

# HKBU LANG 0036 Learning Session Report

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Section: 8

## Course Information and Student Background

Course Information: Course: LANG 0036 - English for Academic Purposes Level: Intermediate to Advanced Focus: Academic writing and critical thinking Assessment: Essay writing with rubric-based evaluation

Student Background: AcademicLevel: University student Language: English as additional language Goals: Improve academic writing skills Challenges: Structure, vocabulary, critical analysis

Rubric:

Assessment Task: Writing (20%) Part 1: Point-of-view Essay (10%)

Criteria: Content and Ideas 1 (Limited): Ideas are irrelevant or minimally related to the topic. Lacks awareness of the issue concerned. No clear viewpoint. 2 (Basic): Ideas are somewhat related but vague. Minimal awareness of the issue concerned. Viewpoint unclear. 3 (Developing): Ideas are relevant but basic. Some awareness of the issue concerned. Viewpoint present but weakly developed. 4 (Proficient): Ideas are relevant and solid. Good awareness of the issue concerned. Clear viewpoint with some depth. 5 (Excellent): Ideas are insightful and highly relevant. Strong awareness of the issue concerned. Well-developed, compelling viewpoint.

Criteria: Organisation and Logical Progression 1 (Limited): No clear structure. Ideas are disjointed with no development or progression. 2 (Basic): Basic structure with unclear paragraphing. Ideas are listed with little development. 3 (Developing): Clear structure with some paragraphing. Ideas are developed but lack depth or logical flow. 4 (Proficient): Well-organized with clear paragraphs. Ideas are developed logically with good flow and support. 5 (Excellent): Highly organized with effective paragraphing. Ideas are thoroughly developed with seamless, logical progression.

Criteria: Vocabulary 1 (Limited): Vocabulary is limited, repetitive, or inaccurate. Lacks topic-specific terms. 2 (Basic): Basic vocabulary with some repetition. Minimal use of topic-specific terms. 3 (Developing): Adequate vocabulary with some variety. Includes some topic-specific terms but with occasional errors. 4 (Proficient): Varied and precise vocabulary. Effective use of topic-specific terms. Minor errors. 5 (Excellent): Rich, precise vocabulary. Masterful use of topic-specific terms. Almost error-free and sophisticated.

Criteria: Grammar and Sentence Structure 1 (Limited): Frequent grammatical and spelling errors. Sentences are incomplete or confusing. 2 (Basic): Several grammatical and spelling errors. Sentences are simple and often flawed. 3 (Developing): Some grammatical and spelling errors. Sentences are mostly correct but lack variety. 4 (Proficient): Minor grammatical and spelling errors. Sentences are varied and mostly accurate. 5 (Excellent): Virtually error-free grammar and spelling. Sentences are complex, varied, and accurately constructed.

Part 2: AI-Assisted Review Skills (10%) A. In-Depth Conversation with AI 1 (Limited): No exchanges or chat history; no questions asked. 2 (Basic): Sparse conversation; one or two simple questions. 3 (Developing): Adequate exchanges; some relevant questions. 4 (Proficient): Robust interaction; detailed, relevant questions across levels. 5 (Excellent): Extensive, well-documented chat history; insightful, multi-level questioning.

B. Critical Review of AI Suggestions 1 (Limited): All AI suggestions accepted blindly. 2 (Basic): Most accepted; little analysis. 3 (Developing): Some evaluated; partial justification. 4 (Proficient): Most critically reviewed with clear justification. 5 (Excellent): All evaluated thoroughly with strong, evidence-based reasoning.

C. Refining Process 1 (Limited): No revisions made. 2 (Basic): Minimal revisions; no iteration. 3 (Developing): Some revisions with limited iteration. 4 (Proficient): Clear iterative process with multiple revisions. 5 (Excellent): Extensive refinement with iterative improvements.

