

HKBU LANG 0036 Learning Session Report

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Section: 17

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

Thank you for sharing your work and the chat history. Here's a brief summary to help you complete your training successfully:

Summary of Current Status:

- You have made some good attempts revising your thesis statement, moving toward clearer and more confident language.
- However, your revised thesis is not yet finalized and you have not started revising topic sentences or body paragraphs.
- The chat focused mainly on the thesis statement, without extending to other parts of your essay.
- To complete the training successfully, you will need to:
- Finalize a clear, confident thesis statement that previews your two main points.
- Revise at least one topic sentence that supports the thesis.
- Revise at least one full body paragraph for clarity, coherence, and detail.

Next Steps for You:

1. Finalize the Thesis Statement

Consider one of these revised thesis statements or create a new one based on your essay's focus:

- "While individual actions such as adopting personal green habits have some positive effects, the most impactful way individuals can address climate change is by influencing governments to enact strong environmental policies."
- "Individuals play a vital role in combating climate change primarily through political influence on government policy, while personal lifestyle changes, though less impactful, still contribute to environmental efforts."

Please try writing your final thesis statement now, aiming for confident, clear phrasing that previews both ideas.

2. Revise a Topic Sentence

Choose one body paragraph and rewrite its first sentence so it clearly connects to the thesis and previews the paragraph's main idea.

For example, for the paragraph about influencing government:

- Original topic sentence: "The most important way individuals can help fight climate change is by influencing the government and politicians."
- Revised example: "One of the most effective roles individuals play in addressing climate change is through influencing government policies and political action."

3. Revise a Body Paragraph

Pick one paragraph from your essay and make improvements focusing on:

- Clear topic sentences and supporting details
- Coherence and flow of ideas
- Correct grammar and appropriate word choice

If you like, share your revised thesis statement now, and I can give you feedback to confirm you're ready to move on to topic and paragraph revisions.

Helpful Tips for Your Revision Process:

- Be confident and direct in your thesis. Avoid "I think" and "I believe."
- Make sure each topic sentence clearly supports your thesis.
- Use examples and explanations in your body paragraphs to support your points fully.
- Review grammar and word choice carefully to improve clarity and professionalism.
- Ask yourself why and how individual actions matter, especially compared to government and companies, to deepen your analysis.

You are making progress! When you're ready, please share your final thesis statement or draft revisions for the topic sentence or paragraph. I'm here to help you with detailed feedback to complete your training successfully.

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 STATUS

Task Completion Check: - 1. Revised the thesis statement: **In progress** (multiple attempts, but no finalized revision posted nor confirmation from AI). - 2. Revised one of the topic sentences: **Not completed** - 3. Revised one of the body paragraphs: **Not completed**

Status:

Student has not completed all required revision tasks. Revision efforts for the thesis statement are underway, but topic sentence and body paragraph revisions have not started or were not submitted.

ESSAY WRITING ASSESSMENT

Assessment pending: Student has not provided a completed revised essay version addressing thesis, topic sentence, and body paragraph changes. A full essay evaluation cannot be conducted at this stage.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges:** 7 exchanges (AI: 4, Student: 3)
- Conversation Quality:** The conversation is focused on guiding thesis statement revision. The AI provides scaffolding and formative feedback. The student responds with two draft revisions and attempts to follow prompts. Depth of interaction is limited to the thesis statement.

Interaction Scores:

• **In-Depth Conversation:** 2/5

The conversation consists of 7 exchanges focused exclusively on the thesis statement revision, with some guided prompts and multiple student attempts. It remains basic and lacks exploration beyond this single aspect; topic sentences and paragraphs are not discussed.

• **Critical Review of AI Suggestions:** 2/5

The student accepts guidance but does not show evidence of evaluating or challenging suggestions. Multiple AI prompts request active thinking, but the student does not express justification for choices or revise based on critique independently.

• **Refining Process:** 2/5

There is some iteration on the thesis, but not a full revision cycle nor multiple meaningful cycles. No evidence of strategic planning for further essay improvements beyond thesis work.

Human-AI Interaction Total: 6/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to engage in the revision process (student attempts two thesis rewrites).
- Openness to feedback (student responds to multiple AI guiding prompts).
- Basic understanding of revision goals (focuses on clarifying thesis statement).

