

LESSON PLAN

This lesson plan is designed to gradually develop students' skills in writing scientific articles through the QuiryThink syntax. In the Question stage, students are encouraged to understand the purposes and benefits of scholarly publication, recognize the challenges in academic writing, and formulate critical questions about the process, quality, obstacles, and structure of scientific articles. Activities such as brainstorming, group discussion, and question formulation foster students' critical thinking and prepare them for the next stage.

The Interview stage continues the process by engaging students in fieldwork, where they interview lecturers, researchers, or practitioners to gain authentic insights into the practices of scientific article writing. This stage enhances students' academic communication skills while deepening their understanding of writing steps, quality standards, and challenges commonly faced by authors. The collected data is then organized, analyzed, and presented in class discussions as shared knowledge.

In the Recognize stage, students analyze the structure of high-quality scientific articles from reputable journals. Using journal guidelines, the IMRAD structure, and Swales' CARS model of rhetorical moves, students learn to identify the conventions of academic writing at an international level. This analytical process helps students critically evaluate article structures, compare them with interview findings, and draw principles that guide the drafting of their own articles.

The following stages, Yield, Transform, and Hone, focus on the actual writing process. Students begin drafting article sections such as the Introduction, Research Questions, Method, Findings, and Discussion. They search for scholarly sources, organize ideas through mind maps, and collaborate using digital tools. Peer review sessions allow them to transform their drafts based on constructive feedback, while honing activities encourage revision and refinement to meet academic standards. Through these cycles, students gain both writing practice and revision experience.

Finally, the Improve, Nurture, and Keep stages emphasize refining and finalizing the article for publication. Students conduct self-evaluations using journal reviewer rubrics, apply digital tools such as Turnitin and Grammarly for language and originality checks, and revise their drafts accordingly. In the nurture and keep stage, students engage in final polishing, reflect on their learning journey, and prepare for manuscript submission by following journal procedures. These

final steps integrate writing, critical thinking, collaboration, and digital literacy, while promoting sustainable scholarly writing practices among students.

To operationalize the QuiryThink syntax in Academic Writing instruction, the lesson plans are organized into sequential stages that guide students step by step in developing a scientific article suitable for journal publication. Each stage of QuiryThink (Question, Interview, Recognize, Yield, Transform, Hone, Improve, Nurture, and Keep) is represented in specific classroom meetings, ensuring a coherent progression from generating initial ideas to preparing the final manuscript for submission.

In the following sections, the lesson plans for each meeting will be described in detail according to the corresponding QuiryThink stage. These plans highlight the learning objectives, instructional materials, and activities designed to foster inquiry-driven exploration, critical analysis, collaborative drafting, digital multimodal composing, and reflective refinement.

APPENDIX 2. LESSON PLAN

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OUTCOME- BASED EDUCATION (OBE) LESSON PLAN

Meeting : 1
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 1 (QUESTION)
Unit : 1
Topic : What Makes an Academic Article Suitable for Journal Publication?

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Explain the importance of academic writing in higher education.
2. Identify challenges commonly encountered when reading academic journal articles.
3. Select relevant journal articles based on topic alignment.
4. Develop exploratory interview questions related to scientific article writing practices.

B. Instructional Material

1. PowerPoint slides
2. Accessing Tools: journal finder journal finder tools (e.g., Elsevier Journal Finder, Springer Journal Suggester, Taylor & Francis Journal Suggester, Scopus sources).
3. QuiryThink Website

C. Learning Activities

Stage & Time	Lecturer's Activities	Students' Activities
Pre Activity (10 Minutes)	<ol style="list-style-type: none">1. Explain course overview and learning outcomes.2. Emphasize that each meeting requires a tangible learning product.	<ol style="list-style-type: none">1. Listen and take notes.2. Ask clarification questions.
Main Activity (70 minutes)		
1. Brainstorming	<ol style="list-style-type: none">1. Facilitate discussion on memorable or challenging experiences when reading academic texts.2. Help students identify recurring issues in journal reading.	Write a brief reflective note on one memorable experience reading a journal article and share insights during discussion.
2. Individual Exploration	<ol style="list-style-type: none">1. Introduce and demonstrate journal finder tools and academic search platforms (Google Scholar, Consensus, ChatGPT).2. Provide an overview of publication ethics	<ol style="list-style-type: none">1. Search for journal articles using academic platforms and journal finder tools.2. Identify two journal articles on the same topic from reputable journals.
3. Sharing and Group Discussion	<ol style="list-style-type: none">1. Divide students into small groups (3–4).2. Provide guidance on creating open-ended and exploratory interview questions.3. Provide worksheets for recording outputs.	Collaboratively design 5–7 interview questions covering process, quality, challenges, resources, and structure of academic articles, and record them in a shared document.
4. Drafting and Refining	Guide refinement of question clarity, focus, and relevance for interview use.	Revise and finalize the group's interview questions based on peer and lecturer feedback.
Post-Activity (10 minutes)	<ol style="list-style-type: none">1. Summarize types and categories of interview questions produced.2. Explain the next-stage	Submit the finalized set of interview questions as preparation for the next meeting.