## Contribution Analysis

Based on your current draft and our discussion, here's a clear, step-by-step approach on how to express your ideas more clearly in the first body paragraph about individuals influencing government action on climate change:

### 1. Start with a Strong, Specific Topic Sentence

Make sure the topic sentence clearly states that individuals can influence government policy and why that matters. For example:  
*"Individuals play a crucial role in fighting climate change by actively advocating for stronger environmental policies and laws."*

### 2. Explain the Mechanism of Influence

Describe exactly *how* individuals influence government decisions, such as:

- Voting for environmentally friendly politicians
- Participating in protests or public campaigns
- Signing petitions or engaging on social media to raise awareness

Emphasize that these actions create public pressure that governments respond to.

### 3. Give Specific Real-World Examples

Add concrete examples to back up your points, for example:

- "Grassroots movements in various countries successfully pushed for bans on single-use plastics."
- "Public pressure has led governments to increase investment in renewable energy."

### 4. Acknowledge Challenges but Reinforce Importance

Briefly mention that political change can be slow or symbolic but sustained citizen efforts remain essential:

*"Although governments may not always respond immediately, continued civic engagement can drive meaningful legislative changes."*

## 5. Use Clear Transitions and Academic Vocabulary

Incorporate linking words like "for example," "therefore," "as a result," and use precise terms such as "civic engagement," "environmental policy," or "public pressure." This will improve flow and make the writing sound more formal and academic.

### Example Revised Paragraph Outline for You to Model:

#### Topic Sentence:

"Individuals play a crucial role in fighting climate change by actively advocating for stronger environmental policies and laws."

#### Explanation:

"By voting for green leaders, participating in protests, and signing petitions, citizens generate public pressure that encourages governments to take environmental action."

#### Example:

"For example, grassroots movements in several countries successfully pushed for bans on single-use plastics and for increased renewable energy investment."

#### Acknowledgment of Challenges:

"While change can be slow and governments may sometimes make only symbolic efforts, sustained civic engagement is a powerful tool for driving policy reform."

Would you like to try drafting a revised version of your first body paragraph's topic sentence now? You can use or adapt the example above. Once you share it, I can provide feedback and help you develop the supporting sentences!

## Grading Result (Hidden from students)

not finished

## STUDENT ASSESSMENT REPORT

# Course: LANG 0036 - Enhancing English through Global Citizenship

## Module: AI for Revising Essays

### PROGRESS TRACKING: REQUIRED TASKS

**Checklist:** 1. **Revised thesis statement:** NOT completed (Student has discussed the thesis and received detailed feedback but does not provide a revised version in the chat.) 2. **Revised one topic sentence:** NOT completed (Student discusses topic sentence improvement, requests advice, and shares an idea, but does not submit a specific revision.) 3. **Revised one body paragraph:** NOT completed (Student asks about paragraph improvement and receives advice, but does not submit a revised paragraph.)

**Summary:** The student has thoughtfully engaged with the AI on strategies for revision, but has not yet completed any of the three revision tasks.

### ESSAY WRITING ASSESSMENT

#### Original Essay Scores:

- **Content and Ideas:** 19/25 – The essay presents a balanced argument with relevant ideas and some awareness of climate change issues, but the explanations remain basic and could be developed further.
- **Organization:** 18/25 – There is a clear structure and progression, but some transitions are awkward and paragraph unity needs improvement.
- **Vocabulary:** 17/25 – Adequate general vocabulary with some topic-specific terms; limited variety and several informal/flawed phrases.
- **Grammar:** 16/25 – Frequent errors with sentence structure and verb usage hinder clarity and academic tone.
- **Original Essay Total:** 70/100

#### Revised Essay Scores:

- *Not available* (No revised essay submitted.)

