

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.

Lesson Plan – Meeting 1 (Question Stage)

Course : Academic Writing

Topic : What Makes an Academic Article Suitable for Journal Publication?

Meeting : 1

Duration : 2 × 50 minutes

A. Learning Objectives

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

1. Share one memorable experience reading a journal article, reflecting on the topic, access, feelings, and challenges.
2. identify and select the relevant and credible academic sources that align with the research topic while applying principles of honesty and responsibility in selecting and citing academic sources.
3. formulate critical interview questions about what makes writing acceptable for publication

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

A. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre-Activity (10 minutes)	<ol style="list-style-type: none">1. Providing a general overview of the Academic Writing course2. Presenting the course objectives	<ol style="list-style-type: none">1. Listening and taking notes during the explanation.2. Asking questions if something is unclear.

Main Activity (70 minutes)		
Brainstorming (Critical Thinking)	<ol style="list-style-type: none"> 1. Facilitate a brief discussion about what makes an experience memorable or challenging when reading academic texts. 2. Guide a whole-class discussion where students share insights, helping them identify common challenges in reading journal articles 	<ol style="list-style-type: none"> 1. Reflect on and write about one memorable experience reading a journal article 2. Actively participate in class discussions by sharing personal reflections and listening to peers' experiences.
Individual Exploration	Provide students several journal finder tools	use journal finder tools (such as Elsevier Journal Finder or Taylor & Francis Journal Suggester) to identify journals relevant to your area of interest.
Sharing and Group Discussion	<ol style="list-style-type: none"> 1. Divide students into small groups (3–4 members). 2. Provide guidance on question format: open-ended, exploratory, focused on academic article writing. 3. Examples of question categories: <ol style="list-style-type: none"> a. Process: What are the steps in writing a scientific article? b. Quality: What are the characteristics of a good scientific article? c. Challenges: What obstacles do 	<ol style="list-style-type: none"> 1. Discuss in groups to create 5–7 open-ended questions. 2. Record all questions in a collaborative document (Google Docs or the learning website).

	<p>writers often face in article writing?</p> <p>d. Resources: What support or tools do students need?</p> <p>e. Structure & Content: What are the main components of a research article?</p> <p>4. Provide worksheets for recording questions.</p>	
Drafting and Refining	<ol style="list-style-type: none"> 1. Ask a group representative to present their list of questions. 2. Assist in refining the wording of questions to ensure clarity and usability in the Interview stage. 	Present the discussion results, provide feedback on other groups' questions, and refine the list of questions.
Post Activity (10 minutes)	<ol style="list-style-type: none"> 1. The lecturer summarizes the categories of questions that have been created. 2. Explain the interview assignment procedure (e.g., minimum 5 questions, audio/video recording, note-taking). 	Collect the final list of questions as material for the next session's assignment.

D. Assessment

1. Formative assessment : participation in discussion, group brainstorming
2. Summative assessment : draft questions to be used in the Interview stage.

E. Follow-up/ Homework:

Students upload the questions on QuiryThink website before next session.

Lesson Plan – Meeting 2-3 (Interview Stage)

Course : Academic Writing

Topic : Investigating Practices and Conventions in Scientific Article Writing

Meeting : 2-3

Duration : 2 × 50 minutes

A. Learning Objectives

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

1. Explain and discuss their interview findings.
2. analyze journal writing guidelines and compare them with insights from interviews.
3. identify the characteristics of a high-quality scientific article based on interview and guideline insights

B. Instructional Materials and Media

1. PPT Slides
2. author guidelines from reputable journals;
3. sample articles from high-quality, peer-reviewed journals
4. 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 experiences2. 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,	<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.

