

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-12 17:57:36

Student Email: 25286641@life.hkbu.edu.hk

Student Number: 25286641

Section: 21

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 chat history and your draft work. Here is a precise summary of your training assessment based on the interaction and the writing progress you demonstrated:

TRAINING PROGRESS REPORT

Completed:

- Revised thesis statement demonstrating good development from a hedged, lengthy draft to a clearer, more concise, and confident version in both English and Chinese.
- Engaged well with AI feedback to improve clarity, specificity, and academic tone of the thesis.

Partial/In-progress:

- Topic sentence revision for the second body paragraph was initiated; you requested revision help and received suggestions. However, no fully revised topic sentence was submitted by you before moving on. The AI suggestions focused on clarifying how individuals influence policy decisions, but final student revision was incomplete.
- Worked on revising individual sentences within the second body paragraph (examples, explanations, acknowledging government action limits), showing good sentence-level improvements and incorporation of specific local context (e.g., green peacock case, Chinese policy process).
- No cohesive revised full paragraph submitted; paragraph-level synthesis and flow remain unaddressed.

Not Completed:

- Fully revised topic sentence for the second body paragraph.
- Full revision and submission of a complete second body paragraph integrating all sentence-level edits.

HUMAN-AI INTERACTION ANALYSIS

- The conversation showed focused, substantive exchanges around thesis revision and sentence-level editing.
- The student took initiative, asked for modeling and examples, and was willing to apply feedback iteratively at the thesis and sentence levels.
- However, the student did not fully take responsibility for completing all required revision tasks (topic sentences and paragraphs).

- The student accepted AI suggestions but seldom demonstrated deeper critical engagement, such as justifying edits or challenging AI advice.
- Technical issues with server errors interrupted the flow several times, possibly affecting deeper collaboration continuity.

OVERALL PERFORMANCE SUMMARY

Strengths:

- Clear progress on thesis statement refinement with multiple drafts and bilingual versions.
- Openness to AI guidance and iterative revision practice.
- Effective sentence-level editing within body paragraphs, including context-specific examples.

Areas for Improvement:

- Complete the full revision cycle for all required tasks: submit fully revised topic sentences and integrate sentence edits into coherent paragraphs.
- Engage in more critical thinking about AI feedback: ask clarifying questions, explain why suggested changes are accepted or rejected.
- Develop paragraph-level coherence and cohesion by synthesizing sentence improvements into a unified whole.
- Plan revision steps explicitly, signaling strategies and goals for each writing phase.

RECOMMENDATIONS

Task Completion: Prioritize finishing all stages — thesis, topic sentence, and paragraph revision — and submit your full revised versions to demonstrate comprehensive progress.

Critical Engagement: When receiving AI feedback, actively question and reflect on suggestions. Explain your reasoning to deepen understanding and independent editing skills.

Paragraph Development: Practice synthesizing improved sentences into logically connected paragraphs with clear progression of ideas and unified focus.

Technical Workflow: Report technical interruptions when possible, and recover sessions promptly to maintain momentum and collaboration quality.

INSTRUCTOR NOTES

- Encourage the student to focus on submitting fully revised topic sentences and paragraphs next. Partial sentence edits do not meet the full assignment expectations.

- Advise the student to reference rubric criteria explicitly during revision to help them self-assess completeness and quality.
- Support the student in developing critical feedback skills that go beyond accepting AI advice, fostering independent writing judgment.
- Monitor technical disruptions and provide troubleshooting or rescheduling support as needed.

Summary:
The student shows solid ability and engagement at the thesis level and with sentence revisions but has not completed key revision tasks involving topic sentences and paragraph-wide editing. Future work should emphasize full-task completion and deeper critical reasoning during human-AI collaboration.

Please let me know if you want help preparing specific feedback messages for the student or additional actionable guidance!

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: AI COLLABORATION & WRITING REVISION

Task Completion Check:

- **Revised Thesis Statement:**   Clear evidence of revision with multiple drafts and incorporation of feedback.

- **Revised Topic Sentence:** ■ The process for revising a topic sentence was started, including feedback and suggestions, but there is no clear evidence of a fully revised topic sentence submitted by the student before moving on.
- **Revised Body Paragraph:** ■ The student worked on individual sentences and supporting details in the second body paragraph, but did not submit a fully revised paragraph version, nor show revision of an entire body paragraph.