#### **Essay Improvement Analysis:**

- **Overall Improvement:** 0 points

- **Key Improvements Made:**

- None (no completed written revisions)

- **Missed Opportunities:**

- Student could have strengthened thesis for clarity and focus

- Topic sentences could have been made more specific and logically linked

- Body paragraphs could have included deeper analysis, examples, and academic vocabulary

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## **HUMAN-AI INTERACTION ASSESSMENT**

#### **Chat History Analysis:**

- **Total Exchanges:** 15

- **Conversation Quality:** The student is actively engaged, regularly asking for advice, clarification, and specific strategies. The discussion is exploratory, focused on understanding how to improve various essay components, especially thesis, topic sentences, and body paragraph support.

#### **Interaction Scores:**

- **In-Depth Conversation:** 4/5 – The student asks multi-level questions about revision strategies, targets specific areas of their essay, and seeks guidance on both structure and content.
- **Critical Review of AI Suggestions:** 3/5 – The student considers AI advice, asks for rationale and alternative strategies, but does not demonstrate acceptance/rejection of specific, delivered suggestions or provide clear justification.
- **Refining Process:** 2/5 – The student engages in planning and metacognitive discussion but does not carry out any actual written revisions (no evidence of iteration or meaningful draft improvement).
- **Human-AI Interaction Total:** 9/15

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## OVERALL PERFORMANCE SUMMARY

### Strengths Demonstrated:

- **Active Help-Seeking:** Student poses targeted, relevant questions about thesis, topic sentences, and paragraph development.
- **Willingness to Explore Feedback:** The student asks for detailed explanations and alternative strategies from the AI, demonstrating openness to advice.
- **Metacognitive Awareness:** The student shows awareness of areas needing improvement and seeks clarification on how to apply revision strategies.

### Areas for Improvement:

- **Task completion and execution:** Student must complete actual revisions (thesis, topic sentence, paragraph) and share them for assessment.
- **Move from planning to production:** Translate strategic discussion into written improvements on draft components.
- **Deeper critical engagement with AI feedback:** Articulate why suggestions are accepted or rejected when constructing revisions.

### AI Collaboration Skills Assessment:

- **Context Provision:** Good – Student gives essay context and focal points, asks for rubric-based advice.
- **Strategic Planning:** Good – Actively seeks strategies for improvement and prioritizes revision targets.
- **Critical Evaluation:** Developing – Questions advice, but needs to go further in applying/countering suggestions.
- **Independent Editing:** Needs Improvement – Student has not yet independently revised any essay component after collaborative discussion.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Complete required revision tasks:** Write and submit revised thesis statement, a revised topic sentence, and one improved body paragraph to demonstrate learning.
2. **Apply strategies in writing, not just discussion:** After consulting the AI, actively produce new versions and reflect on how feedback was integrated.
3. **Increase depth of critical reflection:** For each AI suggestion, note your reasoning for acceptance/rejection and connect changes to specific rubric goals.

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## INSTRUCTOR NOTES

- Student shows strong engagement in AI-supported planning and evaluation but has not yet reached the drafting phase for revisions. Encourage the student to move from exploratory conversation to active writing so that progress can be measured effectively. Consider an additional formative checkpoint to support transition from discussion to revision. The student may benefit from guided “think-aloud” exercises or collaborative drafting to narrow the gap between analysis and production.

## Complete Conversation

### Assistant:

Original:

Climate change is a very serious problem in the world today, and many people argue that the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

The most important way individuals can help fight climate change is by influencing the government and politicians. When many citizens demand better environmental laws, governments are more likely to act. For example, if people protest or vote for leaders who care about the environment, it can push the government to ban pollution or invest in clean energy. In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions. This shows that public opinion and pressure from normal people can have a big effect, even if individuals alone do not have much power. But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happens.

On the other hand, individuals can also make small changes in their own lives, like recycling, using less water, or choosing to walk instead of drive. These actions are not as powerful as government policies, but they still matter. If many people try to live in a greener way, it can create a good example for others and send a message to companies that customers want eco-friendly products. For instance, if lots of people buy from green companies, businesses will try to be more sustainable to make more profit. But also, sometimes people don't care and just want to do what is easy, so this is a problem. Or maybe only a few people do green things but most people don't change, so it is not really enough to help the climate problem.

