




**UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
ENGLISH LANGUAGE EDUCATION PROGRAM**

		UNIVERSITAS NEGERI PADANG FAKULTAS BAHASA DAN SENI ENGLISH LANGUAGE EDUCATION PROGRAM				
	SYLLABUS					
	COURSE	CODE	COURSE GROUP	CREDITS	SEMESTER	DESIGN DATE
	Paper/Thesis Writing	ING 1.82.2003		2	2	3 January 2019
	OTORISASI (AUTHORIZED PERSON)			Lecturer Designing Syllabus	Course Group Coordinator	Head of Study Program
				Prof. Yenni Rozimela, M.Ed., Ph.D. Dr. Hamzah, M.A., M.M. Dr. Refnaldi, M.Litt.	Prof. Yenni Rozimela, M.Ed., Ph.D	Signature
	Learning Outcomes	PLO		Demonstrate the knowledge of English language skills in listening, speaking, reading, and writing by having learners engage in a range of communicative tasks and activities.		
		PLO1				

		<b>PLO 2</b>	Expand the learners' use of lexicogrammatically correct and situationally appropriate language in speaking and writing for effective communication in a variety of interpersonal and academic situations.
		<b>PLO 3</b>	Communicate language teaching, applied linguistics and educational work in a variety of written formats.
		<b>CLO</b>	
		<b>CLO 1</b>	<b>Students are able to select a good and manageable topic for a paper and a problem for a thesis</b>
		<b>CLO 2</b>	<b>Students are able to write a provocative and argumentative background of a paper and a thesis</b>
		<b>CLO 3</b>	<b>Students are able to formulate research questions well.</b>
		<b>CLO 4</b>	<b>Students are able to select relevant related literature and write it in a paper and a thesis</b>
		<b>CLO 5</b>	<b>Students are able to elaborate a proposition of a paper well</b>
		<b>CLO 6</b>	<b>Students are able to write a methodology chapter of a thesis</b>
		<b>CLO 7</b>	<b>Students are able to write an abstract of a paper and thesis</b>
		<b>CLO 8</b>	<b>Students are able to write bibliography accurately</b>

	<b>Course Description</b>	<p>This course is aimed to provide students with knowledge and skills of writing a paper and a thesis. To reach this purpose of paper writing, the students are exposed to examples and analysis of some selected papers, and are given opportunities to practice parts of a paper. For the nature of this subject classroom activities are skill-practice oriented. Explanation is given in accordance with students' needs in time.</p> <p>For thesis writing, the materials are mainly limited to thesis proposal writing. The students practice writing part by part of a thesis proposal.</p>
	<b>Materials/Topics</b>	<ol style="list-style-type: none"> <li>1. The notion of paper</li> <li>2. Selecting and narrowing down a topic/problem</li> <li>3. Writing a good background of a paper</li> <li>4. Searching for allocating related literature</li> <li>5. Writing a discussion part of a paper</li> <li>6. Selecting and limiting a problem of a study for a thesis</li> <li>7. Writing a good background of a thesis</li> <li>8. Writing the identification the problem, research questions, and significance of the problem</li> <li>9. Writing related literature (selecting relevant literature, quoting, paraphrasing, and reviewing)</li> <li>10. Writing methodology chapter</li> <li>11. Organizing and presenting data</li> <li>12. Writing a discussion</li> <li>13. Writing a conclusion and suggestion part</li> <li>14. Bibliography</li> </ol>

	<b>References</b>	<b>Main:</b>	
		<ol style="list-style-type: none"> <li>1. Gill, C.M. (2014). <i>Writing Skills for College Beyond</i>. Ohio: Writer's Digest Books.</li> <li>2. Wallwork, A. (2011). <i>English for Writing Research Papers</i>. New York: Springer</li> <li>3. Fournier, Paul. (2004). <i>Strategies for Correct Writing</i>. New York: Pearson Education, Inc.</li> <li>4. Kadesch, Margot C, Ellen D. Kolba, and Sheila C. Crowell. (1991). <i>Insights into Academic Writing: Strategies for Advanced Students</i>. Massachusetts: Addison-Wesley Publishing Company, Inc.</li> <li>5. Langan, J. (2005). <i>College Writing Skills</i> (6<sup>th</sup> ed.). Boston: McGraw Hill.</li> </ol>	
		<b>Supporting:</b>	
	<b>Media</b>	<b>Software:</b>	
		-	Laptop, LCD, Board
	<b>Team Teaching</b>	Yenni Rozimela, Refnaldi, Hamzah	
	<b>Prerequisite</b>	<b>Paragraph Writing, Academic Writing, Article Writing</b>	