	interview assignment and its assessment criteria.	
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D. Assessment (OBE-Aligned)

1. Formative Assessment:

- a. Active participation in discussion
- b. Quality of reflective note and group contribution

2. Summative Assessment:

Final product: a validated set of 5–7 interview questions ready for use in the Interview Stage

E. Learning Product (OBE Output of Meeting 1)

1. Individual reflective note on journal reading experience
2. List of relevant target journals
3. Finalized group interview questions

F. Follow-up/ Homework: Students upload the questions on QuiryThink website before next session.

Meeting : 2-3
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND
RESEARCH PUBLICATION
Section : 2 (INTERVIEW)
Unit : 2
Topic : Investigating Practices and Conventions in Scientific Article Writing

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Identify the process of writing scientific articles in English Language Education
2. Explain the characteristics of a high-quality scientific article according to academic standards.
3. Identify the writing requirements based on journal guidelines from reputable journals.
4. Explore the challenges faced by article writers and the solutions they implement.

B. Instructional Materials and Media

1. PPT Slides
2. author guidelines from reputable journals;
3. sample articles from high-quality, peer-reviewed journals
4. Vocaroo.com
5. Canva
6. QuiryThink Website

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre activity	<ol style="list-style-type: none"> 1. Review students' interview experiences 2. Ask guiding questions: "<i>What was the most interesting finding from your interview?</i>". 3. Explain today's objective: analyzing interview data. 4. Remind students about analysis categories (Process, Quality, Challenges, Resources, Structure & Content). 	<ol style="list-style-type: none"> 1. Share brief reflections on interview results. 2. Respond to guiding questions and highlight notable insights from interviews. 3. Recall and connect interview findings with categories provided.
Main Activity		
Brainstorming	<ol style="list-style-type: none"> 1. Facilitate group presentations of interview findings. 2. Guide students to reflect critically on their interview findings and compare them with other groups. 	Present a concise summary of interview findings and critically compare patterns and issues across groups.
Individual Exploration	<ol style="list-style-type: none"> 1. Provide journal author guidelines and sample articles. 2. Guide students in reviewing guidelines from reputable journals in English Language Education. 	Identify similarities and differences between interview findings and at least two journal author guidelines.
Sharing and Discussion	Ask each group to synthesize findings into a visual representation.	Collaboratively construct a mind map identifying characteristics of a high-quality scientific article based on interview insights and journal guidelines.

Drafting and refining	<ol style="list-style-type: none"> 1. Demonstrate how to use Vocaroo.com for recording a short oral presentation. 2. Provide guidance on structuring the oral summary: 	<ol style="list-style-type: none"> 1. Prepare an individual 2–3 minute presentation highlighting: <ol style="list-style-type: none"> a. Main sections of a scientific article. b. Key best practices or common challenges. c. Personal insight gained from the mind map activity. 2. Record the presentation using Vocaroo.com. 3. Submit the Vocaroo link to the class platform before the next session.
Post Activity	Summarize key findings and reinforce links between interviews, guidelines, and article quality.	Write a short reflective note on learning gains, sources explored, and challenges encountered during analysis.

D. Assessment

1. Formative Assessment :

Criteria	Indicators
Participation	Active involvement in group discussion and mind map construction
Critical Thinking	Ability to identify key characteristics of a publishable article and reflect on interview findings
Communication	Clarity and effectiveness in presenting insights using Vocaroo
Collaboration	Contribution to group mind map and discussion

2. Summative Assessment :

Product	Description	Scoring Rubric
Individual Vocaroo Presentation	Oral summary (2–3 minutes) highlighting main sections of a scientific article, key practices, and personal insight	<ol style="list-style-type: none"> 4: Clear, focused, and insightful presentation 3: Clear but general 2: Lacks clarity or focus 1: Unclear or irrelevant
Final Group Mind Map	Visual representation of high-quality scientific article characteristics	<ol style="list-style-type: none"> 4: Complete, well-structured, visually clear 3: Mostly complete, minor gaps 2: Incomplete or poorly structured 1: Unclear and disorganized

E. Learning Products (OBE Outputs of Meeting 2–3)

1. Individual Vocaroo oral presentation summarizing insights from the mind map.
2. Written comparative analysis notes linking interview findings and journal guidelines.
3. Final group mind map identifying characteristics of a high-quality scientific article.
4. Short individual reflective note on learning gains and challenges encountered.

Meeting : 4-6
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 3 (RECOGNIZE)
Unit : 3
Topic : Analyzing the Structure of Scientific Articles

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Explain the basic concepts and functions of rhetorical and structural moves in scientific articles.
2. Recognize examples of rhetorical and structural moves in all sections of scientific articles (abstract, introduction, methodology, results, discussion, conclusion).
3. Analyze and classify rhetorical and structural moves in published articles to extract general writing principles.