	Resources, Structure & Content).	
Main Activity		
Brainstorming	<ol style="list-style-type: none"> 1. Facilitate the sharing session by inviting each group to present their interview findings. 2. Guide students to reflect critically on their interview findings and compare them with other groups. 	<ol style="list-style-type: none"> 1. Reflect critically on their interview findings and compare them with other groups. 2. Respond guiding questions to explore patterns, challenges, and key concepts
Individual Exploration	<ol style="list-style-type: none"> 1. Provide relevant journal guidelines and high-quality sample articles. 2. Guide students to review <i>Author Guidelines</i> from reputable journals in English Language Education. 3. Asking students to compare points from interview results with the journal guidelines to identify initial similarities and differences. 	<ol style="list-style-type: none"> 1. Identify similarities and differences the author guidelines from two journal 2. Review your interview findings and compare them with journal guidelines and sample articles.
Sharing and Discussion	ask students in a group to identify characteristics of a high-quality article based on both your findings and the provided materials (in form of mind mapping)	Identify characteristics of a high-quality article based on both your findings and the provided materials. (in form of mind mapping)

Drafting and refining	<ol style="list-style-type: none"> 1. guides and monitors students in comparing and discussing mind maps 2. provides feedback and facilitates improvement 	revise and refine their work based on peer and instructor feedback.
Post Activity	Summarize the learning session.	Students write a short reflection on what they learned from the mind map, the sources they explored, and any challenges they encountered.

D. Assessment

1. Formative Assessment : participation in simulation
2. Summative Assessment : Summary of interview findings

E. Follow-up/ Homework:

Choose one mind map created by another group and compare it with your own. Identify at least three similarities, three differences, and two new insights you gained from the comparison. Summarize your findings in a short written report (about 300–400 words) and be ready to share them in class discussion.

Lesson Plan – Meeting 4-6 (Recognize Stage)

Topic : Analyzing the Structure of Scientific Articles

Meeting : 4-6

Duration : 2 x 50 minutes

A. Learning Objectives

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. Identify the rhetorical and structural moves each section in all sections of scientific articles (abstract, introduction, methodology, results, discussion, conclusion).
3. Draft a structured research outline including title, background, problem statement, objectives and methodology.

B. Instructional Materials and Media

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

C. Learning Activities

Stage and Time	Lecturer's Activities	Students' Activities
Pre activity	<ol style="list-style-type: none">1. Highlight important points that emerge from students' reports and connect them to the overall topic of publishable scientific articles.2. Provide short feedback	Review their individual written report prepared from the previous task.
Main Activity		
Brainstorming	<ol style="list-style-type: none">1. facilitate brainstorming by explaining the purpose of each scientific article section2. guiding students to identify key elements and their functions,	<ol style="list-style-type: none">1. Fill in the worksheet individually by listing possible elements, purposes, and

	<ol style="list-style-type: none"> encourage peer discussion to compare and complete their ideas collaboratively. 	<ol style="list-style-type: none"> examples for each section Share their ideas openly during the brainstorming session.
Individual Exploration	<ol style="list-style-type: none"> Present an overview of Structural move analysis approach and explain that each section of a scientific article can be analyzed in terms of “moves” and “steps.” Introduce the rhetorical move structures for (Abstract, Introduction, Methods, Results, Discussion and Conclusion) Provide short sample extracts from journal articles to illustrate how moves are realized in real texts Give instructions for the individual task. 	<ol style="list-style-type: none"> Read the provided summary of Swales’ rhetorical moves for each section. Analyze 1–2 short sample texts to identify the moves. Complete Worksheet 3.2 Identifying Rhetorical Moves
Sharing and Discussion	guides students in drafting a structured research outline by explaining the components (title, background, problem statement, objectives, and methodology)	draft a structured research outline by explaining the components (title, background, problem statement, objectives, and methodology)
Drafting and Refining	<ol style="list-style-type: none"> Organize peer-review and explain the purpose of giving constructive comments. Provide guiding questions for peer feedback (e.g., “<i>Is the title clear and</i> 	<ol style="list-style-type: none"> Read a peer’s outline carefully and provide at least 3 comments Receive feedback from peers and reflect

