enthusiasm to engage in lifelong learning • combine both persistence and humility (willingness to 	background knowledge: issues, readings, concerns, practical interests, theoretical frameworks gained from earlier classes.	<ul style="list-style-type: none"> • Maintaining critical stance: (a) self-questioning, (b) problematizing issues. • Engaging in presentational skills: (a) making use of information technology, (b) impromptu speeches. • Establishing a community of learners: (a) shared ownership of learning challenges, (b) growth mindset. 			<p>Samodra & Bram (2022).</p> <p>Choemue & Bram (2021)</p> <p>Andriani & Bram (2023)</p> <p>Andriani & Mbato (2021)</p> <p>Pravita & Kuswandono (2021)</p> <p>Romrome & Mbato (2022)</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>accept criticisms and act responsibly)</p> <ul style="list-style-type: none"> demonstrate the commitment to engaging in collaborative learning to support a productive learning community 					
6-10	<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 undergraduate thesis guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative markers, and minimum requirements. make use of appropriate theories upon which the academic inquiry is established. make use of a variety of writing strategies (e.g. process-based, product-based, project-based). make use of appropriate information technology to facilitate presentations. <p>Conscience: On completing this course the</p>	<p>Participants' draft of Chapters IV and V written in Research Proposal Seminar in ELT, participants' draft of chapter IV and V.</p>	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> Targeting academic writing skills: (a) process-based writing, (b) genre-based writing, (c) academic writing. Maintaining critical stance: (a) self-questioning, (b) problematizing issues. Engaging in presentational skills: (a) making use of information technology, (b) impromptu speeches. <p>Establishing a community of learners: (a) shared ownership of learning challenges, (b) growth mindset.</p>	<p>Draft of Chapter V (conclusion and recommendation)</p>	30%	<p><i>MPEE Thesis Guidelines.</i> (2022).</p> <p>Larroque (2023)</p> <p>Rowe & Levine (2023)</p> <p>Schmitt & Rodgers (2020)</p>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>students will be able to:</p> <ul style="list-style-type: none"> take ethical and moral issues into considerations, execute ethically sound research projects based on the four core values of Sanata Dharma University <p>Compassion: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> demonstrate a high degree of enthusiasm to engage in lifelong learning combine both persistence and humility (willingness to accept criticisms and act responsibly) demonstrate the commitment to engaging in collaborative learning to support a productive learning community 					
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 undergraduate thesis guideline, which covers relevant discourse markers, appropriate cohesion and coherence, enumerative 	Students' draft of Chapters IV and V written in Research Proposal Seminar in ELT.	<p>The learning activities conducted in the class are organized in the four major categories:</p> <ul style="list-style-type: none"> Targeting academic writing skills: (a) process-based writing, (b) genre-based writing, (c) academic writing. 	Finalized product of the Thesis (Chapter I to V).	30%	<i>MPEE Thesis Guidelines. (2022).</i>

Meeting	Expected Learning Outcomes	Learning Materials	Learning Activities	Assessment Criteria (Indicator)	Value	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	<p>markers, and minimum requirements.</p> <ul style="list-style-type: none"> • make use of appropriate theories upon which the academic inquiry is established. • make use of a variety of writing strategies (e.g. process-based, product-based, project-based). • make use of appropriate information technology to facilitate presentations. <p>Conscience: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> • take ethical and moral issues into considerations, • execute ethically sound research projects based on the four core values of Sanata Dharma University <p>Compassion: On completing this course the students will be able to:</p> <ul style="list-style-type: none"> • demonstrate a high degree of enthusiasm to engage in lifelong learning • combine both persistence and humility (willingness to accept criticisms and act 		<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. 			