- Draft an initial research outline (title, background, research gap, objectives, and method) using AI as a supportive tool for idea refinement.

B. Instructional Materials and Media

- Handout: Rhetorical moves and Swales' CARS model (1990, revised 2004).
- Wordwall
- QuiryThink Website

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre activity	<ol style="list-style-type: none"> Highlight key insights emerging from students' previous written reports. Provide brief formative feedback and link findings to the concept of publishable scientific articles. 	Review their individual written report and connect feedback to expectations for academic article structure.
Main Activity		
Brainstorming	<ol style="list-style-type: none"> Introduce the Wordwall interactive quiz on research article components. Encourage discussion after the quiz to clarify common misconceptions and highlight key points for each article component. 	<ol style="list-style-type: none"> Access the Wordwall activity via the provided link Review instant feedback, correct mistakes, and retry as needed.
Individual Exploration	<ol style="list-style-type: none"> Introduce the structural move analysis approach (moves and steps). Explain rhetorical move structures for Abstract, Introduction, Methods, Results, Discussion, and Conclusion. Provide sample extracts illustrating real textual realization of moves. Give clear instructions for individual analysis tasks. 	Analyze 1–2 sample article excerpts, identify rhetorical moves, and complete Worksheet 3.2 on Rhetorical Move Identification.
Sharing and Discussion	<ol style="list-style-type: none"> Guide students to move from rhetorical move analysis to identifying a potential research topic. Introduce Connected Papers as a digital tool for exploring research networks and conceptual connections. Explain how to validate research topics through literature mapping. Monitor discussions and provide guidance on synthesizing findings. 	<ol style="list-style-type: none"> Use Connected Papers to explore research networks related to their area of interest in ELT. Identify recurring research themes, common research contexts, and frequently used methods. Detect underexplored areas and justify their potential

		research focus. 4. Share and discuss proposed research topics with peers and the class. 5. Complete Worksheet 3.3 on identifying research topic through literature mapping.
Drafting and Refining	<ol style="list-style-type: none"> 1. Guide students to draft a research outline and the ethical use of AI (ChatGPT). 2. Present four styles of titles (Declarative, Descriptive, Interrogative, Compound) with examples. 3. Explain allowed research designs 	<ol style="list-style-type: none"> 1. Draft research titles and a structured research outline individually. 2. Use ChatGPT strategically to support idea development and refinement. 3. Read 1–2 relevant journal articles as literature support. 4. Exchange drafts and provide peer feedback. 5. Revise the research outline based on peer and lecturer feedback.
Post Activity	<ol style="list-style-type: none"> 1. Provide collective feedback on research outlines. 2. Explain submission requirements. 	Students submit revised research outline through the QuiryThink platform as preparation for the Yield Stage, where they will begin composing scientific article components.

D. Assessment :

D.1. Formative Assessment

D.1.1 Formative Assessment (Meeting 4)

Criteria	Indicators
Participation	Active engagement in Wordwall quiz and class discussion.
Analytical Skills	Ability to identify rhetorical moves in Introduction and Method sections accurately.
Reflection	Ability to connect analysis with personal reading experience and theoretical frameworks.
Completion	Submission of completed worksheets for move analysis.

D.1.2 Formative Assessment (Meeting 5)

Criteria	Indicators
Participation	Active engagement in review discussions and worksheet activities.
Analytical Skills	Correct identification of rhetorical moves in Findings & Discussion, Conclusion, and Abstract sections.
Reflection	Ability to connect analysis with personal reading experience and theoretical frameworks.
Completion	Submission of completed worksheets for move analysis.

D.1.3 Formative Assessment (Meeting 6)

Component	Type	Focus
Worksheet 3.3	Formative	Identifying research topic, mapping literature, proposing potential research area
Peer Feedback	Formative	Constructive feedback on clarity, coherence, and alignment of outline
Worksheet 3.4	Summative	Draft and revised research outline, four title styles, reflective paragraph
Wordwall Quizz	Reinforcement	Knowledge of title styles and academic conventions

D.2 Summative Assessment

D.2.1 Summative Assessment (Meeting 4)

Product	Description
Rhetorical Move Analysis – Introduction Section	Completed worksheet showing identification of moves according to CARS framework (Establishing research territory, Identifying niche, Presenting research).
Rhetorical Move Analysis – Method Section	Completed worksheet showing identification of moves according to Pho's framework (Design, Participants/Data sources, Data collection, Data analysis).

D.2.2 Summative Assessment (Meeting 5)

Product	Description
Rhetorical Move Analysis – Findings & Discussion Section	Completed worksheet showing identification of moves according to Yang & Allison framework, including examples from articles.
Rhetorical Move Analysis – Conclusion	Completed worksheet showing identification of moves according to Paltridge & Starfield framework.
Rhetorical Move Analysis – Abstract	Completed worksheet showing identification of moves according to Hyland & Swales framework.

