

HKBU LANG 0036 Learning Session Report

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Section: 38

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

Thanks for sharing your essay and the chat history. Here's a clear, practical plan you can follow to revise your essay effectively—keeping in mind the feedback given and your minimal chat interaction so far.

Immediate Fix: Correct the opening sentence in your revised essay.

Your current first sentence says, "*individuals are under great pressure from migrant workers,*" which changes the meaning. Instead, say something like:

- "*Migrant workers are under great pressure due to long working hours and unfair pay.*"
- or
- "*Many migrant workers face great pressure from exploitation such as long working hours and low wages.*"

This preserves your intended meaning and removes confusion.

Next Steps:

1. Polish Your Thesis

Try revising your thesis to be clear, concise, and formal. For example:

"The government should enact stricter laws to protect workers from exploitation, including excessive working hours and unfair wages."

Paste your thesis rewrite in the chat so I can help you refine it before you finalize.

1. Revise the Topic Sentence of the First Body Paragraph (the long working hours paragraph)

Make sure your topic sentence directly states the paragraph's main idea and connects to your thesis. For instance:

"First, many workers endure excessively long working hours without adequate rest or compensation."

Try rewriting your current topic sentence and share it in the chat for feedback.

1. Strengthen Paragraph Content

Work through your first body paragraph sentence by sentence. Ask yourself:

2. Does this sentence clearly support the topic sentence?

3. Is the vocabulary formal and precise?

- Are there any grammar or phrasing errors that make the meaning unclear?

Post your revised sentences or sections bit by bit, and I'll give you targeted corrections and suggestions.

- Add Academic Tone and Broader Evidence**

- Replace informal phrases like "master at picking up girls" with more neutral language, e.g., "using misleading excuses."

- Add another example or fact/statistic about worker exploitation or low wages to strengthen your argument beyond the anecdote about your brother-in-law.

Feel free to draft this new evidence or transition lines and we can polish them together.

- Use the Chat for Iterative Revision**

A good practice for next time:

- Paste your thesis rewrite, topic sentence, or paragraph chunks into chat, ask for targeted feedback, then apply suggestions gradually.

- This will improve your critical evaluation and let me help you improve precise phrasing step-by-step.

Summary:

- Fix the unintentional meaning change in the introduction now.
- Work on thesis and topic sentence rewriting with my feedback.
- Revise your first body paragraph sentence-by-sentence here in chat.
- Remove informal language, add one more concrete evidence or statistic.
- Use chat iterations to refine writing continuously.

If you want, you can post your thesis revision now, and we'll start Step 1 together!

Grading Result (Hidden from students)

All tasks completed.

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: 18/25 - The original takes a clear position (supports stricter laws to protect workers) and includes relevant examples (the brother-in-law anecdote, low wages), but ideas are underdeveloped and sometimes unclear ("individuals are having stressful to migrant workers" is incoherent).
- Organization: 17/25 - Basic structure (intro, body paragraphs, conclusion) is present, but topic sentences and logical links are weak; evidence→explanation connections are often unclear.
- Vocabulary: 15/25 - Some appropriate vocabulary (exploitation, workers) but many word-choice problems and informal/incorrect expressions ("pick-up artist," "big guy," "extra holidays").
- Grammar: 15/25 - Frequent grammar and phrasing errors (articles, tense, subject-verb agreement, word order) that hinder clarity.
- Original Essay Total: 65/100**

Revised Essay Scores:

- Content and Ideas: 20/25 - The revised essay clarifies many sentences and keeps the clear stance that government should strengthen protections. However, a meaningful semantic error appears in the opening sentence ("individuals are under great pressure from migrant workers") which likely changes the intended meaning, and argument development still relies on limited examples.
- Organization: 20/25 - Paragraphing and flows are improved; the revised topic sentences more directly state paragraph focus ("First of all, people are facing more and more long working hours..."). Transitions could still be tightened and the conclusion is brief.

