

HKBU LANG 0036 Learning Session Report

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Student Email: simonwang@hkbu.edu.hk

Student Number: 23123232

Section: 23

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: Academic Level: 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

Here is a polished, coherent revision of the entire first body paragraph, integrating your strong topic sentence and supporting sentences with balanced academic language and logical flow:

Revised First Body Paragraph:

Individuals can affect how governments make decisions on climate policies by expressing their views through voting, writing, and protesting. When many citizens demand better environmental laws through these means, governments are more likely to act. For example, if people vote for leaders who promise to introduce new climate-related initiatives or engage in public demonstrations, such civic actions can push governments to allocate more resources to sustainability initiatives. In some countries, collective citizen action has pressured governments to enact legislation aimed at reducing carbon emissions and divesting from fossil fuels. These examples demonstrate that, while individuals acting alone have limited political power, coordinated public pressure can drive significant environmental policy changes. However, government responses to public pressure are sometimes limited or largely symbolic, and not every advocacy effort results in major policy reform. Nevertheless, widespread civic engagement remains a crucial force in advancing environmental progress. Furthermore, although some citizens face obstacles such as insufficient access to information or difficulties communicating concerns to policymakers, the collective efforts of engaged individuals can still exert meaningful influence.

If you'd like, I can also help you revise your other body paragraph or the conclusion next — just let me know!

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 addresses both government/companies vs. individual action, has relevant ideas, but tends to hedge and lacks precision in some points.
- Organization: 20/25 – Clear introduction, body paragraphs, and conclusion, though some transitions are basic and paragraph unity could be better.
- Vocabulary: 19/25 – Adequate range, some topic-specific terms, but commonality and repetition lower the score.
- Grammar: 18/25 – Simple and mostly correct, but occasional awkwardness, tense issues, and some nonstandard phrasing.
- **Original Essay Total: 77/100**

Revised Essay Scores:

- Content and Ideas: 22/25 – Clearer thesis, main points more developed, and more precise discussion of government and corporate influence. Some missed potential for deeper examples.
- Organization: 21/25 – Improved topic sentences and unity within a revised body paragraph. Transitions are better, but some old phrasing and logic could be streamlined.
- Vocabulary: 21/25 – More academic language in revised portions, increased topic-specific terminology (e.g., "sustainability initiatives," "corporate behaviors"), but full essay not fully upgraded.
- Grammar: 20/25 – More complex and accurate structures in revised sections, but some repetition of old issues in untouched areas.
- **Revised Essay Total: 84/100**

Essay Improvement Analysis:

- Overall Improvement: +7 points

- Key Improvements Made:

- Clearer and more assertive thesis statement specifying influencing government and shaping corporate behaviors as the two main points

- Upgraded topic sentences for clarity, argumentative focus, and academic style

- Substantial revision of the first body paragraph: greater academic vocabulary, stronger unity, improved coherence and logical progression

- Missed Opportunities:

- Some portions (e.g., conclusion and second body paragraph) have not been substantially revised or upgraded to match the new standard

- Further integration of precise, academic vocabulary and more complex sentence structures could be applied throughout the entire essay

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 36

- Conversation Quality: The student and AI assistant engaged in a sustained, iterative revision process with reflection, critical questioning, and step-by-step improvement. The discussion often referenced linguistic, structural, and stylistic points, with the student asking for explanations and guidance.

Interaction Scores:

- In-Depth Conversation: 5/5 – The chat log shows deep, thoughtful exchanges at every stage, including linguistic mini-lessons, discussion of modal verbs ("can" vs. "could"), and multiple levels of revision across thesis, topic sentence, and body paragraph.

- Critical Review of AI Suggestions: 4/5 – The student frequently questioned suggestions (e.g., impact of hedging, relevance of counterargument sentences), requested explanations, and decided when to proceed or push back (e.g., "I think these sentences weaken the argument").