Rubric

Score	Description
4	Accurate identification of all key rhetorical moves with examples and clear understanding.
3	Most moves identified correctly; minor errors or missing details.
2	several moves incorrectly identified; understanding partially demonstrated.
1	Moves not identified or misunderstanding of framework evident.

A. Learning Product

OBE Output (Meeting 4)

1. Reflective note on journal reading experience
2. Rhetorical move analysis of Introduction section
3. Rhetorical move analysis of Method section

OBE Output (Meeting 5)

1. Rhetorical move analysis of Findings and Discussion
2. Rhetorical move analysis of Conclusion
3. Rhetorical move analysis of Abstract
4. Comparative notes of article structure

OBE Output (Meeting 6)

1. One research topic in ELT validated through literature mapping.
2. Four versions of research title.
3. Draft research outline.
4. Revised research outline based on feedback.

Meeting : 7
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 4 (YIELD, TRANSFORM AND HONE)
Unit : 4
Topic : Writing the Introduction Section

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
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5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Explain the concepts and functions of Swales' rhetorical Moves (establishing a territory, establishing a niche, and occupying the niche) in scientific article introductions.
2. Apply Swales' Moves to draft introduction paragraphs, integrating relevant theories and previous studies to support their arguments.
3. Manage a reference library using reference management tool for academic writing purposes.

- Evaluate and revise their own drafts and peer drafts through structured peer review, focusing on rhetorical structure, academic writing conventions, and academic and digital ethics.

B. Instructional Materials and Media

- Samples of research titles, problems, and objectives from published articles
- Worksheet (drafting title, problem, objectives)
- QuiryThink website (for references and assignment submission).
- Reference management tool: Mendeley
- Media tools: Google Docs, Miro/Canva (for mind mapping), projector.

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre activity	Guide students to review Swales' theory by posing guiding questions aligned with Move 1–3 in the Introduction section.	Recall and articulate Swales' Move structure (Move 1–3) as conceptual preparation for drafting.
Main Activity		
Brainstorming	Facilitate discussion by guiding students to match sample introduction paragraphs with appropriate rhetorical moves and provide feedback.	Analyze sample introduction paragraphs and identify the rhetorical Move (1–3) represented in each paragraph.
Individual Exploration	<ol style="list-style-type: none"> Guide students in drafting Introduction sections using Swales' Moves. Introduce Mendeley as a reference management tool. the Word plugin, and add journal articles. 	<ol style="list-style-type: none"> Draft Introduction paragraphs by systematically applying Swales' Moves (1–3) Generate an automatic reference list using Mendeley.
Sharing and Discussion	<ol style="list-style-type: none"> Facilitate structured peer-review sessions where students exchange their drafted Introduction sections. Provide the Integrated Peer Review Rubric, highlighting evaluation of: <ul style="list-style-type: none"> Rhetorical structure (realization of CARS moves) Academic ethics (originality, paraphrasing, APA 7 citation) Digital ethics (responsible use of digital tools, AI, or reference managers) 	<ol style="list-style-type: none"> Exchange Introduction drafts with peers. Use the Integrated Peer Review Rubric to evaluate rhetorical moves, academic ethics, and digital ethics on a 4-point scale (4 – Excellent, 3 – Good, 2 – Fair, 1 – Poor).

	3. Monitor discussions, guide reflection, and clarify expectations for critical feedback.	
Drafting and Refining	Facilitate peer-sharing sessions and monitor the revision process.	Revise and refine their Introduction drafts by integrating peer and lecturer feedback to improve clarity, coherence, and rhetorical alignment.
Post Activity	Summarize key learning outcomes, provide general feedback, and explain submission requirements for the revised Introduction.	Reflect on the drafting and revision process, note improvement strategies, and upload the revised draft.

D. Assessment :

Focus Area	Indicator
Rhetorical Structure (CARS moves)	Clarity and completeness of Move 1, Move 2, and Move 3; logical coherence across moves
Academic Ethics	Originality, ethical paraphrasing, accurate APA 7 citations, proper integration of sources
Digital Ethics	Responsible and transparent use of digital tools (AI, reference managers)
Academic Writing Quality	Grammar, formal tone, clarity, coherence, and argumentation

E. Learning Products (OBE Outputs of 7)

1. identified rhetorical moves in sample Introductions
2. Draft Introduction section applying Swales' CARS model
3. Preliminary APA-style references

F. Follow-up:

Students finalize and polish their Introduction draft for Mid-Term submission.

Meeting : 8

Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION

Topic : Mid Test

A. UTS Assignment Instructions

Students are required to submit a complete Introduction section for their research article by applying Swales' CARS Model.

B. UTS Task Requirements

Students must:

1. Write **3–5 Introduction paragraphs**.
2. Apply three rhetorical moves:
 - a. Move 1: Establishing research territory
 - b. Move 2: Establishing research gap
 - c. Move 3: Presenting research objectives and research questions
3. Support arguments using credible academic sources.
4. Include minimum 6–10 scholarly references.
5. Apply APA 7th edition citation and referencing style.
6. Use formal academic writing style.
7. Submit the final Introduction draft via the QuiryThink platform.