	<i>specific?”</i> , “ <i>Are the research questions aligned with the objectives?”</i> , “ <i>Does the target journal match the scope of the study?”</i> ”).	on which suggestions they will apply to improve their draft. 3. Revise their draft research outline
Post Activity	<ol style="list-style-type: none"> 1. Summarize key points from today’s lesson. 2. Provide collective feedback on students’ research outlines and highlight common strengths and areas for improvement. 3. Give final instructions for the assignment submission 	<ol style="list-style-type: none"> 1. Reflect on what they have learned in today’s session 2. Listen to lecturer’s feedback 3. Prepare and commit to revising their research outline

B. Assessment :

1. Formative Assessment : group discussion
2. Summative Assessment : Individual written summary of rhetorical Move Analysis

C. Follow up:

Revise your research outline by applying feedback from peers and lecturer. Highlight changes and write a short reflection (150–200 words) on how the feedback improved your draft.

Lesson Plan – Meeting 7 (*Yield, Transform and Hone Stage*)

Topic : Writing the Introduction Section

Week : 7

Duration : 2 x 50 minutes

A. Learning Objectives

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

1. Identify Swales' rhetorical moves in scientific article introduction.
2. Apply Swales' Moves to draft introduction paragraphs, integrating relevant theories and previous studies to support their arguments.
3. Evaluate and revise students' drafts of Introduction section

B. Instructional Material and Media

1. Samples of research titles, problems, and objectives from published articles
2. Worksheet (drafting title, problem, objectives)
3. QuiryThink website (for references and assignment submission).
4. 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 in Introduction section by providing guiding questions based on Swales' Move structure (Move 1–3).	Recall Swales' Move structure (Move 1–3).
Main Activity		
Brainstorming	guide students in identifying and matching the given introduction	1. read and analyze the introduction paragraphs carefully,

	paragraphs with the correct Moves through discussion and feedback.	2. apply their understanding of Swales' CARS model to identify which Move each paragraph represents
Individual Exploration	<ol style="list-style-type: none"> 1. Provide instruction on how to expand the brainstorming outline into paragraph drafts. 2. Guide students to develop Introduction Paragraphs Using Swales Moves (1-3) 	<ol style="list-style-type: none"> 1. Apply Swales' Moves to develop introduction systematically. 2. Support claims with relevant theories and previous research, ensuring accurate citation.
Sharing and Discussion	<ol style="list-style-type: none"> 1. Facilitate peer review sessions and guide students in focusing their feedback on the structural moves. 2. Provide additional comments to ensure students' revisions align with academic conventions and journal requirements. 	<ol style="list-style-type: none"> 1. Share their introduction drafts with peers. 2. Provide constructive and specific comments based on Swales' moves.
Drafting and Refining	Facilitate peer-sharing sessions where students exchange mind maps and draft Introductions to give and receive constructive feedback.	<ol style="list-style-type: none"> 1. Give and receive feedback from peers regarding the Introduction draft. 2. Revise their drafts by integrating peer and lecturer feedback.

Post Activity	Summarize the learning outcomes, provide general feedback, and assign students to revise the Introduction and research questions to be submitted next week.	Reflect on the process of drafting the Introduction and research questions, note improvement suggestions, and upload the revised work.
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D. Assessment

1. Formative: peer review notes, lecturer observation of drafts during class.
2. Summative: submission of a draft Introduction section (minimum: background, gap, title, problem, objectives) to the online discussion forum.

E. Follow-up:

1. Students upload their draft Introduction section to the QuiryThink Website discussion forum.
2. Each student is required to give at least one constructive comment on a peer's draft (peer feedback).

Lesson Plan – Meeting 9-10 (*Yield, Transform and Hone Stage*)

Topic : Writing the Method Section

Week : 9-10

Duration : 2 x 50 minutes

A. Learning Objectives

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

1. Analyzing sample research instruments and designing valid and reliable research instruments that are aligned with their research objectives.
2. Write the Method section of a research article in accordance with the research objectives.
3. Evaluate and revising students' drafts of Method section.