- **Refining Process:** 4/5 – There's a multi-step revision cycle, especially in thesis and first body paragraph, with the student revising, reflecting, getting feedback, and iterating. However, only one body paragraph was worked through fully; the process did not reach final completion across the essay.
- **Human-AI Interaction Total:** 13/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Active engagement and metacognitive reflection:** The student asks for linguistic clarification (modal usage), requests explanation of AI feedback, and makes independent judgments (e.g., balance of argument).
- **Willingness to iterate and apply feedback:** Multiple versions of the thesis and topic sentences, continuous refinement of the body paragraph, and effective integration of academic vocabulary.
- **Ability to balance AI input with personal critical judgment:** The student voices concern when suggested edits might weaken argument and asks for alternative methods to maintain strength while showing balance.

Areas for Improvement:

- **Full completion of assignment steps:** Only one body paragraph was thoroughly revised; the rest of the essay needs equivalent attention.
- **Deeper revision of later paragraphs and conclusion:** To reach “excellent” levels, all paragraphs must be upgraded for vocabulary, logic, and unity.
- **Even more consistent academic tone and precision:** Occasional lapses into simpler or conversational language remain unaddressed in unedited sections.

AI Collaboration Skills Assessment:

- **Context Provision:** Excellent – Student consistently provides relevant course context, rationale for revisions, and personal writing goals.
- **Strategic Planning:** Good – Student follows the AI's stepwise plan and advances methodically, but final step on revising the full essay is not executed.

- **Critical Evaluation:** Excellent – Student questions AI, requests more explanation, evaluates effect on the argument, and chooses which suggestions to accept or resist.
- **Independent Editing:** Good – Student revises independently after guidance and makes strong attempts, but some sentences could be further refined without relying on AI prompts.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay writing skills:** Complete the revision process for all essay sections, paying attention to consistent academic style and vocabulary throughout. Practice using transition words and clause structures for smooth logical flow.
2. **AI collaboration skills:** Keep leveraging the AI for explanation and critical language support, but also set personal revision checkpoints to ensure whole-essay balance.
3. **Overall improvement:** Incorporate additional evidence/examples, maintain a balanced argument by acknowledging limitations without weakening your main claim, and aim to complete multi-step revision cycles for every required section (including conclusion).

INSTRUCTOR NOTES

- The student demonstrated high engagement and strong human-AI collaboration skills but did not fully complete the required revision steps for all designated sections. Scaffold further support or deadlines to prompt full-essay completion. Encourage continued critical reflection—student is becoming adept at weighing feedback and showing writer's agency.

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 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 believe citizens can still influence the government's policies as citizens who vote to express their views and shape corporate behaviors as consumers who make certain purchasing decisions; as a result, despite the limitations of individuals' efforts, people can fight against climate change forcefully and collectively as a community.

Individuals could affect how the governments make decisions on climate policies by expressing their views through voting, writing and protesting. When many citizens demand better environmental laws, governments are more likely to act. For example, if people protest or vote for leaders who promise to introduce new climate-related initiatives, such citizenship actions can push the government to allocate more resources to causes and projects on sustainability. In some countries, people have made collective efforts to pressure their governments to introduce new legislations on cutting carbon emissions and fossil fuel divestment. Such efforts suggest that public opinions and pressure from ordinary people can make a big difference, even though individuals alone have little political power. But sometimes, the government may just listen a little and not really make strong action, so it 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 stimulate corporate efforts against climate change by adopting environmentally friendly lifestyles and making careful purchasing decisions in favor of green corporate policies. 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. However, government responses to public pressure are sometimes limited or only symbolic, and not every advocacy effort results in major policy change. Nonetheless, widespread civic engagement remains a crucial force in pushing for environmental progress.

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, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

Assistant:

Great! Let's begin the three-step revision process together.

Step 1: Thesis Statement Revision

Thank you for sharing your thesis statement:

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.

Let's look at it with the rubric in mind—especially "Content and Ideas."

Strengths:

You state your position (partly agree).

You mention two main ideas: influencing government and personal lifestyle choices.

Areas to Improve:

Clarity: The sentence is a little long and complex. It could be more direct.

Precision: Avoid hedging ("I partly agree..." could become more assertive).