C. UTS Assessment Criteria

Evaluation will be based on:

1. Completeness and accuracy of rhetorical move structure
2. Clarity of research background and gap identification
3. Alignment between research objectives and research questions
4. Integration of scholarly literature
5. Academic language quality and coherence
6. Accuracy of APA referencing

D. Assessment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Score
Rhetorical Move Structure	all three moves are complete, accurate, and well-developed. Logical progression between moves is clear.	All moves are present but slightly uneven in development.	One move is weak or incomplete.	Moves are unclear, missing, or incorrectly structured.	25%
Research Background and Gap Identification	Background is comprehensive, relevant, and clearly leads to a strong research gap.	Background is clear but research gap is moderately developed.	Background is general and research gap is weak or unclear.	Background lacks clarity and research gap is missing.	20%
Alignment of Objectives and Research Questions	Objectives and research questions are clear, specific, and strongly aligned with research gap.	Objectives and research questions are mostly aligned but slightly unclear.	Alignment exists but lacks clarity or precision.	Objectives and research questions are inconsistent or missing.	15%
Integration of Scholarly Literature	Literature is well-integrated, relevant, and critically supports arguments. Minimum references fulfilled.	Literature supports arguments but integration is mostly descriptive.	Limited literature support or weak integration.	Insufficient or irrelevant references.	15%
Academic Writing Quality and Coherence	Writing is fluent, cohesive, and uses formal academic language with strong paragraph organization.	Writing is generally clear with minor coherence or language issues.	Writing shows noticeable grammar, clarity, or cohesion problems.	Writing lacks academic tone, clarity, and organization.	15%
APA 7th Edition Referencing Accuracy	In-text citation and reference list fully follow APA 7th edition with no errors.	Minor APA formatting errors present.	Frequent APA formatting errors.	APA referencing is mostly incorrect or missing.	10%

Score Conversion

Score Range	Grade Category
86-100	Excellent
71-85	Good
56-70	Fair
< 55	Needs Improvement

E. Submission Procedure

Students must:

1. Upload Introduction draft in Microsoft Word or PDF format.
2. Submit through the QuiryThink platform.
3. Ensure submission is completed before the deadline.
4. Confirm submission through platform verification.

F. Expected Learning Product (OBE Output Meeting 8)

Students must submit:

1. Complete Introduction section (3–5 paragraphs)
2. Clearly stated research gap
3. Research objectives and research questions
4. Minimum 6–10 scholarly references
5. APA 7th edition reference list

Meeting : 9-10
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 4 (YIELD, TRANSFORM AND HONE)
Unit : 5
Topic : Writing the Method Section

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Explain the rhetorical structure and communicative purposes of the Method section based on Pho's (2008) move framework.
2. Apply Pho's rhetorical moves to design and clearly describe research instruments ethically and transparently, ensuring methodological validity, accurate reporting, and compliance with academic ethics (e.g., informed data collection and proper citation).

- Evaluate and refine Method section drafts and research instruments through peer review, focusing on rhetorical completeness (according to Pho's moves), methodological rigor, clarity of explanation, and responsible use of digital tools in accordance with digital ethics.

B. Instructional Materials and Media

- Method structure in reputable journal articles.
- Examples of questionnaires and interview guides.
- Guidelines for using Google Forms, Microsoft Word/Google Docs, and shared folders (Google Drive/OneDrive).
- QuiryThink Website

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre Activity	Shows a sample Method section from a reputable journal article (direct access via journal website) to illustrate format, language style, and required elements.	Identify key components (research design, participants, instruments, procedure) from the sample.
Main activity		
Brainstorming	Provide sample research instruments (questionnaire, interview guide, observation checklist) and explain how they align with research objectives. Guide students to examine structure, clarity, and objective alignment.	Analyze sample instruments and draft or adapt research instruments (questionnaire/interview guide) aligned with their own research objectives.
Individual Exploration	Support students in applying structural moves of the Method section (Pho, 2008).	Write an initial Method section draft, ensuring alignment between research objectives, instruments, and procedures. Integrate ethical considerations and data analysis procedures
Sharing and Discussion	<ol style="list-style-type: none"> Organize peer-review groups, provide rubric-based guidelines (structural moves, academic ethics, digital ethics), 	Exchange drafts with peers and complete rubric-based evaluation

	3. monitor discussions, and highlight good practices.	
Drafting and Refining	1. Guide integration of peer and lecturer feedback. 2. Emphasize finalization of research instruments. 3. Provide submission instructions.	Revise and finalize the Method section draft, ensure complete and aligned research instruments, and upload the revised product.
Post Activity	Assign interactive Wordwall quiz for practice in writing methodology sentences.	Complete the Wordwall quiz (“How to Write Methodology in a Research Paper – Correct the Sentences”) individually, receive instant feedback on sentence clarity and methodological phrasing.

