

HKBU LANG 0036 Learning Session Report

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Section: 20

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

Thank you for sticking with the process! To help you move forward, here's a clear example of a revised thesis statement based on your original idea and the suggestions we discussed:

Revised Thesis Example:

Although governments and large companies have the greatest power to combat climate change, individuals play an important role both by influencing government policies and by adopting sustainable lifestyle choices.

This version:

- States your position clearly and confidently
- Highlights both main points you will discuss (government influence and personal choices)
- Is concise and direct, setting up the essay's structure

If you'd like, you can try creating your own version now by using this as a model. When you share it, I can help you polish it further before we move on to revising a topic sentence. Would you like to try?

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

TRAINING TASK COMPLETION STATUS

Checklist: 1. Revised the thesis statement ■
2. Revised one of the topic sentences ■
3. Revised one of the body paragraphs ■

Status: *Student has not completed any of the required revision tasks (thesis, topic sentence, body paragraph).*

Progress: The essay and chat history indicate that the revision process is at the initial stage, with thesis feedback provided but no actual revisions made. The student has not yet presented a revised thesis, topic sentence, or body paragraph.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 18/25 – The essay presents a basic understanding of the issue, some relevant arguments (government influence, individual choices), but development is sometimes superficial.
- Organization: 17/25 – The essay is structured with clear paragraphs, but transitions and logical progression are sometimes awkward or unclear.
- Vocabulary: 17/25 – Vocabulary is adequate and topic-relevant but somewhat repetitive and lacks variety; some inaccuracies.
- Grammar: 16/25 – Grammar is generally understandable, but frequent errors affect clarity and professionalism.
- **Original Essay Total: 68/100**

Revised Essay Scores:

- Content and Ideas: 18/25 – No meaningful content change; arguments and viewpoint unchanged.
- Organization: 17/25 – Structure and progression unchanged.
- Vocabulary: 17/25 – No new vocabulary or stylistic improvement evident.
- Grammar: 16/25 – No meaningful grammatical changes.

- **Revised Essay Total: 68/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:**
- None (no real revision found in provided essays)
- **Missed Opportunities:**
- The thesis statement could have been made clearer and more direct.
- Topic sentences could be strengthened to preview paragraph content.
- Body paragraph examples and explanations could be developed further.
- Grammar and vocabulary could be polished for professionalism.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 5**
- **Conversation Quality:** The student received clear feedback and prompts from the AI regarding thesis revision. However, the student did not submit any revised writing or actively engage with critical suggestions. The dialogue remains at the “pre-revision” stage.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – The conversation is basic, comprising identification of the thesis and initial feedback. No in-depth questions or follow-ups from the student.
- **Critical Review of AI Suggestions:** 1/5 – Student did not respond to prompts for revision or offer any justifications or challenges to AI feedback.
- **Refining Process:** 1/5 – No iterative revision observed. The student repeated the original text without changes.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Student is able to locate and present the thesis statement when prompted.
- The essay is on-topic with basic structure and logical flow.

Areas for Improvement:

- Respond to AI prompts with active rewrites and revisions.
- Engage critically with feedback by trying out changes and asking clarifying questions.
- Participate in the iterative editing process for deeper learning.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student provided original draft but did not clearly explain learning goals or intended changes.
- **Strategic Planning:** Needs Improvement – No evidence of step-by-step planning or revision strategy.

- **Critical Evaluation:** Needs Improvement – No questioning, rejecting, or reasoning in response to AI suggestions.

- **Independent Editing:** Needs Improvement – No evidence of student-driven revision.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Take clear action after feedback—revise thesis, topic sentences, and paragraphs; ask for more examples to deepen understanding.
2. **AI Collaboration Skills:** Actively engage with each revision step; provide rewritten sentences, explain reasoning, and use specific follow-up questions.
3. **Overall Improvement:** Set concrete mini-goals for each revision session; use the chat to document progress and learning.

INSTRUCTOR NOTES

- The student appears hesitant to begin revisions, limiting both writing and collaboration skill development.
- Consider providing additional scaffolded instructions or low-stakes practice to encourage active participation.
- Check if the student needs help understanding how to approach revision tasks or interact with AI feedback meaningfully.

■■■ Student Feedback

■ **Rating:** 0/5 ■ **Comment:** No additional comment provided.

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. 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.

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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:

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.

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Assistant:

Great work on your essay draft! Let's begin our structured revision process, step by step, keeping your academic goals in mind.

Step 1 — Revise the Thesis Statement

First, please share your current thesis statement.
Is it:

"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."

Let's look at it together.

Here are some initial thoughts:

- **Clarity:** It addresses the essay topic, but the wording could be more direct.
- **Strength and Focus:** "I partly agree..." is fine, but we can make it even more confident.
- **Essay Structure:** Try to mention clearly what your main arguments will be (government influence and personal choices).

Suggestions to improve:

- Answer the essay prompt directly in one sentence.
- Preview BOTH main points (citizens influencing government + personal green choices).
- Use clear, confident language (avoid "I think," "I believe," "maybe").

Would you like to try rewriting the thesis statement now, following these hints?

Once you write your revised thesis, we'll review it and make sure you're happy before moving to step 2.

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.

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Assistant:

Thank you for sharing your current thesis statement! Here it is again:

"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."

Let's review:

Strengths:

- You address the main topic and your position ("partly agree").
- You mention two areas: influencing government and personal choices.

Possible improvements:

- Make the thesis more concise so that your stance is clear from the start.
- Try to state the two main points more directly.
- Avoid "I believe" and "I think"—use confident statements.

Prompts to guide your revision:

- How can you clearly express that both citizens' influence on government and personal green choices matter, but to different extents?
- Can you preview your essay structure in one punchy sentence?
- Try to use precise language—for example, "Although government and business actions have the greatest impact, individuals play a significant role both by shaping policy and making sustainable lifestyle choices."

Would you like to try rewriting your thesis now, using these suggestions?

Once you do, please share your new version, and I'll help you refine it if needed!