Preview: Make sure the thesis clearly previews your main argumentative points for the reader.

Here are some questions to guide your revision:

- Can you state your perspective more directly and confidently?
- Can you make clear what your two main points will be?
- Can you connect these ideas clearly to the essay question ("Do individual actions matter against climate change?")?

Would you like to try revising your thesis statement now, making it clearer and more assertive, while mentioning the two main points you will discuss? If you want, you can focus on structure first, then wording. Let me know if you need a hint or model sentence!

You:

The second point I'd like to change it to how people can shape corporate behaviors as consumers

Assistant:

Great decision! Shifting the second point from "personal green lifestyle choices" to "shaping corporate behavior as consumers" will make your argument stronger and offer a more academic focus.

Let's work step-by-step:

1. Restating Key Goals for Your Thesis:

- Be clear and confident about your position.
- Highlight both the influence on government and the power as consumers.
- Directly answer whether individual actions matter in fighting climate change.

Guiding Questions:

- How can you show that individuals have impact through government and as consumers?
- Can you use confident language (not "I partly agree," but assert what you believe)?
- Can you briefly name the two key areas (government influence and consumer influence)?

Optional Starter Hints (NOT a full sentence, just ideas you can use if you want):

- "Individual action matters because citizens can shape government policies and drive corporate behavior through their choices as consumers."
- "While individual actions alone are not enough to solve climate change, they play a crucial role by..."

Your Turn!

Can you write a new version of your thesis statement, making sure to:

- State your opinion confidently.
- Mention influencing government and influencing companies/corporations as consumers.
- Avoid hedging and overly complex sentences.

Give it a try! If you want, start with a rough structure and we'll adjust together.

You:

I believe citizens can still influence the government's policies as citizens and shape corporate behaviors as consumers; as a result, despite the limitations of individuals' efforts, people can fight against climate changes forcefully and collectively as a community.

Assistant:

Fantastic—thank you for sharing your revised thesis statement:

I believe citizens can still influence the government's policies as citizens and shape corporate behaviors as consumers; as a result, despite the limitations of individuals' efforts, people can fight against climate changes forcefully and collectively as a community.

Strengths:

- Much more assertive! You take a clear stance.
- Both main ideas (government influence and consumer influence) are mentioned.
- "Collectively as a community" is a strong academic touch.

Suggestions for Further Refinement:

- The sentence is still a bit long, which may make your main points less clear.
- "As citizens" after "influence the government's policies" could possibly be omitted for smoothness, since it's implied.
- "Fight against climate changes forcefully and collectively" could be even more precise—maybe a phrase like "play a vital role in addressing climate change"?
- Since "despite the limitations" is an important qualifier, consider making it clear but not letting it weaken your statement.

Guiding Questions:

- Can you make the sentence shorter and more direct?
- Can you be absolutely clear about WHAT individuals do and WHY it matters?

Would you like to try a second revision that:

- Maintains your strong stance.
- Makes it even clearer how individual actions matter (influencing governments AND shaping corporate behaviors).
- Uses precise, academic language.

If you'd like a hint:

Break the sentence into two (or use a semicolon) to separate your points for clarity.

Would you like to try revising once more before we move to the topic sentence? Let me know if you'd like another hint, or share your next draft!

You:

I believe citizens can still influence the government's policies as citizens who vote to express their views and shape corporate behaviors as consumers who make certain purchasing decisions; as a result, despite the limitations of individuals' efforts, people can fight against climate changes forcefully and collectively as a community.

Assistant:

This is an excellent revision! You have made your thesis statement clearer by specifying how citizens can act ("vote to express their views" and "make certain purchasing decisions"), and you maintain a strong, academic tone. Well done!

Let's reflect for a moment:

- Your stance is clear and confident.
- Both main points (influencing government and shaping corporate behavior) are easy to identify.
- You use academic language and stay focused on the essay question.

A couple of small suggestions for your consideration:

- You mention "as citizens who vote to express their views"—can this be streamlined for conciseness? The phrase "as citizens" is often implied when voting.
- "Fight against climate changes"—should be "climate change" (singular) for accuracy.
- The sentence is still a bit long; would you like to experiment with punctuation (using a period, or linking your ideas more smoothly)?