D. Assessment (OBE-Aligned)

1. Formative Assessment
 - a. Participation in peer review and discussion
 - b. Quality of draft instruments and Method section during class
2. Summative Assessment
 - a. Revised Method section draft
 - b. Completed research instruments (questionnaire and/or interview guide)

E. Learning Products (OBE Outputs of Meeting 9–10)

1. identified rhetorical moves in sample Introductions
2. Draft and revised Method section using Pho’s Theory (2008)
3. Peer review feedback notes
4. Revised Method draft
5. Validated research instruments (questionnaire/interview guide)

F. Follow-up:

1. Students upload their *Method draft* to the course discussion forum.
2. Each student must provide peer feedback on two peers’ drafts

Meeting : 11-12
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 4 (YIELD, TRANSFORM AND HONE)
Unit : 6
Topic : Writing Findings and Discussion Section

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Identify common typologies and communicative purposes of Findings and Discussion sections in research articles.
2. Organize and present research data effectively using tables, charts, and digital visualizations to support rhetorical meanings.
3. Apply Yang and Allison's (2003) rhetorical move framework to draft coherent and well-structured Findings and Discussion sections.

- Evaluate and revise their own drafts and peer drafts through structured peer review, focusing on rhetorical structure, academic writing conventions, and academic and digital ethics.

B. Learning Materials and Media

- Examples of Findings sections from reputable journals.
- Templates for tables and charts.

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre Activity	<ol style="list-style-type: none"> Pose trigger questions: "What is the difference between findings and discussion?" "Why should data be visualized?" "How can research findings be linked to theory?" Explain that in this session, students will draft their Findings and Discussion based on mini-research data. 	Respond to trigger questions and share examples of data visualizations they have encountered or used.
Main Activity		
Brainstorming	<ol style="list-style-type: none"> Explain different typologies and organizational patterns used in Findings and Discussion sections. Provide examples and criteria for identifying typologies. Facilitate discussion and provide feedback. 	Analyze assigned journal articles, identify the typology used, and justify their choices based on structure, flow, and rhetorical function.
Individual Exploration	Guide students in drafting Findings and Discussion sections, emphasizing clarity in data presentation and interpretation.	Draft the Findings section and draft the Discussion section (interpreting results, linking findings to theory and previous studies, and noting implications or limitations).
Sharing and discussion	<ol style="list-style-type: none"> Facilitate structured peer-review sessions where students exchange their drafted Introduction sections. Provide the Integrated Peer Review Rubric, highlighting evaluation of: <ol style="list-style-type: none"> Rhetorical structure Academic ethics (originality, paraphrasing, APA 7 citation) 	<ol style="list-style-type: none"> Exchange Findings and Discussions drafts with peers. Use the Integrated Peer Review Rubric to evaluate rhetorical moves, academic ethics, and digital ethics on a 4-point scale (4 – Excellent, 3 – Good, 2 – Fair, 1 – Poor).

	c. Digital ethics (responsible use of digital tools, AI, or reference managers) 3. Monitor discussions, guide reflection, and clarify expectations for critical feedback.	
Drafting and Refining	Monitor students in revising their draft	Refine and finalize Findings and Discussion drafts before submission.
Post activity	Provide general feedback on student drafts and emphasize key quality indicators.	Upload the revised Findings and Discussion draft to the designated platform.

D. Assessment (OBE-Aligned)

1. Formative Assessment

- a. Participation in analysis and peer-feedback activities
- b. Quality of draft development and revision process

2. Summative Assessment: Draft Findings and Discussion section focusing on data interpretation, comparison with literature, and implications

- a. Complete and appropriate use of rhetorical moves (Yang and Allison, 2003),
- b. Academic Ethics – Originality, ethical paraphrasing, and APA 7th-compliant citations
- c. Digital Ethics – Responsible and transparent use of digital tools, AI, or reference managers in the draft.

E. Learning Products (OBE Outputs of Meeting 11–12)

1. typologies identification and identified rhetorical move used in Findings and Discussion sections.
2. Draft and revised Findings and Discussion section using Yang and Allison (2003).
3. Peer review feedback notes
4. Revised Findings and Discussion draft

F. Follow-up:

1. Students upload their Findings and Discussion section draft to the course discussion forum.
2. Each student must provide peer feedback on two peers' drafts, focusing on clarity of argument, connection to literature, and logical flow.

Meeting : 13
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 4 (YIELD, TRANSFORM AND HONE)
Unit : 7
Topic : Writing the Conclusion and Abstract Sections

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Apply Paltridge and Starfield (2019) rhetorical moves in drafting conclusion
2. Apply Hakim et al (2021) rhetorical moves in drafting abstract

- Evaluate and revise their own drafts and peer drafts through structured peer review, focusing on rhetorical structure, academic writing conventions, and academic and digital ethics.

