

# HKBU LANG 0036 Learning Session Report

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Section: LANG0036

## Course Information and Student Background

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

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

Rubric:

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

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

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

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

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

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

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

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

## Contribution Analysis

It appears that you have not yet made any revisions to your essay based on the AI suggestions provided. To proceed effectively, I recommend the following steps:

### Revise the Thesis Statement:

Your current thesis statement is:

*"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."*

This can be clearer and more direct by explicitly stating the two main points you will discuss (influence on government and personal lifestyle choices) and how they contribute to addressing climate change. For example:

*"While governments and big companies play a critical role in combating climate change, individuals also contribute significantly both by influencing government policies and by adopting sustainable lifestyle choices."*

### Revise Topic Sentences:

Make sure the topic sentences of each body paragraph clearly relate to the thesis and guide the reader on the paragraph's focus. For example:

3. First body paragraph topic sentence: *"One of the most effective ways individuals can help fight climate change is by influencing government policies."*

Second body paragraph topic sentence: *"In addition to political influence, individuals can make a difference through their daily lifestyle choices."*

### Revise Body Paragraphs:

Expand your examples with clearer explanations and add transition words to improve flow. For example:

6. Explain how protests, voting, and public pressure have led to actual policy changes in more detail.

Discuss why personal habits matter, giving clear examples, and perhaps addressing common challenges or misconceptions.

### Engage with AI Prompts:

When prompted, provide your thoughts or answers to AI questions so you can receive more tailored guidance.

Taking these steps will help you move from the current draft to a revised version with improved clarity, organization, and support for your ideas. If you would like, I can help you rewrite any part of your essay or guide you through the revision process step-by-step. 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**

## TRAINING PROGRESS REPORT: STUDENT TASK COMPLETION

**Task Status:**

- 1. Revised the thesis statement – **Not Completed**
- 2. Revised one of the topic sentences – **Not Completed**
- 3. Revised one of the body paragraphs – **Not Completed**

*The student has not finished the required revision tasks.*

## ESSAY WRITING ASSESSMENT

**Original Essay Scores:**

- Content and Ideas: 19/25 – Presents two relevant ideas (government and individuals), with some development and awareness of climate change. Reasonably clear viewpoint, though somewhat simplistic in analysis.

- Organization: 18/25 – Adequate structure; paragraphs follow a logical order but lack transitions and nuanced progression.

- Vocabulary: 18/25 – Basic vocabulary with some attempts at topic-specific wording. Some repetition and minor inaccuracies.

- Grammar: 17/25 – Sentence structure is mostly simple. Errors ("so is not always working well", "so nothing happen") impact clarity at times.

- **Original Essay Total: 72/100**

#### Revised Essay Scores:

*There is currently no substantive revision. The 'revised' essay is identical to the original, so scores are unchanged.*

- Content and Ideas: 19/25 – No changes; see original score and justification above.

- Organization: 18/25 – No changes.

- Vocabulary: 18/25 – No changes.

- Grammar: 17/25 – No changes.

- **Revised Essay Total: 72/100**

#### Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:** None. No evidence of revision.

- **Missed Opportunities:**

- Revise thesis statement for clarity and coverage of the essay question.

- Improve topic sentences to explicitly guide each paragraph's argument.
- Strengthen paragraph development with more specific examples, transitions, and deeper analysis.

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## HUMAN-AI INTERACTION ASSESSMENT

### Chat History Analysis:

- **Total Exchanges:** 1
- **Conversation Quality:** Minimal interaction. The AI provided explicit instructions and asked a question about the thesis statement; the student did not respond.

### Interaction Scores:

- **In-Depth Conversation:** 1/5 – Only one exchange, no substantive interaction, no evidence of question-asking or development.
- **Critical Review of AI Suggestions:** 1/5 – No evidence of engagement with AI suggestions.
- **Refining Process:** 1/5 – No revision process observed.
- **Human-AI Interaction Total:** 3/15

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## OVERALL PERFORMANCE SUMMARY

### Strengths Demonstrated:

- The initial essay shows a basic grasp of the key arguments required by the prompt.
- The student received and was exposed to clear AI instructions for revision.

### Areas for Improvement:

- Respond to AI prompts to begin active engagement.
- Complete required revision tasks (thesis statement, topic sentence, body paragraph).
- Develop a more iterative, two-way process for essay writing and revision.

### AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No evidence provided; student did not clarify goals or context for revision.
- **Strategic Planning:** Needs Improvement – No revisions or planning demonstrated.
- **Critical Evaluation:** Needs Improvement – No review or analysis of AI guidance.
- **Independent Editing:** Needs Improvement – No independent revision shown.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Begin revision by clarifying and strengthening the thesis statement and topic sentences to better address the essay question.
2. **AI Collaboration Skills:** Actively engage in the conversation; answer AI questions and reflect on AI feedback to foster meaningful revision.
3. **Overall Improvement:** Approach revision as a process: make changes, seek feedback, and iterate. Communicate goals and uncertainties with the AI for more targeted assistance.

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## INSTRUCTOR NOTES

- The student has not yet begun substantive revisions nor engaged in meaningful AI collaboration. Recommend monitoring student progress and encouraging more active participation in the revision process.

- If student requires additional support with using AI or understanding revision expectations, consider providing targeted guidance or checking in directly.

## 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?

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