- Vocabulary: 18/25 - Word choice is generally improved (e.g., "additional leave," "remuneration"), but some inappropriate or awkward phrases remain ("master at picking up girls") and some collocations remain off.
- Grammar: 19/25 - Sentence-level clarity and accuracy improved noticeably; remaining awkward constructions and occasional errors (e.g., subject/object phrasing, some unnatural sentences) reduce the score slightly.
- **Revised Essay Total: 77/100**

Essay Improvement Analysis:

- **Overall Improvement: +12 points**
- **Key Improvements Made:**
 - Thesis and thesis language tightened (original: "the governments should discuss more laws regarded to the workers' exploitation." Revised: "the government should discuss more laws regarding workers exploitation.") — clearer, more grammatical.
 - Topic sentences and paragraph opening lines were revised for clarity (e.g., original "To begin with, individuals are facing more and more long hours workings..." → revised "First of all, people are facing more and more long working hours...").
 - Many sentence-level grammar and vocabulary issues corrected, producing more readable sentences and more consistent tense/word forms.
- **Missed Opportunities:**
 - The opening sentence in the revised essay introduced an unintended meaning change ("individuals are under great pressure from migrant workers") — this needs correction to reflect the intended idea (migrant workers are under pressure or individuals who are migrant workers are under pressure).
 - Overreliance on a single anecdote and an assertion about wages; stronger, broader evidence (statistics, citations, or a second example) would strengthen the argument.
 - Tone and register: some informal/colloquial phrases remain ("master at picking up girls") and should be replaced with formal academic language.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 4 (assistant opening/planning message; user: "how can i revise my essay?"; assistant: plan + diagnostic; assistant: detailed step plan) — note: the chat shows the assistant providing a detailed revision plan and diagnostic but the student only asked one short question and did not provide iterative responses in the chat.
- **Conversation Quality:** The assistant provided a strong, structured revision plan and clear diagnostic feedback. The student engaged minimally in the chat (one brief question), so there is little evidence in the chat of iterative negotiation, testing, or critique of suggestions.

Interaction Scores:

- **In-Depth Conversation:** 2/5 - The assistant produced a thorough plan and diagnostic, but the student's verbal participation in the chat was minimal (one short prompt). The chat lacks extended back-and-forth; exchanges = 4 (basic level).
- Evidence: assistant messages show a multi-step process and diagnosis, but the student only asked "how can i revise my essay?" and did not continue the in-chat revision.
- **Critical Review of AI Suggestions:** 2/5 - There is little evidence the student critically evaluated or questioned AI suggestions within the provided chat. The revised essay reflects that suggestions were likely followed, but the chat contains no explicit acceptance/rejection discussion or reasoning.
- Evidence: no student responses evaluating the assistant's recommendations; revisions appear to accept many suggestions but without documented critique.
- **Refining Process:** 2/5 - The assistant proposed a clear iterative 3-step process, but the chat does not show multiple revision cycles or iterative exchange. The student completed revisions (outside the chat), but the chat history itself shows minimal iteration.

Evidence: assistant offered Step 1–3 and prompts for iterative rewriting, but the student did not post revised lines into the chat to get feedback.

Human-AI Interaction Total: 6/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Clear stance and purpose: The student consistently supports stronger legal protections for workers and keeps this central through revisions (evidence: thesis and repeated topic sentences).

- Willingness to revise: The student produced a cleaner revised essay that addressed many sentence-level and organizational problems.
- Use of concrete example: The brother-in-law anecdote is a relatable, concrete illustration of long working hours that grounds the argument.

Areas for Improvement:

- Precision of meaning: Fix the opening sentence in the revised essay to avoid the unintended claim "pressure from migrant workers." Ensure edits preserve original meaning.
- Evidence breadth and depth: Add at least one additional, more general example or statistic to support the claim about exploitation and low wages (e.g., regional wage data, labor-rights reports).
- Academic tone and diction: Remove informal or culturally specific idioms ("master at picking up girls") and replace with neutral, academic phrasing.
- Engagement with AI in chat: Use the AI chat to iterate: post attempted thesis/topic-sentence rewrites and respond to suggestions so the assistant can provide targeted, incremental feedback.

AI Collaboration Skills Assessment:

- Context Provision: Needs Improvement - The student supplied the full drafts outside the chat, but in-chat context provision was minimal (the student only asked "how can i revise my essay?"). The assistant asked targeted questions that went unanswered.
- Strategic Planning: Good - The student accepted and implemented a clear revision plan (thesis → topic sentence → paragraph), as seen in the revised essay.
- Critical Evaluation: Needs Improvement - No evidence in the chat of the student critically evaluating or selecting among AI suggestions.
- Independent Editing: Developing/Good - The student performed substantial independent edits (thesis, topic sentences, paragraph rewrite), but some meaning and tone issues show the need for more careful self-review.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Fix the semantic error in the revised introduction immediately (correct "under great pressure from migrant workers" to the intended meaning, e.g., "migrant workers are under great pressure" or "individuals who are migrant workers are under great pressure").