Result: Not all required tasks completed—progress status: **not finished**.

AI COLLABORATION SKILLS: EVIDENCE & ANALYSIS

Task 1: Thesis Statement Revision

- **Student located and revised the thesis statement,** moving from a hedged, lengthy version to a concise one that clearly previews the essay structure and main points (English and Chinese versions provided).
- **Engagement with feedback:** The student responded to targeted guidance, tried their own versions, and accepted further suggestions, demonstrating iterative collaboration and openness to language refinement.

Task 2: Topic Sentence Revision (Partial)

- **Initiation of revision process:** The student pasted the original topic sentence and requested revision, with the AI providing detailed feedback and modeling a higher academic style.
- **Student's next steps:** The student acknowledged feedback and asked for examples, but did not submit a revised topic sentence before transitioning to sentence-level work in the body paragraph.

Task 3: Body Paragraph Revision (Partial)

- **Sentence-level editing:** The student moved quickly to support sentences, revising individual examples and explanations (e.g., sustainability cases, limitations in policy impact).
 - **Lack of holistic revision:** There is no evidence the student incorporated the improvements into a fully revised paragraph, nor provided a cohesive, revised paragraph in the chat.
-

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 32 (including system error messages)
- **Conversation Quality:**
 - Substantive exchanges focused on thesis and sentence revision.
 - Occasional technical interruptions (server errors) hampered continuity.
 - The student often requested direct help and accepted feedback.
 - Attempts at deeper collaboration, especially in conceptualizing thesis and target paragraph ideas.

Interaction Scores:

- **In-Depth Conversation:** 3/5
Justification: Active engagement across several topics, including thesis revision and sentence-level edits. However, lacking sustained multi-turn back-and-forth on full paragraph cohesion or higher-level rhetorical strategy.
- **Critical Review of AI Suggestions:** 3/5
Justification: The student asked for feedback, tried revisions, and considered suggestions, but did not display deep rationale for accepting/rejecting advice, nor challenge the AI or ask follow-up clarification.
- **Refining Process:** 3/5
Justification: Multiple drafts and responses at the thesis level; some iterative work on supporting sentences. Did not fully cycle through revision of topic sentences or paragraphs.
- **Human-AI Interaction Total:** 9/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Active participation in thesis development** (evidence: multiple versions and feedback incorporation)
- **Willingness to accept and apply AI feedback** (evidence: asked for examples, submitted multiple drafts)
- **Engaged with specific sentence-level advice** (evidence: revising details in body paragraph, attempting to add local context and examples)

Areas for Improvement:

- **Complete revision cycles for required tasks** (recommendation: always finalize and submit revised topic sentences and full paragraphs)
- **Deeper critical engagement with feedback** (recommendation: ask clarifying questions, challenge or justify suggestions)
- **Synthesize revisions at a paragraph level** (recommendation: focus not just on sentences but coherence and progression in entire paragraphs)

AI Collaboration Skills Assessment:

- **Context Provision:** Good – student referenced local Chinese policy process and linked examples, but could connect more explicitly to course objectives or learning outcomes.
- **Strategic Planning:** Developing – followed AI prompts but did not plan or signal clear revision strategy for all tasks.
- **Critical Evaluation:** Developing – made changes based on feedback but did not robustly analyze, question, or justify choices.
- **Independent Editing:** Needs Improvement – relied on AI suggestions for sentence improvement; did not complete full, independent edits as required for topic sentence and paragraphs.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Finish full revision cycles for thesis, topic sentences, and body paragraphs; always submit revised versions to demonstrate progress.
2. **AI Collaboration Skills:** Don't hesitate to ask "why" the AI suggests certain changes; explain your own choices and reflect on whether advice fits your ideas.

3. **Overall Improvement:** Synthesize sentence-level edits into coherent, cohesive paragraphs and final essays; practice reading drafts aloud for flow and argument clarity.

INSTRUCTOR NOTES

- Encourage the student to complete required revision tasks in full: not just sentences, but topic sentences and body paragraphs.
- Suggest that the student reference rubric criteria during revision, and explicitly justify changes or refusals of AI suggestions to build critical reasoning.
- Watch for technical issues interrupting process—provide guidance for reengaging when errors occur.

