

HKBU LANG 0036 Learning Session Report

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Section: 18

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

Thank you for sharing the chat history and the assessment report. Based on what you've completed so far and the feedback from the AI assistant interaction, here is a targeted plan to help you finish your revision effectively:

How to Complete the Revision Cycle

1. Revise the Body Paragraph Thoroughly

- **Clarify and Expand Supporting Sentences:**

Review your paragraph about influencing government carefully. Make sure each sentence clearly supports the topic sentence "Influencing government is the key role for individuals."

- Add more precise examples (use real countries or initiatives if possible).

- Explain clearly how citizens' actions (protests, voting) translate into policy changes.

- Improve sentences describing limitations by explaining why governments sometimes fail to act (e.g., political priorities, lack of citizen communication).

Use linking words (such as "however," "for example," "therefore") to improve flow.

- **Improve Grammar and Vocabulary:**

Work on fixing minor grammar errors and avoid informal expressions (e.g., "maybe just listen a little," "so is not always working well," "nothing happen"). Replace with more formal alternatives like "may only pay partial attention," "therefore action is sometimes limited," "nothing happens," etc.

Also vary your word choices to strengthen vocabulary. For instance, use "environmental policies," "collective action," "public pressure," or "advocacy" as alternatives where appropriate.

2. Review Transitions and Paragraph Unity

- Make sure the paragraph opens with the topic sentence you revised ("Influencing government is the key role for individuals").
- Each supporting sentence should connect logically to what came before, building the argument step-by-step.
- End with a sentence summarizing the effectiveness and the challenges of citizen political influence.
Example: "While influencing government is critical, it requires clear communication and sustained citizen engagement to overcome political inertia."

3. Reflect Critically on AI Suggestions

- Revisit the AI suggestions and decide which you accept and why.
- When you revise, try to explain your choices either in notes to yourself or reflected within your essay style (e.g., by clarifying arguments or choosing stronger words).
- This will deepen your critical thinking about writing and AI collaboration.

4. Final Proofreading

- After revisions, proofread your entire paragraph for grammar accuracy, punctuation, and vocabulary use.
- Try to break up long or run-on sentences into shorter, clearer ones.
- Check spelling and consistent use of formal tone.

Example Revision to Inspire Your Edits

Original supporting sentence:

"But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well."

Revised version:

"However, governments may only respond partially to public demands, resulting in limited or delayed policy changes."

Next Steps for You

1. Take the paragraph about influencing government and revise 2–3 key sentences as per the guidelines above.
2. If you want, share the revised sentences and I can give you feedback before you finalize.
3. When the body paragraph is improved, apply similar steps to the other body paragraph about individual lifestyle choices if you have time.
4. Reflect briefly on your revision choices and the AI's role in your process, either in a separate note or as part of your revision checklist.

Please let me know if you would like me to help draft some revised sentences based on your paragraph, or if you want to try revising first and get feedback on it!

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 20/25 - The essay demonstrates adequate awareness of the climate change topic, discusses relevant points (government influence and individual action), though development lacks some depth.

- Organization: 19/25 - The structure is generally clear, with organized paragraphs and logical progression, but there are moments of repetition and slightly unclear transitions.

- Vocabulary: 17/25 - Vocabulary is mostly sufficient, though limited in variety and somewhat reliant on basic terms; occasional errors ("it not really enough to help the climate problem").

- Grammar: 17/25 - Simple sentence structures predominate; minor grammar errors and extended run-on sentences reduce accuracy and clarity.

- **Original Essay Total: 73/100**

Revised Essay Scores:

- Content and Ideas: 21/25 - The revised thesis is more explicit, showing both individual and government influence; however, body paragraphs remain largely unchanged and development is similar.

- Organization: 20/25 - Minor improvement in topic sentence structure ("Influencing government is the key role for individuals"), leading to slightly clearer focus.

- Vocabulary: 18/25 - Small increases in precision in the introduction and topic sentence; body paragraph vocabulary unchanged.

- Grammar: 18/25 - Minor improvements (slightly more varied sentence structure in revised thesis/topic sentence); most errors persist in main paragraphs.

- **Revised Essay Total: 77/100**

Essay Improvement Analysis:

- **Overall Improvement: +4 points**

- **Key Improvements Made:**

- Thesis statement now previews two main points and uses more academic language.

- Topic sentence about government influence is clearer and more confident.

- Minor vocabulary and sentence structure improvement in introduction.

- **Missed Opportunities:**

- Body paragraph revision incomplete; supporting sentences and examples are not updated.

- Grammar and vocabulary errors in body paragraphs remain.