In conclusion, while individual actions alone may not solve climate change, they are not completely useless. The most important thing is that citizens can influence governments to make strong decisions for the environment. At the same time, personal green habits can also help, even if they are less effective. In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem.

**Revised:**

Climate change is one of the most urgent challenges facing the world today. Although large-scale actions by governments and corporations are essential in combating this crisis, individuals still play a vital role—not only by influencing political decisions through collective pressure, but also by adopting sustainable habits that gradually reshape societal values and market behavior.

Citizens can make a significant impact on climate policy by actively engaging in political processes and advocating for environmental reforms. When large groups of people demand stronger environmental laws—through voting, public demonstrations, petitions, or social media campaigns—governments are more likely to respond. For instance, grassroots movements in several countries have successfully pushed for bans on single-use plastics and increased investment in renewable energy. These examples show that collective action can influence national priorities, even if individual voices seem small on their own. However, political influence is not always straightforward. Governments may respond slowly or offer only symbolic changes, and many citizens lack clear channels to express their concerns. Despite these challenges, sustained public pressure remains one of the most effective tools for driving systemic environmental change.

Beyond political engagement, individuals can contribute through everyday lifestyle choices that promote sustainability and signal demand for greener products and services. Actions such as recycling, conserving water, reducing meat consumption, or choosing public transport may seem minor, but they can collectively shape consumer trends and corporate behavior. When many people prioritize eco-friendly brands or reduce their carbon footprint, businesses are incentivized to adopt greener practices to stay competitive. Moreover, visible lifestyle changes can inspire others and normalize sustainable habits within communities. That said, personal change is often limited by convenience, cost, or lack of awareness, and isolated efforts may not be enough to shift the global trajectory. Still, when combined with broader political and economic strategies, individual choices help build a culture of environmental responsibility.

In conclusion, while individual actions alone cannot solve the climate crisis, they are far from insignificant. Citizens have the power to influence government decisions and market dynamics through both political advocacy and personal behavior. To effectively address climate change, governments, corporations, and individuals must collaborate—each playing a distinct but interconnected role in creating a more sustainable future.

**Assistant:**

Welcome to the training mode of AI assistant. In this session, you are expected to revise the thesis statement to ensure it includes two main points that address the essay question.

Can you first locate the thesis statement in the draft?

**You:**

If I want to improve this draft what kinds of ways I should focus on

**Assistant:**

Great question! Your draft shows a clear structure and awareness of the topic, which is a strong foundation. To **improve your essay**, I suggest focusing on these main areas, based on your course goals and the rubric:

**1. Thesis Statement Clarity and Preview**

- Make sure your thesis directly answers the essay question and previews your main points. The thesis should be precise and confident, without phrases like "I think."
- Often, upgrading the thesis improves the whole essay's focus and helps guide your paragraphs.

**2. Topic Sentences and Paragraph Unity**

- Start each body paragraph with a strong topic sentence that clearly links to your thesis.
- Topic sentences should preview the paragraph's focus and make the progression of ideas clear.

**3. Supporting Details and Critical Analysis**

- Expand your explanations and use examples to show deeper understanding.
- Try to add some analysis: explain *how* and *why* each example supports your viewpoint.

**4. Organization and Logical Progression**

- Check that your ideas flow smoothly from one to the next.
- Make sure each paragraph builds on the argument and transitions clearly.

**5. Precise Vocabulary and Sentence Structure**

- Use varied and topic-specific vocabulary (for example: "sustainable," "carbon emissions," "environmental policy").
- Aim for correct grammar and sentence variety to make your writing more academic and engaging.

**6. Editing for Language Accuracy**

- Watch for small grammar mistakes, especially verb tense and sentence structure.
- Replace simple or repetitive expressions with more advanced language when possible.