2. In future revisions, paste your proposed rewritten thesis and topic sentence into the chat and request targeted feedback—this enables iterative improvement and documents your critical choices.

3. Strengthen argumentation by adding at least one external evidence point (statistic, report, or citation) and by explaining how each example supports the call for legal reform.

INSTRUCTOR NOTES

- The student completed the assigned revision tasks (thesis, topic sentence, one body paragraph) and produced measurable improvement in clarity and grammar, raising the essay score by 12 points.

- However, chat engagement was minimal; the student appears to have completed revisions largely outside the documented conversational loop. Encourage the student to use the AI-side iterative process (post draft rewrites and critiques in chat) to demonstrate critical evaluation and receive more precise guidance.

- The revised introduction contains a substantive meaning change that should be corrected before grading for content accuracy.

■■■ Student Feedback ■ Rating: 3/5 ■ Comment: No additional comment provided.

Current Mode:assessment

Complete Conversation

Assistant:

Original:

In this competitive society, individuals are having stressful to migrant workers, and what they care about the most is if they have an exploitation for enduring long hours working and unfair pay. In this sense, the problem of whether the governments should enforce stricter laws to safeguard workers rights has been put into spotlights. From my perspective, I hold the opinions that the governments should discuss more laws regarded to the workers' exploitation.

To begin with, individuals are facing more and more long hours workings without any extra holidays. Employers in companies are being asked to work more hours by their bosses with many ridiculous reasons, and the way bosses find excuses is just like a pick-up artist. For instance, my brother-in-law is working in a construction company in Hong Kong, and I could barely see him after his regular time for finishing his work. From time to time when I got home at 7p.m., I could see him came back at 10:30 p.m., or even later than the time I was going to bed. I asked him once about the reason why he always came home this late, and he shocked me with telling me a non-sense reason which has been given from his boss. The big guy asked him to work for long hours just because he was the only one who can do the specific work, and he couldn't hire more men due to the bad economic environment. The reason he gave to my brother was not fair for him since it was the boss's duty and responsibility to balance the workers in their company. Even if they asked workers to work for longer hours, they should have the right to get extra holidays for rests.

Moreover, many employees are not being treated fairly by their employers for their salary. As most people in Mainland, China would know that employees at restaurants are being paid for about only 15 CNY in an hour, which is around 2 USD. In my opinions, the employers might think that eventually there will be someone would like to take the 2 dollars work due to the high demand for employments. However, it is the workers' right to earn the money they deserved regardless of the demand or the market.

In a nutshell, labours should be treated equally, and the capitalists should not exploit them by asking them to endure long hours or treat them unfairly.

Revised:

In this highly competitive society, individuals are under great pressure from migrant workers. What they care about most is whether they are exploited, endure long working hours and unfair remuneration. In this sense, the issue of whether the government should enforce stricter laws to protect workers' rights has become a focus of public attention. From my perspective, I think the government should discuss more laws regarding workers exploitation.

First of all, people are facing more and more long working hours without any additional holidays. The bosses in the company are asking their employers to work overtime for many absurd reasons, and the way they make excuses is like that of a master at picking up girls. For instance, my brother-in-law works in a construction company in Hong Kong. After he finishes his work at the normal time, I hardly see him. Sometimes, when I get home at 7 p.m. I saw him come back at 10:30 p.m., even later than when I went to bed. Once I asked him why he always came home so late. He told me a meaningless reason given by his boss, which shocked me a lot. The boss made him work for a long time simply because he was the only one capable of doing this specific job, and due to the poor economic environment, he couldn't hire more people. The reason he gave my younger brother was unfair to him because it is the boss's obligation and responsibility to balance the employees in the company. Even if they ask workers to work longer hours, they should be entitled to additional leave to rest.