B. Instructional Materials and Media

1. Method structure in reputable journal articles.
2. Examples of questionnaires and interview guides.
3. Guidelines for using Google Forms, Microsoft Word/Google Docs, and shared folders (Google Drive/OneDrive).
4. 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	1. Provide students with sample questionnaire and interview guide as references.	1. Study the provided instruments carefully, noting the structure, wording, and alignment with research objectives.

	<ol style="list-style-type: none"> 2. Explain the purpose of the activity: to understand how instruments are designed and linked to research objectives. 3. Encourage students to adapt or develop questions/items to fit their own research context. 	<ol style="list-style-type: none"> 2. develop research instruments to fit their own research context.
Individual Exploration	<ol style="list-style-type: none"> 1. Ask students to write method section 2. Guide students in applying the structural move in method section 	write the Method draft, ensuring instruments align with research objectives.
Sharing and Discussion	<ol style="list-style-type: none"> 1. Organize students into small groups for peer review. 2. Provide guidelines for constructive feedback 3. Monitor discussions, provide clarification, and highlight exemplary practices. 3. Facilitate a brief class discussion to summarize common issues and good examples. 	<ol style="list-style-type: none"> 1. Exchange your draft Method section with a peer. 2. Carefully read your peer's draft and provide at least 3 comments on: clarity, coherence, and alignment with research objectives. 3. Review comments received on your own draft and reflect on which suggestions to apply. 4. Engage in class discussion to share observations and insights from the peer review process.
Drafting and Refining	<ol style="list-style-type: none"> 1. Provide guidance on how to incorporate peer and lecturer feedback into the Method section. 	<ol style="list-style-type: none"> 1. Review all feedback received from peers and the lecturer carefully.

	<ol style="list-style-type: none"> 2. Remind students to finalize their research instruments (questionnaire and interview guide) to ensure alignment with their Method section. 3. Provide instructions for uploading the revised draft to the designated platform 	<ol style="list-style-type: none"> 2. Revise your Method section draft to improve clarity, coherence, alignment with research objectives, and adherence to APA 7th style. 3. Ensure that your research instruments are complete and aligned with your Method section. 4. Upload your revised Method section
Post Activity	<ol style="list-style-type: none"> 1. Facilitates a reflection session: discusses challenges encountered in writing the Method section and designing instruments. 2. Assigns students to finalize their Method draft and research instruments for submission on the LMS. 	<ol style="list-style-type: none"> 1. Write down 3 things they have understood about writing the Method section and 1 aspect that is still unclear. 2. Complete the Method draft along with the questionnaire and interview guide for submission in the next meeting.

D. **Assessment:** Students draft their *Method section*.

E. **Follow-up:**

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

Lesson Plan – Meeting 11-12 (Yield, Transform and Hone Stage)

Topic : Writing the Findings and Discussion Section

Week : 11-12

Duration : 2 x 50 minutes

A. Learning Objectives

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

1. Identify the structural pattern or typology used in the Findings & Discussion sections
2. write their Findings and Discussion sections
3. evaluate and revise students’ drafts of Findings and Discussion section

B. Learning Materials and Media

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

C. Learning Activities

Stage and Time	Lecturer’s Activities	Students’ Activities
Pre Activity	<ol style="list-style-type: none">1. Pose trigger questions: “What is the difference between findings and discussion?” “Why should data be visualized?” “How can research findings be linked to theory?”2. Explain that in this session, students will draft their Findings and Discussion based on simulation or mini-research data.	<ol style="list-style-type: none">1. Respond to the lecturer’s questions2. Share examples of data visualizations they have seen or used.
Main Activity		
Brainstorming	<ol style="list-style-type: none">1. guide students in analyzing the Findings and Discussion sections of selected journal articles by	<ol style="list-style-type: none">1. read the assigned journal articles,