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

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

11-14	<p>Finalized product of Thesis: Participants' draft of Chapters I, II, III, IV, and V.</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.
-------	---	--

D. Evaluation

Assessment Aspects	Form	Percentage
Participation/Engagement	Observation	10%
Chapter I, II, III	Paper	30%
Chapter IV and V	Paper	30%
Finalized product of Thesis	Paper	30%
Total		100 %

References:

- MPEE Thesis Guidelines. (2022). Sanata Dharma University, Yogyakarta
- Stefanowitsch, A. (2020). *Corpus linguistics: A guide to the methodology*. Language Science Press.
- Kroeger, P. R. (2023). *Analyzing meaning: An introduction to semantics and pragmatics*. Language Science Press.
- Larroque, P. (2023). *An introduction to linguistics through popular music*. Cham: Palgrave Macmillan. https://doi.org/10.1007/978-3-031-24703-3_1
- Rowe, B.M., & Levine, D.P. (2023). *A concise introduction to linguistics* (6th ed.). New York, NY: Routledge.
- Schmitt, N., & Rodgers, M.P.H. (2020). *An introduction to applied linguistics* (3rd ed.). New York, NY: Routledge
- Walsh, S., & Mann, S. (Eds.). (2019). *The Routledge handbook of English language teacher education*. Routledge.
- Kornuta, H. M., & Germaine, R. W. (2019). *A concise guide to writing a thesis or dissertation: Educational research and beyond*. Routledge.
- Bartlett, T., & O'Grady, G. (Eds.). (2017). *The Routledge handbook of systemic functional linguistics*. Taylor & Francis.
- Abalkheel, A. M. (2020). What to choose amongst dictionaries for the linguistics student: A review of the American Heritage College Dictionary and the Cambridge Advanced Learner's Dictionary. *Arab World English Journal*, 11(3), 537-548. <https://doi.org/10.24093/awej/vol11no3.35>

- Andriani, E., & Bram, B. (2023). Central Meanings and Hypernym-Hyponym Hierarchy of Word Definitions in Online Kamus Besar Bahasa Indonesia (The Great Dictionary of the Indonesian Language). *SKASE Journal of Theoretical Linguistics*, 20(2), 99-122.
- Andriani, E., & Mbato, C. L. (2021). Male and female Indonesian EFL undergraduate students' metacognitive strategies in academic reading: Planning, monitoring and evaluation strategies. *Journal on English as a Foreign Language*, 11(2), 275-296. <https://doi.org/10.23971/jefl.v11i2.3006>
- Birkenstein, C., & Graff, G. (2006). *They Say, I Say: The Moves That Matter in Academic Writing*.
- Choemue, S., & Bram, B. (2021). Discourse markers in academic and nonacademic writings of Thai EFL learners. *Studies in English Language and Education*, 8(3), 1209-1226.
- Golde, C. M., & Allen, J. E. (2019). *The productive graduate student writer: How to manage your time, process, and energy to write your research proposal, thesis, and dissertation and get published*. Routledge.
- Powell, J.L., Furlong, J., Bézenac, C.E.D., O'Sullivan, N., & Corcoran, R. (2019). The pragmatics of pragmatic language and the curse of ambiguity: An fMRI study. *Neuroscience* 418, pp. 96-109.
- Pravita, A. R., & Kuswandono, P. (2021). Exploring English Novice Teachers' Identity Transformation Influenced by Community of Practice. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1).
- Romrome, A. Y., & Mbato, C. L. (2022). Exploring EFL students' motivation in essay writing through writing beliefs, self-efficacy, and attitudes: A case from Papua, Indonesia. *Journal on English as a Foreign Language*, 13(1), 1-24. <https://doi.org/10.23971/jefl.v13i1.4561>
- Samodra, M. C., & Bram, B. (2022). Modal Verb "Shall" in Contemporary American English: A Corpus-Based Study. *Respectus Philologicus*, 41(46), 67-82.
- Saputri, N. K. D. T. D., Suastra, I. M., & Putra, I. K. S. (2022). The lexical ambiguity in news headlines of the Jakarta Post. *Humanis* 26(1), pp. 26-33.
- Sutono, A. A., & Budiraharjo, M. (2020). The impacts of liberal arts education of Jesuit school culture on English teachers' transformed agencies. *International Journal of Education*, 13(1), 26-36.
- Taghiyev, I. A. (2020). Communication-cognition 'butterfly'(geometrical model of verbal communication in case of ambiguity). *International Journal of Language and Linguistics* 7(2), pp. 121-128.
- Tang, L. (2022). Ambiguity advantage under meaning activation. *Journal of Logic, Language and Information* 31, pp. 99-112.
- Weran, Y. I. T., & Kuswandono, P. (2021). Teacher identity as a root of teacher selves: Professional identity vs personal identity. *Journal of English Educational Study (JEES)*, 4(1), 49-58.
- Zhang, Yi; Chen, Shi; Li, Songqing; Zhao, Qingbai; Zhou, Zhijin; Huang, Furong; Wang, Fuxing (2019). The use of internet language enhances creative performance. *The Journal of General Psychology* 148(1), pp. 1-19.