B. Instructional Materials and Websites

- Examples of Conclusion and Abstract from reputable journals.
- Templates for Abstract and References.
- QuiryThink websites

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre activity	Pose stimulating questions to activate understanding of purpose, structure, and conciseness in Abstract and Conclusion writing.	Respond to guiding questions, articulating their understanding of Abstract and Conclusion functions.
Main Activity		
Brainstorming	<ol style="list-style-type: none"> Provide authentic examples of Abstracts and Conclusions from reputable journals. Explain the rhetorical move structure of Conclusions based on Paltridge & Starfield (2019). Explain the rhetorical move structure of Abstracts based on Hakim et al. (2021). 	<ol style="list-style-type: none"> Analyze given Abstracts and Conclusions using the two frameworks. Complete Worksheet 7.1 (Abstract Analysis – Hakim et al., 2021) and Worksheet 7.2 (Conclusion Analysis – Paltridge & Starfield, 2019).
Individual Exploration	<ol style="list-style-type: none"> guide students in drafting Conclusions and Abstracts by explaining key components and writing conventions based on the two frameworks. Provide practice in identifying rhetorical moves at sentence level. 	Write their own Conclusion following Paltridge & Starfield (2019) and Abstract following Hakim et al. (2021).
Sharing and Discussion	<ol style="list-style-type: none"> Facilitate structured peer-review sessions where students exchange their drafted Conclusion and Abstract sections. Provide the Integrated Peer Review Rubric, highlighting evaluation of: 	<ol style="list-style-type: none"> Exchange Conclusion and Abstract drafts with peers. Use the Integrated Peer Review Rubric to evaluate rhetorical moves, academic ethics, and digital ethics on a 4-point scale (4 – Excellent, 3 – Good, 2 – Fair, 1 – Poor).

	<ul style="list-style-type: none"> • Rhetorical structure • Academic ethics (originality, paraphrasing, APA 7 citation) • Digital ethics (responsible use of digital tools, AI, or reference managers) <p>3. Monitor discussions, guide reflection, and clarify expectations for critical feedback.</p>	
Drafting and Refining	Monitor students in revising their draft	Revise drafts based on peer discussion and lecturer input.
Post activity	Assign interactive Wordwall quiz for practice in writing methodology sentences.	Complete the Wordwall quiz individually, receive instant feedback on sentence clarity and methodological phrasing.

D. Assessment (OBE-Aligned)

1. Formative Assessment

- a. Participation in rhetorical move analysis activities of Abstract and Conclusion based on Hakim et al. (2021) for Abstract and Paltridge & Starfield (2019) for Conclusion
- b. Quality of peer feedback focusing on accuracy of rhetorical moves, originality, ethical paraphrasing, and correct APA 7th citation.

2. Summative Assessment: Draft Abstract and Conclusion sections demonstrating:

- d. Complete and appropriate use of rhetorical moves (Hakim et al., 2021; Paltridge & Starfield, 2019),
- e. Academic Ethics – Originality, ethical paraphrasing, and APA 7th-compliant citations
- f. Digital Ethics – Responsible and transparent use of digital tools, AI, or reference managers in the draft.

E. Learning Products (OBE Outputs of Meeting 11–12)

1. Draft and revised Abstract section
2. Draft and revised Conclusion section

Meeting : 14
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 5 (IMPROVE)
Unit : 8
Topic : Evaluating Manuscript

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Identify strengths, weaknesses, and areas for improvement in each section of their own research article by applying a journal reviewer rubric systematically.
2. Apply AI-assisted digital revision tools (e.g., plagiarism checkers, grammar and style analyzers) critically and ethically to evaluate and improve originality, grammatical accuracy, coherence, and academic language quality.
3. Communicate the results of manuscript evaluation and digital tool checks clearly through oral presentation and class discussion.

4. Revise and produce a polished and coherent manuscript draft by integrating rubric-based self-evaluation, digital tool feedback, and insights gained from class discussion.

B. Instructional Materials and Media

1. Journal reviewer assessment rubric.
2. Digital tools: Turnitin, Grammarly, Language Tool.
3. QuiryThink Website

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre activity	Pose guiding questions related to article structure, strengths, weaknesses, and adherence to academic conventions.	Respond to the lecturer's guiding questions by reflecting on their own manuscripts.
Main Activity		
Brainstorming	<ol style="list-style-type: none"> 1. Introduce the reviewer rubric and digital revision tools (Turnitin, Grammarly). 2. Present examples of articles evaluated using the reviewer rubric. 	Conduct self-evaluation of their articles using the reviewer rubric.
Individual Exploration	Facilitate guided self-evaluation using the reviewer rubric and demonstrate how to apply digital tools.	Apply digital tools: <ol style="list-style-type: none"> 1. Turnitin – originality check and potential use of AI-generated content 2. Grammarly/LanguageTool – grammar and coherence check
Sharing and Discussion	Facilitate small-group or class discussions on evaluation results and common issues found.	<ol style="list-style-type: none"> 1. Share the results of self-evaluation and digital tool checks small-group or class discussions 2. Discuss potential improvements.
Drafting and Refining	Guide students to focus on areas needing improvement to meet journal publication standards.	Revise the manuscript based on self-evaluation, peer discussion, and digital tool feedback.
Post Activity	Provide general feedback and tips for finalizing the article.	Upload the revised manuscript draft to the learning platform.