<b>Week</b>	<b>Lesson Learning Outcome</b>	<b>Indicators</b>	<b>Method of Assessment</b>	<b>Methods of Learning</b>	<b>Materials</b>	<b>Grading point</b>
1	<ul style="list-style-type: none"> <li>• The students understand the nature of a paper</li> <li>• The students are able to select a topic dealing with TEFL to be developed into a paper</li> </ul>	<ul style="list-style-type: none"> <li>• ability to compare a paper with another</li> <li>• ability to select a topic for a paper</li> </ul>	<ul style="list-style-type: none"> <li>• Process-based</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the course outline</li> <li>• the nature of a paper</li> <li>• selecting a topic for a paper</li> </ul>	2
2	<ul style="list-style-type: none"> <li>• The students are able to narrow down a topic for a paper</li> <li>• The students are able to show the newness of their selected topic</li> </ul>	<ul style="list-style-type: none"> <li>• ability to narrow down the selected topic</li> <li>• ability to write a statement showing the novelty of their paper</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• narrowing a topic</li> <li>• making a topic interesting and manageable</li> </ul>	3
3	<ul style="list-style-type: none"> <li>• The students are able to write a provoking introductory paragraph</li> <li>• The students are able to determine and write the niche in the background of a paper</li> </ul>	<ul style="list-style-type: none"> <li>• ability to write a provoking and interesting paragraph introduction</li> <li>• ability to write a statement indicating the niche of the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Process-based</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-based</li> </ul>	<ul style="list-style-type: none"> <li>• writing a good background</li> </ul>	3

4	<ul style="list-style-type: none"> <li>• The students are able to write a well organized background in appropriate structure and correct grammar</li> <li>• The students are able to use appropriate technical and generic terms</li> </ul>	<ul style="list-style-type: none"> <li>• ability to write a well-organized background</li> <li>• ability to use correct grammar</li> <li>• ability to use appropriate diction</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Written task</li> </ul>	<ul style="list-style-type: none"> <li>• Task-based</li> <li>• GBA</li> </ul>	<ul style="list-style-type: none"> <li>• writing a good background (continuation of the prev. topic meeting)</li> </ul>	5
5	<ul style="list-style-type: none"> <li>• The students are able to select and classify related supporting references</li> <li>• The students are able to determine quotes for direct and indirect ones</li> <li>• The students are able to write paraphrases meaningfully and grammatically correct</li> </ul>	<ul style="list-style-type: none"> <li>• ability to select related references</li> <li>• ability to write paraphrases that are meaningfully and grammatically correct</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Process</li> <li>• Written task</li> </ul>	Task-based	<ul style="list-style-type: none"> <li>• Selecting and allocating related literature</li> <li>• a brief review of paraphrasing and reviewing literature</li> </ul>	5
6	<ul style="list-style-type: none"> <li>• The students are able to organize the quotes in the review of related section</li> <li>• The students are able to write their review on the quoted literature</li> </ul>	<ul style="list-style-type: none"> <li>• ability to organize the quotes logically</li> <li>• ability to write effective review of the quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Written task</li> </ul>	-Task-based	<ul style="list-style-type: none"> <li>• writing a review literature (continuation of the prev. topic meeting)</li> </ul>	5
7	<ul style="list-style-type: none"> <li>• The students are able to divide the implementation or the discussion part of a paper logically</li> <li>• The students are able to generate the main point of each sub-part</li> </ul>	<ul style="list-style-type: none"> <li>• ability to determine the sub-headings/parts of the discussion part</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Written task</li> </ul>	<ul style="list-style-type: none"> <li>• Task-Based</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborating a proposition (the proposed idea) of a paper</li> </ul>	3

		<ul style="list-style-type: none"> <li>• ability to make a detailed outline of each sub-division</li> </ul>				
8	<ul style="list-style-type: none"> <li>• The students are able to write the implementation or the discussion part of the proposition in a good structure</li> <li>• The students are able to use correct grammar and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• ability to develop the detailed outline of the implementation/discussion part of a paper</li> <li>• ability to use correct grammar</li> <li>• ability to use appropriate diction</li> <li>• ability to use generic terms</li> </ul>	<ul style="list-style-type: none"> <li>• Written task</li> </ul>		<ul style="list-style-type: none"> <li>• Elaborating a proposition (the proposed idea) of a paper</li> </ul>	8
9	<ul style="list-style-type: none"> <li>• The students are able to answer the mid-term test question</li> </ul>	Mid-Tem Test				8
10	<ul style="list-style-type: none"> <li>• The students are able to select and narrow down a research problem</li> <li>• The students are able to formulate the research questions</li> <li>• The students are able to write the research questions</li> </ul>	<ul style="list-style-type: none"> <li>• ability to select a research problem</li> <li>• ability to narrow down the selected research problem</li> <li>• ability to write the research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Written task</li> </ul>	Task-Based	<ul style="list-style-type: none"> <li>• Selecting and narrowing a research problem</li> <li>• Writing formulation and research questions</li> </ul>	5
11	<ul style="list-style-type: none"> <li>• The students are able to determine parts of the review of related literature</li> <li>• The students are able to paraphrase and review</li> </ul>	<ul style="list-style-type: none"> <li>• ability to determine parts of the review of literature of a thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Performance</li> <li>• Written task</li> </ul>	Task-based	<ul style="list-style-type: none"> <li>• Outlining the review of related literature</li> <li>• More review on quoting,</li> </ul>	8