	<p>explaining different typologies, providing examples and criteria</p> <ol style="list-style-type: none"> 2. facilitate discussion and feedback to ensure accurate identification and reasoning. 	<ol style="list-style-type: none"> 2. identify the typology used in the Findings and Discussion sections 3. justify their choices based on structure and flow
Individual Exploration	Provide guidance on drafting Findings and Discussion sections, emphasizing clear presentation of quantitative and qualitative data.	<ol style="list-style-type: none"> 1. Draft the Findings section, presenting quantitative and qualitative results clearly. 2. Draft the Discussion section, interpreting results, linking to theory/previous studies, and noting implications or limitations.
Sharing and discussion	<ol style="list-style-type: none"> 1. Facilitates a session for students to share drafts and provide feedback to peers. 2. Gives comments on the clarity and appropriateness of the findings and discussion section 	<ol style="list-style-type: none"> 1. Students exchange drafts with peers to give and receive constructive feedback. 2. Revise the findings and discussion section
Post activity	Provides general feedback on strengths and weaknesses of student drafts.	Upload the <i>Findings and Discussion</i> draft to the platform

D. Assessment:

Students draft their *Findings and Discussion section* focusing on interpretation of findings, comparison with literature, and implications.

E. 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.

Lesson Plan – Meeting 13 (Yield, Transform and Hone Stage)

Topic : Writing the Conclusion and Abstract Section
Week : 13
Duration : 2 x 50 minutes

A. Learning Objectives

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

1. Analyze each sentence of an abstract and conclusion to identify its rhetorical move.
2. Write their Conclusion and Abstract sections
3. Evaluate and revise students’ drafts of abstract and conclusion section

B. Instructional Materials and Websites

1. Examples of Conclusion and Abstract from reputable journals.
2. Templates for Abstract and References.
3. QuiryThink websites

C. Learning Activities

Stage and Time	Lecturer’s Activities	Students’ Activities
Pre activity	Pose stimulating questions: <ol style="list-style-type: none">1. What is the main purpose of a conclusion in a research paper, and how is it different from a summary?2. What are the essential components that must be included in a research abstract?3. How can you summarize the key points of your paper clearly and concisely within the word limit?	<ol style="list-style-type: none">1. Respond to teacher’s Questions

Main Activity		
Brainstorming	<ol style="list-style-type: none"> 1. Provide authentic examples of abstracts and conclusions 2. Guide students on how to use Swales' framework for abstracts and conclusions. 	<ol style="list-style-type: none"> 1. Analyze given abstracts and conclusions 2. Complete Worksheet 7.1 (Abstract Analysis) and Worksheet 7.2 (Conclusion Analysis).
Individual Exploration	<ol style="list-style-type: none"> 1. guide students in drafting their Conclusion and Abstract by explaining the key components and writing conventions, providing models or example 2. providing practice in identifying structural move in abstract and conclusion 	Write their own conclusion, and abstract for their article by applying Swales' framework
Sharing and Discussion	Facilitate small-group or class discussions where students share drafts.	Students exchange drafts of Conclusion, Abstract, and References.
Drafting and Refining	<ol style="list-style-type: none"> 1. Provide corrective feedback on structure, clarity, citation accuracy, and academic style. 2. Clarify common errors (e.g., missing Moves, improper vocabularies). 	<ol style="list-style-type: none"> 1. Provide and receive feedback from peers on the drafts. 2. Revise drafts based on peer discussion and lecturer input.

Post activity	Provide general feedback, highlighting the integration of multimodal elements in presenting information	<ol style="list-style-type: none"> 1. Upload drafts of Conclusion, Abstract, and References to the Platform. 2. Quick peer review: students comment on a classmate's draft, focusing on both visual and textual quality
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D. Assessment:

Students draft their Conclusion, Abstract, and References *section* focusing on interpretation of findings, comparison with literature, and implications.