Guiding Questions:

- Do you want your thesis to be one sentence or two for clarity?
- Would you like even more concise wording, or are you satisfied with this version?

Let me know if you're happy with this thesis or if you want to revise it a final time. Once you confirm, we'll move to Step 2: revising your topic sentence!

You:

let's move on

Assistant:

Excellent! It sounds like you are satisfied with your revised thesis statement—great work showing confidence and academic focus.

Step 2: Topic Sentence Revision

Now, please choose which body paragraph you would like to work on for this step:

- . The paragraph about influencing the government and politicians
or
- 2. The paragraph about individuals shaping behavior as consumers and making green lifestyle choices

Once you choose, please copy and paste the current topic sentence from that paragraph.

We'll work together to check how well it connects to your updated thesis and improve it if needed.

Which paragraph would you like to revise?

You:

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

Assistant:

Great choice! Here's the topic sentence you selected:

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

Let's evaluate how well it works with your revised thesis:

Strengths:

- Clearly identifies one main way people can make a difference (influencing government).
- Matches one of your two key points from the thesis statement.

Areas for Improvement:

- "The most important way" is very strong language; does this match your thesis, which gives two equally valued ways? Or do you want to soften this for balance?
- You can make the connection to "citizens make a difference" even clearer by highlighting specific actions, like voting, protesting, or advocating for laws (as you did in your thesis).
- Consider using more academic, precise language (e.g., "by participating in advocacy" or "through civic engagement").

Guiding Questions:

- Do you want to keep "the most important way," or do you want a topic sentence that gives equal weight to both arguments?
- Can you clarify HOW individuals influence the government for logical flow?
- Would you like to use a more academic phrase (for example: "One key way that individuals can impact climate change is by...")?

Let's try revising!

Would you like to attempt a new version of this topic sentence—keeping your thesis and these suggestions in mind?

Feel free to write your new version here, and I'll help you refine it! If you get stuck, I can offer a model sentence for inspiration.

You:

Individuals could affect how the governments make decisions on climate policies by expressing their views through voting, writing and protesting.

Assistant:

Excellent effort! Your new topic sentence is much clearer and more academic. It makes the connection between individuals' actions and government policies very direct, and it specifies the methods (voting, writing, protesting). Well done on integrating the feedback and showing progress!

Strengths:

- Clearly relates to the thesis—showing HOW citizens can influence government climate policy.
- Provides specific actions for clarity.
- Uses confident and precise language.

Small suggestions for further refinement:

- "Could affect" is a bit softer; you might want to use "can affect" for more confidence.
- "How the governments make decisions on climate policies" could be streamlined slightly.
- Try to keep the sentence direct—avoid unnecessary words.

Guiding Questions:

- Does "could" match your thesis's strong tone, or do you prefer "can"?
- Would you like to adjust "how the governments make decisions on climate policies" to make it shorter?

Ready for Step 3?

If you're happy with this version, we can now move on to revise the rest of the paragraph for unity and coherence. Or, would you like to try tweaking the sentence one more time first?

Let me know your preference!

You:

please explain a bit more the differences between can and could referring to some linguistic concepts

Assistant:

Absolutely—this is a great question! Understanding the difference between **can** and **could** will help you make informed choices and sound more confident in your academic writing, especially in topic sentences and arguments.

Basic Difference

Can: Expresses **ability**, **possibility**, or **general truth** in the present or future; it is more **direct** and **strong**.

Could: Often expresses **conditional possibility**, **suggestion**, **politeness**, or refers to **past ability**; it is often more **tentative** or **less certain**.

Linguistic Concepts

. **Modality** (Modals show the attitude of the writer or speaker):

Can is a modal verb indicating *ability* or *factual possibility*.

Example: "People can influence the government." (*It is possible/able for them to do this.*)

Could is a modal verb indicating *possibility under certain conditions* or *less certainty*.