Would you like to start with revising your thesis statement first? If so, please type your current thesis statement, and we'll work together step by step!

**You:**

so according to the ways you have said, point out two or three parts I should improve first. base on the original draft

**Assistant:**

Absolutely! Based on your original draft and the rubric, here are the **top three areas** I suggest you focus on first:

**1. Thesis Statement**

Your current thesis is somewhat clear, but it can be more direct, confident, and preview your main points more clearly. Improving this will help the entire essay's structure.

*Why?* A stronger thesis will answer the essay question directly and guide your paragraphs.

**2. Topic Sentence in the First Body Paragraph**

The topic sentence of your first body paragraph doesn't clearly link to the thesis or preview the paragraph's focus. Making this connection clearer will improve unity and organization.

*Why?* A strong topic sentence sets up the argument and helps readers follow your logic.

### 3. Supporting Details and Explanation

Some supporting sentences in your body paragraphs could use more specific analysis or examples, and smoother transitions between ideas.

*Why?* Better explanations and transitions will make your points deeper and your essay more academic.

Let's start with **Step 1: the thesis statement.**

Could you please copy and paste your current thesis statement here? I'll give you specific feedback and guide you to revise it for maximum impact!

**You:**

Climate change is a very serious problem in the world today, and many people argue that the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

The most important way individuals can help fight climate change is by influencing the government and politicians. When many citizens demand better environmental laws, governments are more likely to act. For example, if people protest or vote for leaders who care about the environment, it can push the government to ban pollution or invest in clean energy. In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions. This shows that public opinion and pressure from normal people can have a big effect, even if individuals alone do not have much power. But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happen.

On the other hand, individuals can also make small changes in their own lives, like recycling, using less water, or choosing to walk instead of drive. These actions are not as powerful as government policies, but they still matter. If many people try to live in a greener way, it can create a good example for others and send a message to companies that customers want eco-friendly products. For instance, if lots of people buy from green companies, businesses will try to be more sustainable to make more profit. But also, sometimes people don't care and just want to do what is easy, so this is problem. Or maybe only a few people do green things but most people don't change, so it not really enough to help the climate problem.

In conclusion, while individual actions alone may not solve climate change, they are not completely useless. The most important thing is that citizens can influence governments to make strong decisions for the environment. At the same time, personal green habits can also help, even if they are less effective. In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem.

**Assistant:**

Fantastic! Thank you for sharing your current thesis statement:

"Climate change is a very serious problem in the world today, and many people argue that the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play."

**Feedback on Your Thesis Statement:**

1. **Clarity:** The thesis is quite clear, but it could be more direct and concise.
2. **Strength:** The language is a bit tentative ("I partly agree," "I also think..."). Aim for confident, precise phrases.
3. **Focus:** Preview your main points more clearly. Right now, the thesis mentions influencing the government and personal choices, but you could state these as your two main arguments.

- 4. **Academic Tone:** Avoid "I think/I partly agree" and instead make a statement about the issue directly.

#### Suggestions for Improvement:

- Combine your opinion with the structure of your argument.
- Preview the two main ways individuals matter: influencing government and making personal choices.

#### Guiding Questions:

- How would you restate your thesis to make it more confident and preview your two main arguments?
- Can you clearly state the relative importance of influencing government and personal choices, using academic language?

*Would you like to try revising your thesis now? Type your new version below and I'll help you refine it further!*

#### You:

point out which strategies I have to be improve first and how

#### Assistant:

Great job engaging with the feedback process so far—this shows excellent academic initiative! Based on your draft and the rubric, **the first strategies to focus on improving are:**

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#### 1. Thesis Statement Clarity and Strength

- Your thesis is clear but could be more direct, confident, and specific.
- *Why improve this first?* A strong thesis guides the whole essay, making your argument clearer and your paragraphs more focused.