Progress status: not finished. Completion of topic sentence and paragraph revision remains outstanding. Student shows solid engagement at thesis level and willingness to revise with AI guidance; future work should emphasize full-task completion and deeper critical reasoning.

■■■ 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.

Individuals can have a significant impact on climate change by influencing government policy decisions. 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 democratic nations, citizens may advocate for policy decisions through means such as marches and demonstrations. For instance, in the case of protecting the green peacock's habitat in Yunnan, environmental organizations filed a public interest lawsuit that directly influenced the court's ruling, safeguarding the critical habitat of this endangered species. This shows that public opinion and pressure from normal people can have a big effect, even if individuals alone do not have much power. However, due to limitations in administrative and judicial efficiency, not all initiatives can be adopted. For instance, in China, individuals must submit policy proposals through representatives of the National People's Congress.

Although individual lifestyle changes may have limited impact on climate change compared to policy measures, they still play an important role in promoting environmental sustainability. 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.

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 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.

Assistant:

■■ Error connecting to server.

You:

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.

Assistant:

Great! Let's start with **Step 1: Thesis Statement Revision.**

You've shared your current thesis statement:

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.

Feedback:

- **Clarity:** Your thesis covers your main opinion (you partly agree) and mentions both influencing government and personal choices.
- **Strength:** It's a bit long and could be more direct. Try to use more confident, precise language (avoid "I believe" or "I also think").
- **Focus:** It could preview the structure a bit more clearly, which helps your reader know what points you'll discuss.

Suggestions:

- Clearly state your position.
- Briefly mention both main ideas (influencing government, personal green choices).
- Use confident language (don't hedge too much).

Would you like to try rewriting your thesis statement now, using this feedback? For example, start by making it a bit more concise and direct. (Remember: Don't use phrases like "I think" or "maybe.")

You:

can you write a better one for me

Assistant:

Thank you for asking! Before I provide an example, I want to encourage you to try revising your thesis statement yourself first, using the feedback given. This is a great way to build your confidence and skills!

Here are some guiding questions:

- Can you summarize your viewpoint in one clear sentence?
- Can you briefly mention both the influence on government and the impact of personal choices?
- Can you remove phrases like "I believe" or "I think," using stronger language?

You might start with:

"While individual actions may have less impact than government or corporate measures..."

Would you like to try rewriting your thesis statement based on these suggestions? Let me know when you're ready, and I can help further!

You:

Although the impact of individual actions may be smaller than that of government or corporate measures, individual actions can still play a role at the micro level.

Assistant:

That's a great start! You've made your thesis statement more concise and direct, and you've avoided hedging language. Well done!

Let's make sure it fully fits the assignment requirements by fine-tuning just a bit more.

Feedback and suggestions:

- Strong start: You clearly state the comparison between individual and larger actions.
- Consider specifying the two key ways individuals contribute, as you do in your essay (influencing government + making personal choices).
- "At the micro level" is good, but can you make it more specific? For example: "through influencing government policies and making sustainable lifestyle choices."
- Make sure the reader can see what your two main points are.

Would you like to revise your thesis again to include both ideas more specifically and preview your essay structure a bit more? For instance, you could try reorganizing your sentence or adding a clause about the two areas of individual impact.

Let me know when you've got your next draft! (If you'd like an example, just ask—but I encourage you to try it yourself!)

You:

Assistant:

Great effort on your revised thesis statement! I see you're writing in Chinese, so I'll respond in English, but let me know if you want feedback in Chinese.

Your revised thesis is:

“

Feedback:

- **Clarity:** This statement is clear and direct. Well done!
- **Preview of Structure:** You mention both key points—policy influence and personal choices—which helps show the structure.
- **Confident Language:** Excellent job using strong language without hedging.

To align even more with academic writing in English, you could:

- Specify *how* individuals can influence government (for example, "through advocacy").
- Consider mentioning that sustainable choices, even if less impactful, still play a role. But your statement does cover this generally!

Confirming:

Are you satisfied with this thesis statement as your main claim for the essay?

If yes, let's move to Step 2! If you'd like to try a slightly revised version in English, let me know.