- Transitions and paragraph unity could be further improved.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 13 student/assistant turns

- **Conversation Quality:** The chat covers thesis and topic sentence revision with step-by-step feedback. Multiple formative questions were posed, but refinement stops before full body paragraph revision.

Interaction Scores:

- **In-Depth Conversation:** 3/5 - Dialogue demonstrates adequate back-and-forth, including several questions and feedback on thesis/topic sentence. Depth decreases after step 2; not all areas explored.

- **Critical Review of AI Suggestions:** 3/5 - Some suggestions were received, with partial evaluation and revision attempted (thesis/topic sentences). Student tended to accept suggestions without deeper justification.

- **Refining Process:** 2/5 - Single iteration for thesis and topic sentence revision. No documented revision on body paragraph as instructed; revision cycles limited.

- **Human-AI Interaction Total:** 8/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to interact with AI feedback, revising thesis/topic sentences with guidance.
- Able to identify and locate key essay components (thesis, topic sentence).
- Attempts to apply academic language and confidence in revised sentences.

Areas for Improvement:

- Need to continue through full revision cycle by updating body paragraphs as instructed.
- Should critically evaluate suggestions and elaborate on reasoning (accept/reject).
- More detailed, iterative dialogue needed for deeper revision process.

AI Collaboration Skills Assessment:

- **Context Provision:** Good - Student provided their thesis and topic sentence upon request, but did not further clarify course context or learning goals.
- **Strategic Planning:** Needs Improvement - Stopped after step 2, did not engage with full revision process; more planning of revising steps required.
- **Critical Evaluation:** Needs Improvement - Generally accepted AI suggestions with minimal justification; should reflect and explain choices more.
- **Independent Editing:** Needs Improvement - Limited evidence of original editing beyond direct suggestions; body paragraph revision incomplete.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Finish all stages of revision (thesis, topic sentence, body paragraph) as per instructions—focus especially on developing examples, transitions, and correcting grammar errors.

2. **AI Collaboration Skills:** Engage more deeply with feedback, ask further clarifying questions, and provide reasoning for edits; use chat as an iterative workshop rather than a checklist.
3. **Overall Improvement:** Practice independent editing after receiving AI suggestions to reinforce learning; reflect on why changes are made and how they strengthen the essay.

INSTRUCTOR NOTES

- Student has not finished the full revision cycle; body paragraph revision is missing.
- Recommend encouraging deeper AI collaboration and ensuring all required steps are completed before final submission.
- The student shows potential for improvement with further guidance and practice in critical reasoning and revision planning.

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 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.

Revised:

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. While I agree that government and company action has the greatest impact, I believe individuals also

play an important role in tackling climate change by both influencing policy and making environmentally friendly lifestyle choices, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

Influencing government is the key role for individuals. 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:

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:

I partly agree with this idea because I believe citizens can still influence the government, which is very important

Assistant:

Great, thanks for sharing your thesis statement:

"I partly agree with this idea because I believe citizens can still influence the government, which is very important."

Let's work on revising your thesis statement together:

Feedback:

- **Clarity:** The thesis is somewhat clear, but it could be more explicit about what your position is and exactly what main points you will discuss in the essay.
- **Strength:** Try to use stronger, more confident language. Avoid phrases like "I partly agree" and specify your stance more precisely.
- **Focus:** Preview *all* your main arguments clearly, not just one. Right now, it mentions only influencing government, but in your essay you also talk about personal lifestyle choices. Try to include both.

Guiding Questions:

- Does your thesis answer the essay question directly?
- Does it mention both citizen influence on government AND personal actions?
- Is it easy to see what each body paragraph will be about?

Encouragement:

Would you like to try rewriting your thesis now, making sure to:

- Clearly state your viewpoint (e.g., how much do you agree/disagree?).
- Preview your main points (influencing government + individual choices).
- Use strong, confident language.

If you'd like, I can give an example structure first. Or you can try revising it yourself—let me know how you'd like to proceed!

You:

I agree with this idea at 50% because citizens can still influence the government.

Assistant:

Great! You're making progress. Let's review your revision:

"I agree with this idea at 50% because citizens can still influence the government."

Comments on your revision:

- **Clarity & Confidence:** Saying "I agree with this idea at 50%" is a bit informal and not very precise. Instead, try to use expressions that show partial agreement in an academic way (e.g., "I partly agree" or "While government and corporate actions are more significant, individual actions are not meaningless").
- **Focus:** You mention influence on government, but remember to also preview your second point: the role of individual green choices.
- **Structure:** Try to combine both points smoothly in one or two sentences.

Would you like to try another revision?