		<ul style="list-style-type: none"> <li>• ability to paraphrase</li> <li>• ability to write good review</li> <li>• ability write grammatically correct review of related literature</li> </ul>			paraphrasing, and reviewing	
12	• The students are able to elaborate every part of chapter 3 well	• ability to write every part of chapter 3 in accordance with predetermined criteria	<ul style="list-style-type: none"> <li>• Process</li> <li>• Performance</li> </ul>	GBA	• Writing the methodology chapter	10
13	• The students are able to use appropriate and accurate language of Chapter 3	• ability to use grammar and generic terms accurately	• Written task	GBA	• Writing the methodology chapter	10
14	• The students are able to write an abstract of a thesis	• ability to write a concise abstract	• Written task	GBA	• Writing an abstract	5
15	• The students are able to write the bibliography following a certain standard/system	• ability to the bibliography based on a standardized system (APA or MLA)	• Written task	Task-Based	• Bibliography	5
16	• The students are able to revise and edit their proposal	• ability to revise and edit their proposal	<ul style="list-style-type: none"> <li>• Process</li> <li>• Written task</li> </ul>	GBA	• Revision and Edition	5



### Evaluation/Assessment

#### 1. Weekly-written assignments or exercises

**Objective** : Small tasks are given to practice every topic or parts of a thesis such as writing a good title, formulation of the problems, and an abstract.

**Evaluation criteria** : Based on Holistic Scoring Rubric

Indicators	100-81	80-61	60-41	40-0
Quality of Ideas	Very relevant, complete, clear	Relevant, clear, and complete	Rather relevant, clear enough, incomplete	Irrelevant, vague, incomplete
Organization of ideas	Well organized	Somewhat organized	Less organized	Not organized
Language	No grammar mistakes and appropriate diction	A few grammar mistakes and few inappropriate words	Some grammar mistakes and word choice	Many grammar mistakes and frequent inappropriate diction

#### 2. Mid-Term Test

**Objective** : The students are required to write a background of a research problem based on a given case. They should include important aspects of a good background (setting the problem/territory, a review of important previous research or current relevant phenomenon, statements indicating the niche, and thesis statement)

**Evaluation Criteria** : Based on Holistic Scoring Rubric

Indicators	100-81	80-61	60-41	40-0
Organization	Very good organization of the quotes provided	Good organization of the quotes provided	Lack of organization of the quotes provided	Problems with organization of the quotes provided
Review	Very relevant and critical review	Relevant and quite critical review	Somewhat relevant and critical review	Irrelevant review

<b>Language</b>	<b>No grammar mistakes and appropriate diction</b>	<b>A few grammar mistakes and few inappropriate words</b>	<b>Some grammar mistakes and word choice</b>	<b>Many grammar mistakes and frequent inappropriate diction</b>
<b>Mechanics</b>	<b>Accurate use of mechanics</b>	<b>A few mistakes of mechanics</b>	<b>Some mistakes of mechanics</b>	<b>Many mistakes of mechanics</b>

### 3. Final Test

**Objectives** : The students are assigned to write a report of a mini thesis. Every part is generated and discussed in accordance with the topics stated in the syllabus (course outline). Each student has had its own research topic in the third week. The data are the dummy ones.