Areas for Improvement:

- **Depth of Revision:** Must address topic sentences and body paragraphs, not only thesis.
- **Critical Engagement:** Should ask questions or provide reasons for choices made in revision.
- **Essay Completion:** Needs to complete required drafts and send revised essay for full assessment.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student did not specify essay goals or challenges.
- **Strategic Planning:** Needs Improvement – No planning for broader essay revision or sequencing expressed.
- **Critical Evaluation:** Needs Improvement – No evidence of questioning/reasoning, revisions only surface-level.
- **Independent Editing:** Needs Improvement – Student largely relies on AI prompts and does not attempt independent structural editing.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Essay Writing Skills:

2. Complete all required revision steps (thesis, topic sentence, paragraph).

3. Apply suggestions from AI to full essay rather than isolated sentences.

4. AI Collaboration Skills:

5. Be proactive: ask questions, explain your choices, and reflect on AI feedback.

6. Provide more context and goals for your revision to enable better AI support.

7. Overall Improvement:

8. View revision as a multi-step process; plan changes before drafting and reflect after editing.

9. Submit full drafts and document your revision process for comprehensive assessment.

INSTRUCTOR NOTES

- Student is engaged and attempts thesis revision but needs additional support in critical thinking and holistic essay revision.

- Recommend further guided practice focusing on strategic planning for paragraph and topic sentence revision.

- Encourage student to articulate reasoning and ask for more detailed feedback during AI interaction.

- Student would benefit from a checklist or visual workflow of required revision steps.

Progress Status:

Not finished. Training incomplete at this stage; recommend intervention and structured support for student to complete all required revision tasks and engage more critically in collaborative AI revision practice.

■■■ 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. While personal green lifestyle choices have some positive effects, individual actions are most effective when they influence governments to enact strong environmental policies in the fight against climate change.

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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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 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 start with **Step 1: Thesis Statement Revision**.

Your current thesis statement is:

"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."

Feedback:

- Your thesis does share your viewpoint and recognizes both sides, which is good!
- It could be clearer about answering the essay question directly. The question is about how much individual actions matter in fighting climate change compared to government or company actions.
- Try to directly preview your main points (government influence and green habits).
- Avoid "I think" or "I believe" for stronger, more confident language.

Guiding Questions:

- Does your thesis tell the reader exactly what the essay will argue?
- Can you make the comparison between individual actions and larger entities clearer?

Would you like to try revising your thesis statement now? Aim for a version that confidently summarizes both sides and hints at the structure—mentioning influencing government and making personal lifestyle changes. Let me know your revision, and we'll look at it together!

You:

I believe can influence the government, but at the same time, personal green lifestyle choice

Assistant:

Nice start! You're focusing on the two key ideas: citizen influence on government, and personal green lifestyle choices. Let's make your thesis even stronger by:

- Removing "I believe"—so it sounds more confident and academic.
- Clarifying the comparison between individual actions and the actions of governments/companies.
- Previewing both main arguments for the essay.

Here's a guiding prompt:

Try to answer: "To what extent do individual actions matter, compared to government and company actions, in fighting climate change?" and directly mention both influencing government and lifestyle choices.

Would you like to try rewriting your thesis statement now, using these suggestions? Remember to be confident, specific, and clear. Let me know your revision and we'll review it together!

You:

I confirm citizens can influence the government, but at the same time, personal green lifestyle choices are less impactful than larger entities clearer like governments can make strong decisions for the environment

Assistant:

Good effort on your revision! You've made the comparison clearer and avoided personal language—good progress. Here are some small suggestions to make it even stronger:

- Try turning your thesis into a direct, confident statement (not "I confirm...")
- Use topic-specific words: "individual actions," "government decisions," "impact," etc.
- Preview your two supporting points: influencing government, and personal lifestyle choices

Let's focus your thesis.
Some guiding questions:

- Do you clearly state which actions are more important for fighting climate change?
- Does the thesis hint at how both influencing government and making personal lifestyle changes matter?

You might try a version beginning with:

"While personal green lifestyle choices have some positive effects, individual actions are most effective when they influence governments to enact strong environmental policies in the fight against climate change."

Or, if you prefer, you could structure it like:

"Individual actions, especially those that influence government decisions, play a crucial role in addressing climate change, while personal lifestyle changes, though less impactful, still contribute to the overall effort."

Would you like to try revising your thesis statement again, making it confident, clear, and previewing both ideas? (You can use some of the phrases above if helpful, but put it in your own words.) Share your new thesis statement and I'll check if you're satisfied before we move to the next step!