UNIVERSITAS SANATA DHARMA

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

A. Course Identity

1	Course Code / Course Name	: REDU 207/Thesis
2	Credits / Contact Hours	: 6/6 CHs
3	Prerequisites	: REDU 206/Research Proposal Seminar in ELT
4	Semester	: 4
5	Academic Year	: 2022/2023
6	Lecturer(s)	: Concilianus Laos M., Ed.D. P. Kuswandono, Ph.D. FX. Ouda Teda Ena, Ed.D. Barli Bram, Ph.D. Markus Budiraharjo, Ed.D.

B1 Task Design for Competence Aspect

1. Objectives of Task

On completing this course the students will be able to:

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

2. Description of Task

a. Task Items:

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

b. Task Instruction and Scopes:

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

- **Engaging in presentational skills:** (a) making use of information technology, (b) impromptu speeches.
- **Establishing a community of learners:** (a) shared ownership of learning challenges, (b) growth mindset.

c. **Method and Mode of Task Completion:**

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

d. **Outcome of Task Completion:**

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

3. **Assessment Criteria**

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
- Finalized product of graduate thesis

3. **Assessment Criteria**

Rubric for this assessment is attached.

B3 Task Design for Compassion Aspect

1. Objectives of Task

On completing this course the students will be able to:

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

2. Description of Task

a. **Task Items:**

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

b. **Task Instruction and Scopes**

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

- **Establishing a community of learners:** (a) shared ownership of learning challenges, (b) growth mindset.

c. Method and Mode of Task Completion:

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

d. Outcome of Task Completion:

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

Course Identity

Course Code / Course Name	: REDU 207/Thesis
Credits / Contact Hours	: 6/6 CHs
Prerequisites	: REDU 206/Research Proposal Seminar in ELT
Semester	: 4
Academic Year	: 2022/2023
Lecturer(s)	: Concilianus Laos M., Ed.D. P. Kuswando, Ph.D. FX. Ouda Teda Ena, Ed.D. Barli Bram, Ph.D. 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 a whole and in their Chapter IV and V, 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.

Humanistic and life values in the research	Students are able to draw specific humanistic and life values from the research; especially, as seen through their Chapter V (conclusion and recommendation). Students give strong and specific recommendation that is useful for the society.	Students are able to draw humanistic and life values from the research; especially, as seen through their Chapter V (conclusion and recommendation). Students give recommendation that is useful for the society.	Students are not able to draw humanistic and life values from the research. Students are not able to give strong and specific recommendation that is useful for the society.
Reflection	Students can discuss and justify how their thinking has changed and developed through the process; especially, as seen through their Chapter V (conclusion and recommendation).	Students are able to share information gathered and reflect on process; especially, as seen through their Chapter V (conclusion and recommendation).	Students are not able to share relevant information related to the research.



SANATA DHARMA UNIVERSITY

Faculty : Teachers Training and Education

Study Program : English Education Master's Program

Course Identity

Course Code / Course Name : REDU 207/Thesis
Credits / Contact Hours : 6/6 CHs
Prerequisites : REDU 206/Research Proposal Seminar in ELT
Semester : 4
Academic Year : 2022/2023
Lecturer : Concilianus Laos M., Ed.D.
Dr. Retno Muljani, M.Pd.
P. Kuswando, Ph.D.
FX. Ouda Teda Ena, Ed.D.
Barli Bram, Ph.D.
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 V (conclusion and recommendation)?			
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?			