

Manuscript No.: IJAR-57600

Title: Assessing AI-Supported Academic Writing: Threshold Performance, Traceability, and Pedagogical Mediation in a First-Year University Course.

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality	✓			
Clarity		✓		
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This article builds on a previous exploratory phase that examined AI writing logs as formative and assessment-oriented instruments in a university Spanish writing course [18,19]. Generative artificial intelligence (AI) has intensified debates about academic writing, authorship, and the validity of learning assessment evidence in higher education. Academic norms are the accepted standards, conventions, and expectations that guide scholarly work and behavior within educational and research contexts. The paper discusses how AI-supported writing challenges traditional notions of authorship by introducing external assistance in text creation. It highlights the importance of maintaining authorial control, where students actively decide which AI-generated suggestions to accept, reject, or modify, thus preserving their voice and responsibility in the writing process. Writing and authorship in academic contexts require transparency, accountability, and critical engagement with content, especially when AI tools are integrated.

Recommendation: Accept after minor revision,.

Detailed Reviewer's Report

STRENGTHS:

- 1- This study examined how three pedagogical conditions of academic writing were associated with threshold performance, traceability, and pedagogical mediation.
- 2- Addresses the contemporary and critical issue of AI integration in academic writing and assessment.
- 3- Its availability has intensified debates about authorship, academic integrity, student agency, and the validity of evidence used to document learning.
- 4- The Studies AI-integrated in situ writing, non-AI in situ writing, and non-AI take-home writing, allowing nuanced insights into different pedagogical contexts.
- 5- It also involves questions of voice, linguistic security, register, and students' ability to maintain control over meaning while negotiating academic norms.
- 6- Evidence and argumentation: Use of credible sources, logical reasoning, and critical analysis.

WEAKNESSES:

- 1- The study involved only 35 student writing performances, limiting the generalization of the findings.
- 2- suggesting limitations in supporting deeper analytical skills.

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3- Limited Exploration of Long-Term Effects.

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