Example: "People could influence the government, if they..." (*It's possible, but less definite; maybe only in some cases.*)

Degree of Certainty

5. **Can** = High certainty (**assertive/strong**): You believe this is really possible or true.

Could = Lower certainty (**tentative/weak**): You think it might happen, but you're not sure.

Formality/Tentativeness

6. **Could** sometimes makes a claim softer, less direct, or more polite (which is useful for suggestions, but less effective if you want to show a *strong, academic argument*).

Example in Academic Writing

Stronger, more academic claim:

"*Individuals can influence government policy by voting and protesting.*"
(*Direct, confident—matches a strong thesis!*)

Weaker or more hypothetical claim:

"*Individuals could influence government policy by voting and protesting.*"
(*Suggests it might be possible, but you are not entirely sure, or perhaps that it depends on other things.*)

When to Use Each?

Use **can** when you want to **assert** that something is *possible and real*—good for main arguments and topic sentences (especially when your thesis is confident).

Use **could** when you want to be **cautious**, or when something *might happen only under certain conditions*.

Summary Table:

Modal	Certainty	Tone	Example
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can	High	Assertive	"Citizens can influence climate policy."
could	Lower	Tentative	"Citizens could influence climate policy."

In your essay:

Since your thesis is assertive and confident, **can** is generally the better choice for your topic sentences and arguments.

Would you like to try updating your topic sentence using *can* to strengthen your point? Or does this explanation help you decide how to approach your revision? Let me know if you have more questions!

You:

ok the second topic sentence

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.

Assistant:

Great! You've chosen to work on the second body paragraph's topic sentence:

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.

Let's analyze this sentence in relation to your thesis:

Strengths:

- It introduces the idea of individual lifestyle changes, which connects to your thesis's point about shaping company behavior as consumers.
- It gives clear, specific examples.

Areas for Improvement:

- The sentence currently emphasizes "small changes," but your thesis also highlights how these can influence companies (not just personal impact).
- The cause-and-effect relationship (individual actions → influence on businesses through consumer choices) is not clear here.
- Academic language could be improved ("make small changes" is a bit simple).

Guiding Revision Questions:

1. Can you strengthen the link between individual choices and the potential impact on companies or corporate behavior (as in your thesis)?
2. Would you like to include both examples of green habits *and* mention their broader impact (such as influencing eco-friendly business practices)?
3. Is there a way to phrase this using more academic, precise vocabulary?

Hints for Possible Directions (not full sentences):

- "Individuals can influence corporate efforts against climate change by adopting environmentally friendly habits and making careful purchasing

decisions."

- "By making sustainable choices and supporting green products, individuals can send a message that encourages companies to be more eco-friendly."
-

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

- Goes beyond just listing actions,
- Highlights how those actions can influence companies/markets,
- Uses academic wording?

Give it a try! Or, if you'd like a model or more hints, just let me know.

You:

Individuals can stimulate corporate efforts against climate change by adopting environmentally friendly lifestyles and making careful purchasing decisions in favour of green corporate policies.

Assistant:

Excellent work! Your revised topic sentence is much clearer and more academic. You've accomplished the following:

Clearly connects individual actions to *corporate efforts* on climate change, matching your thesis.

Uses precise, academic vocabulary: "stimulate corporate efforts," "adopting environmentally friendly lifestyles," "purchasing decisions," and "in favor of green corporate policies."

Moves beyond simply listing "small changes" to emphasizing the broader impact that individuals can have.

Before moving to Step 3, here are a few reflection questions and suggestions:

- Are there any additional actions or examples you would like to briefly mention in the topic sentence for clarity?
- Does the phrase "in favour of green corporate policies" clearly show the outcome you expect, or would you prefer wording that focuses on outcome (e.g., "encouraging companies to adopt sustainable practices")?
- If you are happy with your topic sentence, we're ready to revise the rest of the paragraph for unity and coherence!

Let me know if you want to adjust a word or phrase, or if you are satisfied and ready for Step 3 (revising supporting sentences in this paragraph).

You:

let's revise it

Individuals could affect how the governments make decisions on climate policies by expressing their views through voting, writing and protesting. 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.