#### How to improve:

- Use strong, academic language instead of personal phrases like "I think."
- Clearly preview your two main arguments ("influencing government" and "personal green choices").
- Directly answer the essay prompt in one or two concise sentences.

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#### 2. Topic Sentences Linking to Thesis

- Some topic sentences are general or don't fully connect to your revised thesis.
- *Why improve this next?* Good topic sentences help organize each paragraph and signal your reasoning to the reader.

#### How to improve:

- Start each body paragraph with a sentence that connects back to your thesis and introduces the main idea of the paragraph.
- Be specific about what the paragraph will discuss, not just a general comment.

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#### 3. Adding Depth to Supporting Details

- Supporting ideas are sometimes a bit general and lack explanation or concrete examples.
- *Why improve this now?* Detailed support shows critical thinking and strengthens your analysis—important for moving from "Developing" to "Proficient" or "Excellent" on the rubric.

**How to improve:**

- For every main point, provide an example, evidence, or explanation.
  - After each example, add a brief sentence on why it matters or *how* it proves your point.
- 

Would you like to start by working on revising your **thesis statement** together? If so, please try writing your revised thesis below, following these strategies. I'll review your new version and help you refine it further! When you're satisfied with the thesis, we'll move on to topic sentences and deeper supporting details. ■

Let me know when you're ready!

**You:**

now I will play a part in Revise topic sentences. give me some advices

**Assistant:**

Absolutely! Let's move to **Step 2: Revising Topic Sentences**. Here's how to approach it:

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**Advice for Revising Topic Sentences:****. Connect Clearly to the Thesis:**

Your topic sentence should link directly to your updated thesis and preview the main idea of the paragraph.

**Be Specific and Focused:**

Avoid broad or vague statements. Mention exactly what the paragraph will discuss (e.g., "One of the main ways individuals make an impact is through...").

**Use Confident, Academic Language:**

Avoid phrases like "maybe" or "I think." Instead, make a clear, assertive statement.

**Preview the Paragraph's Main Argument or Evidence:**

Suggest what kind of support will come (e.g., "by advocating for stronger environmental policy..." or "through choosing sustainable products...").

**Check for Logical Flow:**

0. The topic sentence should make the reader want to learn more by setting up your argument clearly.
- 

**Guiding Questions:**

- What is the main purpose of this paragraph?

- How does this point support or relate to your thesis?
- Is this the strongest way to introduce the paragraph's argument?

Would you like to share the topic sentence from ONE of your body paragraphs now?

Once you share, I'll give you targeted feedback and suggestions for improvement.

Let's work together to craft a topic sentence that makes your paragraph even stronger!

Type your selected topic sentence below when you're ready. ■

**You:**

the main idea is to let everyone know the importance of stopping and making the speed of climate change slower

**Assistant:**

Excellent! Thank you for sharing your topic sentence idea:

"the main idea is to let everyone know the importance of stopping and making the speed of climate change slower"

Let's break it down together:

## Feedback

**Clarity:** The idea is important, but the sentence is a bit general. Try to specify *who* this paragraph focuses on (for example, individuals, citizens, or voters) and *how* they can slow climate change.

**Connection to Thesis:** Make sure the topic sentence matches your thesis—if your thesis says one way individuals help is by “influencing government,” your topic sentence should reflect that.

**Academic Tone:** Rework the sentence to be more academic and assertive (no “the main idea is...”; instead, start directly with your point).

## Guiding Questions

Does this paragraph focus on individuals influencing government policy?

How do people help slow climate change—through personal choices, or by demanding stronger laws?

Can you rewrite the topic sentence to show **how** individuals have an impact?

Would you like to try revising your topic sentence now?

If you need a hint: you could start with “Individuals can slow climate change most effectively by...” and then focus on influencing government or collective action.