Furthermore, many employees are not treated fairly by their employers in terms of salary. Most people in Chinese mainland know that the hourly wage of restaurant staff is only 15 yuan, which is approximately 2 US dollars. In my opinion, employers may think that eventually someone will be willing to accept a \$2 job due to the high demand for employment. However, regardless of demand or the market, workers have the right to receive the money they deserve.

In short, workers should be treated equally. Capitalists should not exploit them, make them endure long hours of labor, or treat them unfairly.

Assistant:

Hi there! ■ I'm your English writing coach, here to help you strengthen your essay through clear, focused revision. Before we dive in, we'll take a moment to set some goals together.

Here's how our session will work:

Negotiate your targets — We'll start by discussing what you want to improve most in your essay.

Get a quick diagnosis — I'll give you feedback on your essay based on key writing rubrics (like thesis, organization, evidence, and language).

Choose what to focus on — You'll decide which issues you'd like to work on first.

Then we'll move through a structured, three-step revision process:

Step 1: Revise your thesis statement.

Step 2: Choose one body paragraph and refine its topic sentence.

Step 3: Revise the rest of that paragraph for clarity and coherence.

My role is to guide you with questions, feedback, and examples—but you'll always lead the revisions yourself. ■

You:

how can i revise my essay?

Assistant:

Great — I can help you step by step. First, let's agree what you want to focus on, then I'll diagnose the essay using the rubric and we'll choose priorities before starting the three-step revision process. Short and interactive — I'll ask you to try revisions and I'll give focused feedback.

1) Negotiate targets

- What are your personal goals for this session? (Choose any you want to focus on)
- Make my argument/thesis clearer and stronger
- Improve paragraph structure and logical flow
- Strengthen evidence and development (make examples clearer, add facts)
- Improve vocabulary and word choice (more formal/academic)
- Fix grammar, tense, and sentence errors
- Which 2 or 3 of these would you most like to work on now?

2) Quick diagnostic feedback (short rubric-based diagnosis)

I reviewed your draft. Here are clear strengths and areas to improve:

Content and Ideas

Strengths: You take a clear position (support stricter laws) and you use a personal example to illustrate the problem.

Needs work: Ideas remain general and sometimes unclear; the essay relies on one anecdote and an assertion about low wages without wider evidence.

Organisation and Logical Progression

Strengths: Essay has intro, body paragraphs, conclusion.

Needs work: Topic sentences are weak and don't clearly connect to a stronger thesis; transitions and logical links between claim → evidence → explanation need tightening.

Vocabulary

Strengths: Some appropriate terms appear (workers, exploitation).

Needs work: Some word choices are incorrect or informal (e.g., "pick-up artist," "big guy," "extra holidays"); phrasing is often awkward.

Grammar and Sentence Structure

Strengths: Basic meaning is usually understandable.

Needs work: Frequent grammar errors (articles, verb tense, subject-verb agreement, word order). Sentences are often long and unclear.

Diagnosis summary: You have a good basic position and structure, but the thesis is wordy and unclear, paragraph topic sentences need to connect to the thesis, evidence is thin and anecdotal, and many sentence-level errors hide your meaning. I recommend focusing first on thesis clarity and one body paragraph (the paragraph about long hours) — that will give the essay clearer direction.

3) Student priority selection

- Which of the diagnosed issues would you like to focus on first? (Pick up to two; I recommend: 1) thesis clarity, 2) revise the first body paragraph about long hours)
- Confirm your choice and then we'll begin Step 1 (thesis revision).

When you confirm, we will follow the three-step process:

Step 1 — Thesis: You'll share the thesis line you want to improve (you already have one in your draft). I'll give short feedback and a template frame to help you rewrite it. Please try a revision yourself — I'll review and we'll iterate until you're happy.

Step 2 — Topic sentence: You'll choose one body paragraph (I suggest the long-hours paragraph). Share its topic sentence. I'll point out how to link it tightly to the thesis and give a short frame so you can rewrite.

Step 3 — Revise the rest of that paragraph: You'll try to rework supporting sentences; I'll ask guiding questions, suggest specific word choices and fixes, and point out sentences that need grammar correction. I will not fully rewrite your paragraph for you; I'll help you revise it step by step.

Would you like to:

- A) Focus on the thesis and the long-hours paragraph (my recommendation), or
- B) Choose different targets (say which)?

Pick one and then paste your current thesis (or confirm the thesis line from your draft) and the topic sentence you want to work on. We'll start Step 1.