Assistant:

Great, let's move to **Step 3: Revising the Support Sentences** in your chosen paragraph.

Here's your updated topic sentence:

Individuals can affect how governments make decisions on climate policies by expressing their views through voting, writing, and protesting.

Let's review and refine the rest of your paragraph for **unity, clarity, and coherence**.

I'll guide you with questions and targeted feedback so you can make the improvements yourself.

1. Unity & Relevance

- Does each supporting sentence connect clearly to the topic sentence (expressing views through voting, writing, protesting)?
- Are there any ideas that might distract from this focus?

2. Clarity & Development

- Are your examples and explanations easy to follow?
- Can you add more specific details or connect your examples more logically?

3. Coherence & Flow

- Do your sentences flow smoothly from one idea to the next?
 - Is there any repetition or awkward phrasing that can be improved?
-

Step-by-Step Guidance

First Supporting Sentence:

When many citizens demand better environmental laws, governments are more likely to act.

Feedback: Good, but consider connecting it more directly to civic actions (voting, protesting, writing).

Next Sentences:

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.

Feedback: Nice use of examples. Perhaps clarify the "joining together" action as "collective civic engagement."

Counterargument Sentences:

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.

Feedback: Important limitations. Can you sharpen the analysis and make the language more academic?

Guiding Questions for Revision

Can you explain more precisely *how* voting, writing, and protesting lead to government policy changes?

Do you need to vary your examples or add a topic-specific vocabulary (e.g., "policy advocacy," "legislation," "civic participation")?

Is there a smoother way to present the limitations/weaknesses of individual action?

Are there any repetitive details that could be removed or combined for clarity?

Would you like to try revising one or two sentences now?

If you'd like to start small, pick one sentence to improve first.

I can give more targeted hints, or you can ask for examples on phrasing or vocabulary.

Let me know how you'd like to proceed, and share your revised sentences when you're ready!

You:

When many citizens demand better environmental laws through voting and protesting, governments are more likely to act.

Assistant:

Excellent revision! You've made your supporting sentence clearer and more connected to your new topic sentence. Here's what works well:

You link "demand" directly with civic actions ("voting and protesting").

The cause-effect relationship (citizens act → governments are likely to act) is clear.

The sentence is concise and academic.

Let's continue:

Review the next few sentences in this paragraph one at a time.

Here are the sentences that follow in your draft:

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.

Guiding prompts:

- Can you make the examples more specific or varied?
- Is there a way to use more academic vocabulary (for example: "advocacy," "civic engagement," "enact new environmental regulations")?
- Do your examples progress logically (from one to the next)?
- Do you want to combine or streamline where ideas repeat?

Would you like to revise one of these sentences next?

Pick one sentence and try making it clearer or more concise while using academic language.

Share your revision and I'll help you refine it!

If you're not sure how to start, let me know which sentence you want to work on and I can offer a hint or a model phrase.

You:

For example, if people protest or vote for leaders who promise to introduce new climate-related initiatives, such citizenship actions can push the government to allocate more resources to causes and projects on sustainability.

Assistant:

Great job! You're already making your support sentences clearer, more academic, and more logically connected to your revised topic sentence and thesis. Let's review the strengths and also look for further opportunities to refine your revision.

Your revised sentence:

For example, if people protest or vote for leaders who promise to introduce new climate-related initiatives, such citizenship actions can push the government to allocate more resources to causes and projects on sustainability.

Strengths

Specificity: You replaced "leaders who care about the environment" with "leaders who promise to introduce new climate-related initiatives," which is much more precise.

Academic Language: You now use terms like "citizenship actions" and "allocate more resources," which sound academic and clear.

Direct Connection: The cause (protest, vote) and effect (government allocates resources to sustainability) are clear.

Variety and Depth: You combined protest and voting as examples of "citizenship actions," showing variety in civic participation.

Suggestions for Small Improvements

Clarity/Smoothness: "Allocate more resources to causes and projects on sustainability" can be even more concise as "allocate more resources to sustainability initiatives" (if you want to streamline it).

