

Assignment 2: Academic Report (20% of the Total Grade)

Duration: Weeks 7-9

Due Date: January 15, 2025 (Week

Total Weight: 20%

- Academic Essay: 15%
- Peer Assessment (#2): 5%

1. Purpose of the Assignment

This assignment requires students to expand their previously completed **academic essay** into a **formal academic report**. The objective is to develop analytical writing skills by moving beyond personal reflection to systematic analysis, evidence-based discussion, and solution-oriented academic writing. The report should demonstrate the ability to analyze educational contexts, synthesize scholarly sources, and propose informed solutions related to **SDG 4: Quality Education**, particularly within the teaching practicum context.

2. Report Structure and Required Components

Students must follow the academic report format outlined below. All sections should be logically connected and written in a formal academic style.

2.1. Introduction should present an analysis of the teaching context, focusing on the school and classroom where the teaching practicum took place. This section must:

- Clearly describe the educational setting and learning conditions
- Introduce relevant data to illustrate the situation (for example, student numbers, learning challenges, resources, or achievement levels)
- Present data using tables or diagrams, accompanied by clear written explanation
- Identify the key issue(s) related to quality education that will be addressed in the report

2.2. Discussion of the Problem(s): This section should critically discuss the identified problem(s) by:

- Comparing the practicum context with similar issues reported in scholarly literature
- Citing relevant academic sources to demonstrate that the problem is not isolated
- Analyzing causes, impacts, and implications of the problem(s) on teaching and learning
- Maintaining an objective and analytical tone throughout the discussion

3. Proposals or Solutions: In this section, students are required to propose practical and research-informed solutions to the identified problem(s). The discussion should:

- Present solutions that are appropriate to the teaching context
- Support each proposed solution with findings from previous studies
- Adapt or apply alternative solutions used in similar educational contexts

- Clearly explain how the proposed solutions address the problem(s) identified in the introduction

4. Conclusion should:

- Summarize the key problems discussed in the report
- Recap the proposed solutions and their significance
- Highlight the contribution of these solutions to improving educational quality
- No new information should be introduced in this section.

5. References: All sources cited in the report must be:

- Academic and reliable
- Properly cited using APA 7th edition format
- Consistently formatted

6. Appendices should include supporting materials related to the proposed solutions, such as:

- Draft lesson plans
- Teaching materials
- Assessment tools or activity designs
- Each appendix must be clearly labeled and referred to in the main text.

7. Report Requirements

- **Length:** 1,000 – 1,500 words
- **Format:** Academic report (Introduction, Discussion of the Problem(s), Proposals or Solutions, Conclusion, References, and Appendices)
- **Language:** Formal academic English
- **Perspective:** Evidence-based writing
- **Originality:** Must be your own work

8. Peer Assessment (#1)

After completing your report, you will participate in **Peer Assessment #2**, which accounts for **5% of the total course grade**. Please use the Peer Assessment Form (#1) in Appendix 1

You are required to:

- review assigned peers' essays,
- provide **constructive, academic feedback** on:
 - clarity of ideas,
 - organization and paragraph structure,
 - academic language and tone,
 - relevance to SDG 4.

Your peer feedback must be respectful, ethical, and professional.

9. Ethical and Academic Integrity Requirements

- **Plagiarism is strictly prohibited.**
- Using AI tools **without ethical acknowledgement** or submitting AI-generated text as your own work is not acceptable.
- Any form of academic misconduct will result in **no grade for this assignment.**

Students are encouraged to:

1. write from personal experience,
2. paraphrase carefully,
3. and use AI tools (if any) only as **support**, not as content generators.

For more detail, please consult Appendix 2 (Ethical and Academic Integrity Requirements)

10. Submission Platform and In-Class Peer Assessment

10.1. Online Submission (AI Detection and Record Keeping)

Students are required to compile all related work for this assignment in **Google Drive**, organized as follows:

- One shared **Google Drive folder per section**
- File name format: **Student ID (11 digits)**
- The folder must contain:
 - The academic essay (Google Docs format)

Students must submit the **Google Drive link** to the instructor via email at sasiporn.ph@ssru.ac.th **no later than January 28, 2026.**

This submission is required for:

- Verification of originality
- Detection of AI use
- Evaluation of punctuality and ethical use of AI

This assignment will be assessed based on:

- Timely submission
- Transparency and appropriateness of AI use
- Compliance with ethical and academic integrity requirements

10.2. In-Class Submission and Peer Assessment (January 28, 2026)

On **January 28, 2026**, students must bring to class:

- A **printed copy of their academic report**
- A **printed peer assessment form** (You are the *reviewee* on this form)

After the lecture, students will be assigned a peer reviewer. Each student will:

- Exchange report with a peer
- Assess the peer's report based on:
 - Academic format

- Academic characteristics covered in class
- Clarity, organization, language use, and relevance to SDG 4

The completed peer assessment form must clearly demonstrate the **reviewer's understanding of academic formats and characteristics** learned from the course.

Note:

Peer assessment is an essential component of this assignment and contributes to the development of analytical reading, academic judgment, and ethical responsibility as future teachers of English.