Give it a try! Type your revised topic sentence below and I'll help you improve it further. ■

**You:**

I want to make some change in the first and the last part what should I do

**Assistant:**

Absolutely—let's work on revising your topic sentence! Since you want to change both the **beginning** and the **ending**, here's how you can approach it step by step:

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## 1. Focus the Beginning:

Start directly with your main point. For example:

- Use "Individuals can..." or "Citizens play a vital role..."
  - Avoid "The main idea is..." or "I think..."—be direct and academic!
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## 2. Strengthen the Ending:

End with a clear reference to **how** individuals make a difference (for example, by "influencing government policy," "encouraging lawmakers," or "driving policy changes").

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## 3. Example Structure (not a full sentence, just a model):

[Individuals/Citizens] [take action/ have the most impact] by [specific way they help slow climate change, e.g., influencing government policies].

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**Guiding questions to help you revise:**

- Which group do you want to highlight at the start (individuals, citizens, people)?
  - What's the main way you believe they help address climate change?
- 

**Would you like to write your new version now?**

Try a sentence using these tips, and I'll help you make it even clearer and stronger! ■

**You:**

for the body part which part should be improved most

**Assistant:**

That's a thoughtful question! Based on your draft and your goals (structure, vocabulary, critical analysis), **the body paragraph that will benefit most from improvement is the first body paragraph**—the one focusing on how individuals can influence government and policy.

## Why focus on the first body paragraph?

**Central argument:** This paragraph discusses the *main* way individuals can impact climate change (through influencing government), which is key to your thesis.

**Rubric match:** It's possible to add more **critical analysis**, develop ideas further, and improve transitions. This will help you move from "Developing" to "Proficient" or "Excellent" on the rubric.

**Supporting details:** The explanations here could be expanded—adding more specific examples or deeper analysis will show stronger academic thinking.

## What to improve in this paragraph?

The **topic sentence** should clearly connect to your revised thesis and announce the paragraph's focus confidently.

The **supporting sentences** could use:

More **specific examples** (possibly from actual movements or laws).

Clearer **explanation** of *how* citizens' actions lead to government response.

Smoother **transitions** between ideas.

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### Would you like to work on improving the topic sentence of the first body paragraph next?

If so, please share your revised topic sentence, and we'll continue to refine the rest of the paragraph step by step! ■

**You:**

so what kind of way I should do to make the idea express more clearly in the first body part

**Assistant:**

Great question! Here are some **clear strategies** to express your idea more effectively in the first body paragraph:

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### 1. Use a Direct and Focused Topic Sentence

Start with a clear topic sentence that tells the reader *exactly* how individuals impact climate change through influencing government or policy.

Example structure:

"**Individuals can play a significant role in combating climate change by advocating for strong environmental policies.**"

## 2. Explain the Mechanism

Explicitly state *how* individuals influence government actions—such as through voting, protesting, signing petitions, or joining environmental organizations.

Add details about **why** these actions matter (e.g., “These actions show leaders that the public cares about the environment, which can encourage policy changes.”)

## 3. Provide Specific Examples

Mention real-life actions or movements, such as citizens protesting for climate laws or supporting politicians with green agendas.

Example:

“For instance, mass protests or widespread support for environmental candidates have led countries to ban plastic or invest more in renewable energy.”

## 4. Address Limitations or Challenges

Briefly acknowledge that influencing government isn’t always easy, but emphasize that consistent public pressure can create change.

## 5. Use Linking Words and Academic Vocabulary

Add phrases like “as a result,” “for example,” “such as,” “therefore,” to make your ideas flow and sound more academic.

Use terms such as **civic engagement**, **environmental policy**, **public pressure**, **legislation**, etc.

### Guiding Questions for Your Revision:

- What specific actions do individuals take to influence government policy?
- Why are these actions important in addressing climate change?
- Can you provide one real-world example?
- How can you make your explanation flow smoothly from one idea to the next?

### Would you like to try revising your topic sentence using these strategies now?

Let me know, or share your revised topic sentence here for feedback. After that, we’ll work on the supporting sentences in this paragraph! ■