Consistency: "Citizenship actions" is a strong phrase—if you use it, you could briefly say in parentheses (such as voting and protesting) for clarity, though it's optional.

Progression: If you want to build a logical flow, mention briefly the outcome ("such actions...") and follow with an example from a real country (if possible), though that is not strictly required.

Next Steps

1. Would you like to adjust the phrase "causes and projects on sustainability" for conciseness?
 2. Ready to revise your next supporting sentence ("In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions")?
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Guiding prompts for your next supporting sentence:

- Can you use more academic language (e.g., "public advocacy efforts," "led to new environmental regulations," etc.)?
 - Would you like to add a specific example (e.g., a country or regulation) to strengthen your evidence?
 - Can you connect it to your previous example smoothly?
-

Would you like to try improving the next sentence?

If you want, give it a try here—I'll give you feedback before we move on!

And let me know if you'd like to revise your latest sentence one more time using the suggestions above.

You:

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 revise the rest of the body paragraph

Assistant:

Great! Let's continue revising the rest of your selected body paragraph for clarity, unity, and coherence, while making the language more academic and your points more logically connected.

1. Review Current Sentences:

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.

2. Step-by-Step Guidance and Prompts:

A. Evidence/Example Sentence

Prompt:

- Can you rephrase "joined together" with more precise academic terms, such as "collective action" or "public advocacy campaigns"?
- Would you like to make this example more specific, perhaps mentioning a country or referring generally to plastic bans or carbon regulation?

B. Explanation/Analysis

Prompt:

- "Public opinion and pressure from normal people" might be clearer as "public pressure from citizens."
- You may want to connect this more directly to the result: What does this pressure achieve?

C. Counterargument/Limitations

Prompts:

- For the sentence "the government maybe just listen a little...", can you use more formal, academic wording (i.e., "Sometimes, government response to citizen advocacy is limited or symbolic rather than substantive.")?
- For "people want change but don't know how to tell the politicians," can you clarify as, "Additionally, some citizens lack the resources or knowledge to effectively communicate their concerns, reducing the impact of their advocacy efforts"?

3. Try Revising Each Sentence One at a Time

Let's start with the evidence/example:

Would you like to try rephrasing "In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions" using more specific or academic vocabulary?

If you want to mention a real-life example (for instance, "plastic bag bans in several countries due to citizen petitions"), that is excellent, but not necessary.

Example of an academic rewrite starter (not a full sentence):

- "Collective citizen action has led governments in various nations to introduce new regulations on plastic usage and carbon emissions."

Your turn:

Would you like to try revising this sentence using the suggestions above? If you wish, move on to the next sentence after that.

Let's proceed step by step—revise one sentence now and share it here for feedback, then we'll refine and continue together!

You:

In some countries, people have made collective efforts to pressure their governments to introduce new legislations on cutting carbon emissions and fossil fuel divestment. Such efforts suggest that public opinions and pressure from ordinary people can make a big difference, even though individuals alone have little political power.

Assistant:

This is a strong revision! Let's look at what you've done well and see where you might make it even better:

Strengths:

- "Collective efforts to pressure their governments" is precise and clearly academic.
 - "Introduce new legislations on cutting carbon emissions and fossil fuel divestment" uses topic-appropriate vocabulary.
 - You improve unity by connecting this sentence directly back to your topic sentence and previous support.
 - "Such efforts suggest that public opinions and pressure from ordinary people can make a big difference" flows logically as analysis.
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Suggestions for further refinement:**1. Wording/Grammar:**

- "Legislations" is usually uncountable in academic English—use "legislation" (no 's'), or "laws/policies."
- "Public opinions"—better as "public opinion" (uncountable).
- "Ordinary people"—"citizens" is slightly more academic.
- Consider linking your analysis to your previous example for stronger coherence.

