

Assignment 3: Academic Article (Conceptual and Preparatory Article – Individual Work)

Weight: Writing quality (12%) and draft development & peer assessment participation (3%)

Duration: 4 Weeks (February 4-25, 2026)

Final Submission Date: February 25, 2026

1. Purpose of the Assignment

This assignment requires students to develop an **academic article** based on their previous **academic report**. At this stage, the article functions as a **conceptual and preparatory academic article**, serving as a foundation for the subsequent **group-based survey research paper**. The purpose is to strengthen students' ability to write research-oriented academic texts, formulate research directions, and engage critically with relevant literature before conducting empirical research.

2. Relationship to Previous and Subsequent Assignments

- **From Academic Report:**

Students will draw on the school context, problem analysis, and proposed solutions developed in the academic report.

- **Preparation for Survey Research (Group Work, Assignment 5):**

This article will provide the conceptual groundwork for the group research project by clarifying research objectives, research questions, and theoretical foundations. The methodology section will be developed collaboratively in the next assignment and is **not required** at this stage.

3. Required Structure and Components

The academic article must include the following sections and be written in a formal academic style:

3.1. Introduction

Students are required to **rewrite and refine** the introduction from the academic report.

This section should:

- Describe the school and classroom context concisely
- Clearly identify the educational problem(s) related to [SDG 4: Quality Education](#)
- Establish the academic and practical significance of the study
- Transition from contextual discussion to a research-focused perspective

3.2. Research Objectives and Research Questions

This section must:

- Clearly state the research objectives derived from the identified problem(s)
- Present well-formulated research questions aligned with the proposed solutions
- Demonstrate clarity, focus, and feasibility for future survey research

3.3. Literature Review

Students must develop a literature review that:

- Draws on relevant theories, principles, and previous studies related to the proposed solutions
- Synthesizes sources rather than summarizing them individually
- Demonstrates understanding of how existing research informs the proposed research direction
- Uses appropriate academic sources and APA 7 referencing

3.4. Conclusion

The conclusion should:

- Summarize the focus of the article
- Reiterate the research objectives and questions
- Indicate how the article will inform the upcoming group-based survey research

Note: A methodology section is **not required** for this assignment and will be developed collaboratively in the next stage of the course.

4. Academic Integrity and Ethical Writing

All submitted work must be original and adhere to academic integrity standards. Proper citation and referencing using **APA 7th edition** are required. The ethical use of AI tools must follow course guidelines. Any form of plagiarism or unethical academic practice may result in penalties as specified in the course outline.

5. Draft Development and Peer Assessment (3%)

Over the four-week period, students are required to engage in continuous drafting and peer assessment as part of the academic writing process.

5.1. Students must bring their drafts to class for peer assessment on:

- 11 February 2026 (1%)
- 18 February 2026 (1%)
- 25 February 2026 (1%)

5.2. Peer assessment will focus on:

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- Academic format and structure
- Academic characteristics (objectivity, formality, precision, hedging, and coherence)
- Clarity of research focus and literature integration

Active participation in peer assessment contributes to 3% of the total grade and demonstrates engagement in the academic writing process.

6. Submission Platform and In-Class Peer Assessment

6.1. 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 report (Google Docs format)

Students must submit the **Google Drive link** to the instructor via email at sasiporn.ph@ssru.ac.th **no later than February 25, 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

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

On **February 25, 2026**, students must bring to class:

- **A printed copy of their academic article**
- **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.

Rubric for Academic Article (Conceptual and Preparatory Article)

Assessment Weight: 12% (Writing Component)

Performance Levels

- Excellent (4)
- Good (3)
- Satisfactory (2)
- Needs Improvement (1)

1. Introduction and Contextualization (SDGs Focus)

Level	Descriptor
4 – Excellent	Introduction is clear, focused, and well-developed. The school and classroom context is concisely described, the problem is clearly articulated, and relevance to SDG 4 is explicitly established. Strong transition to a research perspective.
3 – Good	Context and problem are clear, though some areas could be more focused or better linked to SDG 4. Research orientation is generally evident.
2 – Satisfactory	Context and problem are present but underdeveloped or loosely connected to SDG 4. Research focus is unclear or weak.
1 – Needs Improvement	Introduction lacks clarity, context, or relevance to SDG 4. The problem is unclear and research orientation is absent.

2. Research Objectives and Research Questions

Level	Descriptor
4 – Excellent	Research objectives and questions are clear, focused, and logically derived from the identified problem. They are feasible and well aligned with future survey research.
3 – Good	Objectives and questions are clear but may lack precision or full alignment with the problem.

Level	Descriptor
2 – Satisfactory	Objectives and questions are present but vague, overly broad, or weakly connected to the problem.
1 – Needs Improvement	Objectives and questions are unclear, missing, or not logically related to the problem.

3. Literature Review (Theoretical and Conceptual Grounding)

Level	Descriptor
4 – Excellent	Literature is relevant, well-selected, and effectively synthesized. Clear connections are made between theory, previous studies, and proposed solutions. Demonstrates strong academic engagement.
3 – Good	Literature is relevant and adequately discussed, though synthesis or depth may be limited.
2 – Satisfactory	Literature is included but mainly summarized with limited synthesis or weak linkage to the research focus.
1 – Needs Improvement	Literature is insufficient, irrelevant, or lacks academic depth.

4. Academic Writing Quality and Characteristics

Level	Descriptor
4 – Excellent	Writing consistently demonstrates academic tone, objectivity, precision, appropriate hedging, and strong cohesion. Sentence structure is clear and effective.
3 – Good	Writing generally reflects academic conventions with minor lapses in tone, clarity, or cohesion.
2 – Satisfactory	Writing shows inconsistent academic tone and limited control of academic characteristics.
1 – Needs Improvement	Writing lacks academic tone and clarity, with frequent informal or unclear expressions.

5. Organization and Coherence

Level	Descriptor
4 – Excellent	Article is logically organized with clear sectioning and smooth transitions. Ideas flow coherently throughout.

Level	Descriptor
3 – Good	Organization is generally clear, though transitions or coherence may be uneven.
2 – Satisfactory	Organization is weak or inconsistent, affecting clarity.
1 – Needs Improvement	Article lacks logical structure and coherence.

6. Referencing and Academic Integrity (APA7)

Level	Descriptor
4 – Excellent	Accurate and consistent APA 7 in-text citations and references. Sources are well integrated and ethically used.
3 – Good	Minor errors in APA 7 formatting, but sources are appropriately cited.
2 – Satisfactory	Frequent citation or formatting errors; integration of sources is weak.
1 – Needs Improvement	Inadequate or incorrect referencing; risk of plagiarism or unethical use of sources.

Do your best, remain open to learning from others,
and take pride in the progress you make.
Your effort at this stage will greatly support your success
in the upcoming group research project.