

THE IMPLEMENTATION OF THE ACADEMIC WRITING COURSE SYLLABUS

A THESIS



By

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**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2016**

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A THESIS

Presented to Widya Mandala Catholic University Surabaya
in partial fulfillment of the requirement for
the Degree of
Master in Teaching English as a Foreign Language



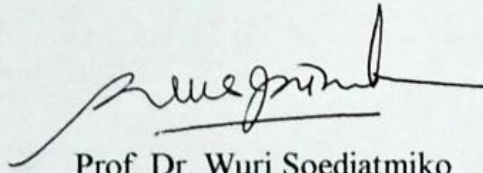
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Advisor's Approval

This thesis entitled **The Implementation of the Academic Writing Course Syllabus** prepared and submitted by Grace Silviana Bastian 8212713002 has been approved to be examined by the Thesis Board of Examiners.

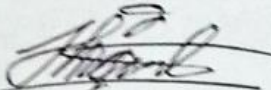
A handwritten signature in black ink, appearing to read 'Wuri Soedjatmiko', with a horizontal line underneath it.

Prof. Dr. Wuri Soedjatmiko

Thesis Advisor

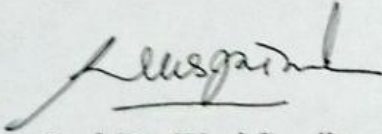
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Dr. Ig Harjanto

Chair



Prof. Dr. Wuri Soedjatmiko

Secretary



Dr. V. Luluk Prijambodo

Member



Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

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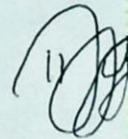


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Statement of Publication

I declare that I agree to submit my thesis entitled “The Implementation of the Academic Writing Course Syllabus” to Widya Mandala Catholic University library and fully understand that it will be made public via Internet and other uses of online media.

Surabaya, 30 March 2016



Grace Silviana Bastian
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IMPLEMENTATION OF COURSE SYLLABUS

Abstract

This study evaluated the implementation of the Academic Writing course syllabus at Widya Mandala graduate school batch 19. Specifically, this case study focused on how teaching materials, classroom exercises, home assignments, and final projects have been carried out to meet the learning objectives. Document analyses were conducted and were triangulated by the result of the graduate students' perspectives from semi-structure interviews. The result showed the course syllabus was implemented in accordance with the learning objectives. It can be seen from the teaching materials, classroom exercises, home assignments, and final projects. However, there were some items evaluated which have not been accomplished as what had been taught in the teaching materials. It was noted that they were lack of the sense of "being used to" use standardized format and sense of writing. Some suggestions were proposed to give them more sustainable tasks to use the format, read more journals, and analyze the journals as the model of writing. The implementation of course syllabus was later translated on how the teaching materials classroom exercises, and home assignments were interrelated each other, were well-assisted by the role of the lecturer, and were well-prepared by the students.

Keywords: implementation, syllabus, Academic Writing