E. Follow-up:

As a follow-up activity, students will engage in an interactive Wordwall quiz that covers the IMRAD structure (Introduction, Methods, Results, and Discussion) as well as the Abstract, Conclusion, and References.

Lesson Plan – Meeting 14 (*Improve*)

Topic : Evaluating the Manuscript

Week : 14

Duration : 2 x 50 minutes

A. Learning Objectives

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

1. Evaluate each section of their own manuscript using a journal reviewer rubric.
2. Utilize digital tools such as Turnitin, Grammarly to evaluate the originality, grammar, and coherence.
3. Present the results of self-evaluation and digital tool checks
4. Revise and finalize their manuscript by effectively incorporating feedback from reviewer rubrics, class discussions, and digital tool analyses.

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: 1. How did you structure your abstract, introduction, and conclusion? 2. Which part of your article do you feel is the strongest? Which part needs improvement? 3. How did you ensure that your article follows proper academic conventions?	Respond the questions from teacher

Main Activity		
Brainstorming	<ol style="list-style-type: none"> 1. Introduce the reviewer rubric and digital revision tools (Turnitin, Grammarly/LanguageTool). 2. Present examples of articles evaluated using the reviewer rubric. 	Conduct self-evaluation of their articles using the reviewer rubric.
Individual Exploration	Facilitate self-evaluation using the journal reviewer rubric.	Apply digital revision tools: <ul style="list-style-type: none"> • Turnitin → check for originality. • Grammarly
Sharing and Discussion	Facilitate small-group or class discussions.	<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 article based on self-evaluation, peer discussion, and digital tool feedback.
Post Activity	Provide general feedback and tips for finalizing the article.	Upload the revised article draft to the platform.

D. Assessment:

1. Students submit a revised draft of their article incorporating peer and lecturer feedback.
2. Reflection note (short paragraph) explaining which feedback was most useful and how they applied it in their revision.

E. Follow-up:

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

Lesson Plan – Meeting 15 (Nurture & Keep Stage)

Topic : Finalizing, Reflecting, and Preparing for Article Submission
Week : 15
Duration : 2 x 50 minutes

A. Learning Objectives

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: <ul style="list-style-type: none">• “What are the important aspects to check before submission?”• “How can we ensure the draft meets 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 their work to ensure accuracy, completeness, proper formatting, and adherence to academic writing standards before final submission.
Individual Exploration	<ol style="list-style-type: none"> 1. provide a video tutorial demonstrating how to submit their article 2. explain key terminology and submission steps 3. facilitate class discussion to clarify students' understanding 4. guide them in accurately answering the worksheet questions 	<ol style="list-style-type: none"> 1. watch the tutorial video attentively 2. take detailed notes on the submission steps and requirements 3. actively participate in the class discussion by sharing insights and asking questions 4. complete the worksheet by answering all questions based on their understanding of the video
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 following the steps in the video tutorial: <ul style="list-style-type: none"> - Upload the manuscript and supporting documents

	3. provide supportive feedback to help students develop awareness of the academic publishing process.	<ul style="list-style-type: none"> - Fill in the article metadata (title, abstract, keywords, author information) - Upload proof of submission or screenshots to the platform <p>2. share their personal experiences submitting their manuscripts</p>
Drafting and Refining	<p>1. guide students through the final reflection process by prompting deep, critical thinking about their writing and submission journey</p> <p>2. encourage honest self-assessment of growth in academic writing and research ethics</p> <p>3. facilitate discussion or feedback to help students connect their learning to future academic or professional contexts.</p>	<p>1. reflect on their entire writing and submission experience,</p> <p>2. identify three key lessons learned about academic writing, research ethics, and personal development,</p> <p>3. articulate how these insights will inform and improve their future academic or professional writing practices.</p>
Post activity	The lecturer provides general comments and congratulates the students on completing the article.	Students write their final reflections and outline follow-up plans for submission to the next journal.

D. Assessment:

Students upload their finalized draft adjusted to a selected journal template.