Tips:

- Start with a clear stance: "While I agree that government and company action has the greatest impact, I believe individuals also play an important role in tackling climate change by both influencing policy and making environmentally friendly lifestyle choices..."
- Make sure a reader knows what you'll discuss in the essay.

Would you like to try rewriting it one more time using these tips? Or let me know if you'd like a sample structure to help!

You:

let us move to step2

Assistant:

Excellent—let's move to Step 2: **Topic Sentence Revision.**

Instructions:

Please choose **one body paragraph** from your essay that you'd like to work on.

- For example, do you want to revise the paragraph about influencing the government, or the one about individual lifestyle choices?

Once you decide,

Please copy and paste the topic sentence of that paragraph here.

I will:

- Review and give feedback on how well it connects to your thesis.
- Guide you in revising it for clarity, strength, and connection to your main argument.

Let me know which paragraph you'd like to focus on, and share that topic sentence!

You:

The most important way individuals can help fight climate

Assistant:

Great — you've chosen the paragraph about **individuals influencing the government**.
Your topic sentence is:

"The most important way individuals can help fight climate change is by influencing the government and politicians."

Feedback:

Connection to Thesis: This sentence matches one of your main essay points, which is good! It introduces the idea of political influence clearly.

Strength & Precision: To make this even stronger, try to:

Reflect your thesis wording—remind the reader that you see influencing government as *the* key role for individuals.

Use confident, academic language. The phrase "most important way" works well, but you could add a touch more clarity about the context (e.g., acknowledge the debate, or clarify individuals' relative impact).

Consider a transition linking back to your essay's overall stance (e.g., "Although individual actions are sometimes seen as less impactful...").

Clarity: Is it clear why influencing government is more powerful than other actions? Try to hint at this if you can.

Guiding Questions:

- Can you make this sentence more clearly linked to your thesis statement?
- Can you clarify *why* this is the most important way?

Encouragement:

Would you like to try revising this topic sentence to make it:

- Confident
- Clearly linked to your thesis
- Specific about how individuals can 'fight climate change' through government influence?

Let me know if you want to try rewriting it, or if you'd like a sample structure to help!

You:

Influencing government is the key role for individuals.

Assistant:

You're heading in the right direction! Your revision, "*Influencing government is the key role for individuals*," is clear and direct. Here are some encouraging tips and feedback:

Strengths:

- Clear linkage to your thesis.
- Confident and concise.

Areas for improvement:

- Try to expand the sentence a little more so it fits into an academic essay context. For example, you could mention climate change or the reason why this role is "key."
- Adding a transition or reminder of the wider debate (individuals vs. government/companies) might help tie it back to your thesis.

Guiding Questions:

- Can you specify *why* influencing government is so important in the fight against climate change?
- Would mentioning "climate change" or "environmental policy" make the sentence even clearer?

Encouragement:

Would you like to try rewriting your topic sentence to include a brief explanation—for example, one idea about why this method is so effective—whilst keeping it focused and confident?

Let me know when you've tried revising the topic sentence again, or if you'd like a sample structure for inspiration!

You:

move to step 3

Assistant:

Great—let's continue to **Step 3: Revising the Rest of the Paragraph** (on individuals influencing the government).

Let's look at the supporting sentences in your chosen paragraph. Now that your topic sentence is clearer and more focused, we want to make sure every other sentence:

- Clearly relates to and supports the topic sentence.
- Adds explanation, evidence, or examples for unity and coherence.
- Uses varied vocabulary and accurate grammar.

Here's your current paragraph for reference:

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.

Let's work through this step by step:

1. Do all your supporting sentences clearly relate to the revised topic sentence?

- Is every idea focused on *how* individuals can influence the government, and *why* this is powerful?

2. Is your evidence clear and specific enough?

- For instance, do you have a strong example of successful public influence?

- Could you clarify how protests or voting lead to real change?

3. Is there a logical flow between the sentences?

- Do you go from general idea → example → explanation → possible limitations?

4. Are there sentences that could be combined, or ideas to expand for clarity?

Let's Revise Together!

Guiding questions to revise this paragraph:

- In your example, can you name a real country or law that was changed by public pressure? (Specifics make your argument stronger!)

- In your sentences about limitations ("the government maybe just listen a little..."), can you clarify why sometimes change does not happen? Is it a lack of awareness, communication, or something else?

- Are all sentences clearly connected and do they transition smoothly from one to the next?

Encouragement:

Try revising ONE or TWO supporting sentences now—for example:

- Clarify the example of citizens forcing their leaders to make environmental laws.

- Improve the sentence about why public influence does not always work.

Would you like to try updating one of those sentences? Or would you like a prompt for one in particular? I'm here to help guide you!