

HKBU LANG 0036 Learning Session Report

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Student Email: 21253153@life.hkbu.edu.hk

Student Number: 123456

Section: 1

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 begun the revision process based on the AI assistant's prompt. To move forward, I recommend that you start by identifying and revising the thesis statement in your essay draft. The thesis should clearly state the two main points you will discuss, which are likely the roles of individual actions and government/corporate responsibilities in fighting climate change.

Would you like help rewriting the thesis statement to make it clearer and more focused? If so, please share your current thesis sentence, and I can suggest improvements. This is the first step toward strengthening your essay and improving overall clarity and coherence.

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 presents a clear approach to the prompt, with identifiable main points and some relevant supporting examples about individual and collective responsibility in combating climate change. However, several arguments are underdeveloped.

- Organization: 20/25 - Structure is generally logical: introduction, supporting body paragraphs, and conclusion are present. Paragraphing is appropriate, though transitions and internal logic could be smoother.
 - Vocabulary: 18/25 - Some topic-specific vocabulary (e.g., "green lifestyle," "carbon emissions") is present, but there is limited variety. Some repetitive wording and simple expressions.
 - Grammar: 17/25 - The essay communicates ideas, but sentence structure is simple and errors such as "so is not always working well" and "so it not really enough" are noticeable.
- **Original Essay Total: 75/100**

Revised Essay Scores:

No changes were made to the essay. The revised essay is identical to the original. - Content and Ideas: 20/25 - No improvement. - Organization: 20/25 - No improvement. - Vocabulary: 18/25 - No improvement. - Grammar: 17/25 - No improvement. - **Revised Essay Total: 75/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:**
 - None. There were no changes.
- **Missed Opportunities:**
 - The thesis statement was not revised or clarified.
 - No topic sentences or body paragraphs were developed or revised for clarity or depth.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 1

- **Conversation Quality:** The chat consists of a single instructional prompt from the AI assistant. The student has not responded or engaged in any revision process.

Interaction Scores:

- **In-Depth Conversation:** 1/5 - Only the initial AI prompt is present; there is no student input or dialogue.

- **Critical Review of AI Suggestions:** 1/5 - No interaction, questions, or evidence of acceptance/rejection.

- **Refining Process:** 1/5 - No revisions or iterative refinement took place.

- **Human-AI Interaction Total:** 3/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The initial essay attempts to address both sides of the debate on individual action vs. government/corporate responsibility in climate change.

- Essay contains some relevant supporting examples.

- The structure and paragraphing are present.

Areas for Improvement:

- The student must respond to the AI and engage in the revision process.

- Key revision tasks (thesis statement, topic sentence, body paragraph) remain unattempted.

- Essay would benefit from richer vocabulary, grammatical variety, and clearer argumentative development.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement - No evidence of student input or context offered.
- **Strategic Planning:** Needs Improvement - No revision plan or strategy visible.
- **Critical Evaluation:** Needs Improvement - No questions, choices, or evaluations made.
- **Independent Editing:** Needs Improvement - No independent edits performed.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Respond to AI prompts and actively participate in the revision and discussion process.
2. Revise specific essay components (thesis, topic sentence, body paragraph) as directed and reflect on AI feedback.
3. Practice critical engagement—ask questions, challenge suggestions, and make deliberate editing decisions for deeper learning.

INSTRUCTOR NOTES

Student has not commenced the revision process with the AI. Recommend follow-up and support to prompt active engagement with the revision module. No progress toward learning objectives can be measured until the student interacts with the AI and completes the required revision steps.

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.

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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?

Created by: Dr. Simon Wang, Innovation Officer

Language Centre, Hong Kong Baptist University

simonwang@hkbu.edu.hk