Appendix 1: Peer Assessment Form #1

Assignment: Academic Essay (Experience-Based)

Focus: Teaching Practicum & SDG 4 (Quality Education)

Reviewer Student ID: _____ Reviewed Student ID: _____

Instructions:

Read your peer's essay carefully and evaluate it using the criteria below. Select **one score** for each category and provide brief, constructive comments. Feedback must be **academic, respectful, and ethical**.

Criteria	Excellent 3	Satisfactory 2	Needs Improvement 1
1. Introduction: Context & Data Analysis	Provides a clear, well-contextualized analysis of school and classroom context; data are relevant, accurately presented in tables/diagrams, and clearly explained	Context is described but lacks depth; limited or unclear use of data	Context is unclear or missing; data are absent, inaccurate, or unexplained
2. Identification & Discussion of Problem(s)	Problem(s) are clearly identified and critically discussed with strong links to the context and SDG4	Problem(s) are stated but discussion is mostly descriptive	Problem(s) are vague, unsupported, or missing
3. Use of Scholarly Sources	Integrates multiple relevant scholarly sources effectively to support problem analysis	Uses limited or weak sources; integration is minimal	Sources are inappropriate, insufficient, or absent

Criteria	Excellent 3	Satisfactory 2	Needs Improvement 1
4. Proposals / Solutions	Solutions are clearly articulated, feasible, and strongly supported by previous studies	Solutions are general or weakly supported	Solutions are unclear, impractical, or unsupported
5. Academic Language & Tone	Consistently formal, objective, precise, and appropriate for academic writing	Mostly formal with minor lapses in tone or word choice	Language shows frequent informality or imprecision
6. Referencing & APA 7 Compliance	Accurate and consistent APA 7 in-text citations and references	Minor APA errors that do not affect clarity	Referencing is incorrect, inconsistent, or missing

One strength of this report:

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One suggestion for improvement:

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Ethical Statement

- I confirm that my feedback is honest, constructive, and based solely on the quality of the work reviewed.
- I understand that providing fake, careless, or biased feedback violates academic ethics.

Appendix 2: Ethical and Academic Integrity Requirements

Students enrolled in **EEI2310 (Academic Writing for Teachers of English)** are expected to demonstrate **academic honesty, ethical judgment, and moral responsibility** in all coursework. This requirement aligns with the program learning outcome on **Ethics & Morals**, emphasizing transparency, accountability, and respect for intellectual property.

1. General Ethical Guidelines for Students

Students must:

- **Produce original work:** All assignments must reflect the student’s own ideas, experiences, analysis, and academic judgment.
- **Avoid plagiarism in all forms:** This includes direct copying, improper paraphrasing, self-plagiarism, and submitting work produced by others or generated by AI without disclosure.
- **Use sources responsibly:** All borrowed ideas, data, and quotations must be properly cited using **APA 7th edition**.
- **Demonstrate ethical use of Generative AI:** AI tools may be used **only as learning support**, not as a substitute for thinking, writing, or analysis.
- **Maintain transparency:** Any assistance received—human or technological—must be openly acknowledged.
- **Uphold professional and social values:** Students must refrain from fabricating data, falsifying evidence, or submitting misleading information.

Important: Any writing assignment found to involve plagiarism or unethical AI use will receive **no grade** for that assignment.

2. Acceptable Uses of Generative AI (With Disclosure)

Students may use AI tools for:

- Brainstorming topic ideas
- Improving clarity of language or grammar
- Checking sentence structure
- Generating outlines or alternative wording for reflection purposes

However, students must critically evaluate and revise all AI-assisted output.

3. Unacceptable Uses of Generative AI

Students must NOT:

- Submit AI-generated text as their own writing
- Use AI to write entire paragraphs, sections, or complete papers
- Use AI to fabricate references, data, or citations
- Use AI without acknowledgment
- Such practices constitute **academic misconduct**.

4. Sample AI Disclosure Statements (Required When AI Is Used)

Students must include a brief disclosure statement at the end of their assignment under the heading “AI Use Statement” if AI tools were used.

Example 1: Language Support

AI Use Statement:

Generative AI was used to assist with grammar checking and sentence clarity. All ideas, analysis, and final wording reflect my own academic judgment.

Example 2: Idea Development

AI Use Statement:

Generative AI was used for brainstorming topic ideas related to SDG 4. The essay content, structure, and arguments were independently developed by the author.

Example 3: Limited Structural Support

AI Use Statement:

Generative AI was consulted to review paragraph organization. All revisions were critically evaluated and rewritten by the author.

5. Sample Statement When AI Is NOT Used

AI Use Statement:

No generative AI tools were used in the completion of this assignment.

6. Ethical Reminder to Students

Ethical academic writing is not only about **avoiding misconduct**, but about **developing integrity as a future teacher of English**. Transparency, honesty, and respect for knowledge are fundamental professional values that extend beyond the classroom and into society.

If you wish, I can:

- align this section with **SSRU assessment rubrics**,
- shorten it for a **student-friendly version**, or
- design a **checklist for instructors to verify ethical compliance**.