D. Assessment:**1. Formative Assessment:**

- a. Quality of self-evaluation using the journal reviewer rubric.
- b. Active participation in peer discussion and feedback.

2. Summative Assessment:

- a. Revised manuscript draft incorporating reviewer, peer, and lecturer feedback.
- b. Short reflection note explaining which feedback was most valuable and how it was applied.

E. Learning Products (OBE Outputs)

1. Completed journal reviewer rubric (self-evaluation)
2. Turnitin originality report
3. Grammar & coherence report (Grammarly / LanguageTool)
4. Revised manuscript draft

Follow-up:

1. Revised drafts are uploaded to the forum.
2. Students comment briefly on improvements they observe in their peers' revised drafts.

Meeting : 15
Code/ Course Title : 4212222406/ ENGLISH ACADEMIC WRITING AND RESEARCH PUBLICATION
Section : 6 (NURTURE AND KEEP)
Unit : 9
Topic : Finalizing, Reflecting, and Preparing for Article Submission

Course Learning Outcomes

1. Students are able to demonstrate honesty and responsibility in citing and using scientific sources. (CPMK 1)
2. Students are able to demonstrate a comprehensive understanding of academic journal writing principles and apply appropriate strategies to produce scholarly articles in accordance with recognized publication standards. (CPMK 2)
3. Students are able to analyze the purpose, structure, and linguistic features of scientific articles written in English. (CPMK 3)
4. Students are able to write an academic journal article related to English language teaching by applying relevant linguistic and language learning theories through logical, critical, and systematic thinking. (CPMK 4)
5. Students are able to use digital technologies (e.g., AI assisted tools, reference managers, grammar checkers) responsibly and ethically to support the academic writing and publication process. (CPMK 4)

A. Intended Learning Outcomes (OBE-Based)

After completing this session, students are expected to be able to:

1. Evaluate and refine their manuscript using a pre-submission checklist to ensure that it meets the target journal's formal and content requirements.
2. Submit the manuscript to a journal following the demonstrated procedure.
3. Reflect on their submission experiences
4. Reflect critically on their entire research and writing process from idea development to journal submission.

B. Instructional Materials and Media

1. Checklist for submission readiness
2. Cumulative feedback rubric (peer + lecturer)
3. Video tutorial on how to submit an article to a journal
4. QuiryThink Websites

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre Activity	Pose guiding questions on submission readiness and journal standards.	<ol style="list-style-type: none"> 1. Watch the submission tutorial video. 2. Note key points for the final submission checklist.
Main Activity		
Brainstorming	<ol style="list-style-type: none"> 1. explain the purpose of the submission checklist 2. clarify each evaluation criterion 3. guide students in conducting an honest self-assessment of their manuscripts, 	<ol style="list-style-type: none"> 1. review their manuscripts using the provided checklist, 2. evaluate each aspect honestly, 3. identify areas needing improvement, 4. revise the manuscript to ensure accuracy, completeness, formatting consistency, and adherence to academic writing standards.
Individual Exploration	<ol style="list-style-type: none"> 1. demonstrate journal submission procedures through the video tutorial. 2. Explain key terminology and submission steps. 3. Facilitate discussion to clarify students' understanding. 4. Guide students in completing the worksheet accurately. 	<ol style="list-style-type: none"> 1. watch the tutorial video attentively 2. take detailed notes on the submission steps and requirements 3. participate actively in class discussion. 4. Complete the worksheet based on the tutorial.
Sharing and Discussion	<ol style="list-style-type: none"> 1. Facilitate reflection and sharing by encouraging students to discuss their submission experiences, 2. guide students to articulate challenges and lessons learned 	<ol style="list-style-type: none"> 1. Submit the article to the journal by: <ul style="list-style-type: none"> – Uploading the manuscript and supporting documents – Completing article metadata (title, abstract, keywords, author information)

	3. provide supportive feedback to help students develop awareness of the academic publishing process.	– Uploading proof of submission or screenshots to the platform 2. Share personal submission experiences with peers.
Drafting and Refining	1. guide final reflection using critical prompts. 2. Encourage honest self-assessment of growth in academic writing and research ethics. 3. Connect learning outcomes to future academic or professional contexts.	1. Reflect on the entire writing and submission journey. 2. Identify three key lessons learned related to academic writing, research ethics, and personal development. 3. Articulate how these insights will inform future writing practices.
Post activity	Provide general comments and congratulate students on completing the article and submission process.	Write final reflections and outline follow-up plans for future journal submissions.

D. Assessment (OBE-Aligned):

1. Finalized manuscript adjusted to the selected journal template.
2. Reflective writing on the submission process and academic writing development.

E. Learning Products – Meeting 15 (Nurture & Keep Stage)

1. Completed pre-submission checklist
2. Proof of journal submission (email / screenshot)
3. Final manuscript using targeted journal template
4. Final reflective essay (journey & academic growth)