**Evaluation Criteria** : based on Scoring Rubric

<b>Indicators</b>	<b>100-81</b>	<b>80-61</b>	<b>60-41</b>	<b>40-0</b>
<b>Quality of ideas</b>	<ul style="list-style-type: none"> <li>-relevant with the topic</li> <li>- attractive introduction</li> <li>- availability of elaborate ideas on previous relevant research or/and current phenomenon</li> <li>- niche</li> <li>- strong thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>- relevant with the topic</li> <li>- quite good introduction</li> <li>- availability of preview of relevant research or/and current phenomenon</li> <li>- niche</li> <li>- relevant thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>- relevant with the topic</li> <li>- availability of introduction</li> <li>- absence of relevant research or niche</li> <li>- availability of thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>- not relevant with topic</li> <li>- very limited preview of previous research and current phenomenon</li> <li>- absence of niche</li> <li>- weak or no thesis statement</li> </ul>
<b>Organization of ideas</b>	<ul style="list-style-type: none"> <li>-Accurate schematic structure</li> <li>- coherent relationship of sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Accurate schematic structure</li> <li>- a few problems of sentence and paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>- some problems of schematic structure</li> <li>- some problems of sentence and paragraph organization</li> </ul>	<ul style="list-style-type: none"> <li>- inaccurate schematic structure</li> <li>- many problems of sentence and paragraph organization</li> </ul>

<b>Language</b>	<b>No grammar mistakes and appropriate diction</b>	<b>A few grammar mistakes and few inappropriate words</b>	<b>Some grammar mistakes and word choice</b>	<b>Many grammar mistakes and frequent inappropriate diction</b>
<b>Mechanics</b>	<b>Accurate use of mechanics</b>	<b>A few mistakes of mechanics</b>	<b>Some mistakes of mechanics</b>	<b>Many mistakes of mechanics</b>

#### 4. Final Project Scoring Rubric

<b>Indicators</b>	<b>100-81</b>	<b>80-61</b>	<b>60-41</b>	<b>40-0</b>
<b>Quality of Ideas</b>	<ul style="list-style-type: none"> <li>-relevant ideas in each part of the report (background, review of related literature, method, finding, discussion, conclusion)</li> <li>- in depth elaboration ideas of each part</li> <li>-strong arguments and critical review and discussion</li> <li>- very good description</li> <li>- sound conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-relevant ideas in each part of the report (background, review of related literature, method, finding, discussion, conclusion)</li> <li>- sufficient elaboration ideas of each part</li> <li>-quite strong arguments and critical review and discussion</li> <li>- good description</li> <li>- good conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-some problems in terms of relevance of ideas in each part of the report (background, review of related literature, method, finding, discussion, conclusion)</li> <li>- limited elaboration ideas of each part</li> <li>-quite strong arguments and critical review and discussion</li> <li>- limited description</li> <li>- limited or irrelevant conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-many and various problems in terms of relevance of ideas in each part of the report (background, review of related literature, method, finding, discussion, conclusion)</li> <li>-very limited elaboration ideas of each part</li> <li>-quite strong arguments and critical review and discussion</li> <li>-very limited description</li> <li>- irrelevant or no conclusion</li> </ul>
<b>Organization of ideas</b>	-accurate schematic structure of each part	- a few problems of accuracy of schematic structure of each part	- some problems of accuracy of schematic structure of each part	- inaccurate schematic structure

	<b>-well connected sentences and paragraphs</b>	<b>-well connected sentences and paragraphs</b>	<b>-some problems of sentences and paragraph connection</b>	<b>- many problems of sentence and paragraph connection</b>
<b>Language</b>	<b>No grammar mistakes and appropriate diction</b>	<b>A few grammar mistakes and few inappropriate words</b>	<b>Some grammar mistakes and word choice</b>	<b>Many grammar mistakes and frequent inappropriate diction</b>
<b>Completeness</b>				
<b>Mechanics</b>	<b>Accurate use of mechanics</b>	<b>A few mistakes of mechanics</b>	<b>Some mistakes of mechanics</b>	<b>Many mistakes of mechanics</b>

## 5. Participation

**Objective** :Class and group work participation is encouraged and appreciated. Thus, it is also assessed.

**Evaluation criteria** : Scoring rubric

<b>100-81</b>	<b>80-61</b>	<b>60-41</b>	<b>40-0</b>
<ul style="list-style-type: none"> <li>-Being very active</li> <li>-Giving Accurate response</li> <li>-Showing high initiative</li> <li>-Being very collaborative</li> <li>-Being Responsible</li> </ul>	<ul style="list-style-type: none"> <li>- Being Active</li> <li>-Giving Accurate response</li> <li>- Being collaborative</li> <li>-Being responsible</li> </ul>	<ul style="list-style-type: none"> <li>- Being less active</li> <li>- Giving less accurate response</li> <li>- Being less collaborative</li> <li>- Being less responsible</li> </ul>	<ul style="list-style-type: none"> <li>- Being inactive</li> <li>- Being less collaborative</li> <li>- Being less responsible</li> </ul>

## B. Students' final grades are based on:

Mid-Test	20%
Final Test	30%
Assignment	25%
Project	15%
Classroom Participation	10%

<b>Range</b>	<b>Grade</b>
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
40-49	D
<39	E