. Clarity/Logic:

2. You could clarify that collective action enhances the influence of individuals, which otherwise might be limited.
-

Guiding questions:

- Would you like to streamline the analysis for conciseness?
 - Is there a way to combine your sentences for a smoother transition?
 - Would you like to add a brief clause about how this collective action works (for example, "through petitions, demonstrations, or campaigns")?
-

Revision Option Starter (not a full sentence):

- "In some countries, collective citizen action—such as petitions and protests—has pressured governments to enact new legislation on carbon emissions and fossil fuel divestment."
 - "These examples demonstrate that, while individuals acting alone have limited political power, coordinated public pressure can drive significant policy change."
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Your Turn:

Would you like to revise one or both of your sentences to:

- Fix minor grammar/wording,
- Streamline your analysis, or
- Add a brief example of collective efforts?

Share your improved version here! Then, if you're happy with this section, we can move on to the paragraph's final two sentences about the **limitations of citizen influence**. Let me know how you want to proceed!

You:

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 revise the rest of the first body paragraph

Assistant:

Absolutely! Let's focus on improving these two sentences for academic tone, clarity, and a strong connection to your revised topic sentence.

Here are the sentences to revise:

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.

Guiding Prompts & Questions:

1. Can you use more formal, academic words instead of "maybe just listen a little" and "not really make strong action"?
2. Would you like to express the idea that government responses are sometimes symbolic or limited, rather than leading to real change?
3. For the last sentence, how can you academically explain that some citizens lack either the means or awareness to communicate with policymakers?

Suggestions for Academic Vocabulary:

- "limited response" / "symbolic action" / "lack of substantive change"
- "citizen advocacy may not always result in effective policy"
- "lack of access" / "insufficient resources" / "difficulties communicating their concerns"

Example Starters (not complete sentences):

- "However, government responses to citizen advocacy may be limited or only symbolic, rather than resulting in significant policy changes."
- "Furthermore, some individuals do not have the resources or knowledge to effectively communicate their demands to policymakers, which can reduce the overall impact of public pressure."

Your Task:

Would you like to try rewriting these two limitation sentences using more academic language and the suggestions above? Share your revised versions here, and I'll help you refine them further!

You:

I think these sentences weaken the argument

Assistant:

Great critical thinking! You're absolutely right—how you present limitations can either enrich your argument or unintentionally weaken it too much. In academic writing, acknowledging limitations is important for depth and credibility, but the key is to phrase them in a way that maintains your thesis's overall strength.

Let's analyze your concern and discuss how to revise these limitation sentences so they:

- Recognize challenges realistically,
- Use formal, academic tone,
- Show that limitations exist but don't outweigh the main point about individuals' positive influence.

Reflection Prompts:

1. Do your current sentences give the impression that citizen actions *rarely work*, or just that there are *occasional obstacles*?
2. How could you reword to show that, *despite* limitations, citizen action is still significant?
3. What transition words or phrases could gently introduce challenges (e.g., "However, in some cases," "Nevertheless," "Although not always successful...") so you maintain a balanced, confident argument?

Suggestion for Structure:

Focus on wording that acknowledges limits, but immediately reinforces that positive change is possible.

Let's Practice!

Not recommended (too weak):

"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."

Academic & Balanced Revision:

"However, government responses to public pressure are sometimes limited or only symbolic, and not every advocacy effort results in major policy change. Nonetheless, widespread civic engagement remains a crucial force in pushing for environmental progress."

"Furthermore, while some citizens face barriers—such as lack of information or limited means to communicate with policymakers—the collective impact of those who participate can still drive significant policy initiatives."

Guiding Questions for Your Revision:

Can you combine your limitation point and immediately counterbalance it with the idea that collective effort can still be powerful?

Would you like to use linking words or phrases, such as "nevertheless," "despite these challenges," or "even so," to strengthen the positive impact in your closing statement for the paragraph?

Your Turn!

Try rewriting these sentences so that they:

Use academic, precise language.

Highlight that, although challenges exist, individuals' civic actions are still important.

Maintain a strong, logical link to your thesis.

Share your new sentences!

If you want feedback on a draft, or need some more phrases to use, just ask.

Created by: Dr. Simon Wang, Innovation Officer

Language Centre, Hong Kong Baptist University

simonwang@hkbu.edu.hk