Next step:

Which body paragraph would you like to work on—paragraph 2 (about influencing government) or paragraph 3 (about personal green choices)? Please paste that paragraph's topic sentence here, and we'll focus on revising it.

You:

Although the impact of individual actions may be smaller than that of government or corporate measures, they can still play a role in influencing policy decisions and making personal choices.

Assistant:

Excellent work! Your revised thesis statement:

"Although the impact of individual actions may be smaller than that of government or corporate measures, they can still play a role in influencing policy decisions and making personal choices."

Feedback:

- **Clarity:** Very clear and easy to understand.
- **Specific Structure:** Nicely highlights the two ways individuals contribute (influencing policy and making choices).
- **Confident Language:** The language is strong and precise.

If you are satisfied with this version, we can move on. Just let me know!

Step 2: Topic Sentence Revision

Which body paragraph would you like to work on next?

- Paragraph 2 (about individuals influencing government)
- Paragraph 3 (about personal green choices)

Please tell me which one you'd like to improve, and paste the topic sentence of that paragraph here. We'll work first on making sure the topic sentence links clearly to your new thesis!

Let me know when you're ready.

You:

■■■■■■■■■

Assistant:

■■ Error connecting to server.

You:

■■■■■■■■■The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

■■ Error connecting to server.

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

■■ Error connecting to server.

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

■■ Error connecting to server.

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

■■ Error connecting to server.

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

■■ Error connecting to server.

You:

The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

Great! Now we're working on **Step 2: Topic Sentence Revision** for your chosen body paragraph:

"The most important way individuals can help fight climate change is by influencing the government and politicians."

Feedback:

- **Connection to the Thesis:** This sentence does connect to the thesis by focusing on one of the key roles individuals play—policy influence.
- **Clarity & Specificity:** The phrase "the most important way" is strong, but you could clarify *how* individuals can influence the government (for example: "through advocacy, voting, or public pressure").
- **Link to Thesis:** To make the link to your thesis even stronger, consider using similar wording or referencing the specific idea from your thesis ("influencing policy decisions").

Guiding questions:

- Can you mention *how* individuals influence government policy?
- Does this topic sentence clearly show that you'll discuss the impact of individual influence on policy?
- Can you use the words "policy decisions" or "government action" for stronger connection?

Prompt:

Would you like to try revising your topic sentence now, using these suggestions?

For example, you might start with:

"Individuals can have a significant impact on climate change by influencing government policy decisions..."

Let me know your revised topic sentence (in your style) and we'll move on to the rest of the paragraph!

You:

revise the sentence: In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions.

Assistant:

Great job on moving forward! You're now working on refining a supporting sentence from your chosen paragraph.
Here's your original sentence:

In some countries, people have joined together and forced their leaders to make new rules about plastic or cutting carbon emissions.

Guidance and Suggestions:

Clarity: "Cutting carbon emissions" and "new rules about plastic" should be more specific or parallel in structure.

Vocabulary: Instead of "forced," consider "encouraged," "pressured," or "influenced," which is more academic and precise.

Detail: Can you mention "environmental policies" or specify the actions (like "bans" or "regulations")?

Cohesion: Try connecting back to your topic sentence about influencing policy.

Guiding questions for revision:

- Can you change "forced" to a more academic word like "encouraged" or "influenced"?
- Can you make "cutting carbon emissions" and "plastic" more parallel? (e.g., "passed laws regulating plastic use and reducing carbon emissions")
- Can you specify what kind of policies were implemented?

Prompt:

Would you like to try revising this sentence now, based on the suggestions above?
Let me know your version and I'll help you develop it further!

You:

In democratic nations, citizens may advocate for policy decisions through means such as marches and demonstrations. For instance, in the case of protecting the green peacock's habitat in Yunnan, environmental organizations filed a public interest lawsuit that directly influenced the court's ruling, safeguarding the critical habitat of this endangered species.

Assistant:

Excellent choice! You've given a much more specific and relevant supporting example for your paragraph, connecting individual action to real policy impact with the green peacock case in Yunnan.

Let's **revise and review the rest of your paragraph for clarity, unity, and coherence**, now that your topic sentence and this supporting detail are improved.

1. Supporting Sentences—Relevance & Expansion

Ask yourself: Do all the supporting sentences clearly relate to how individuals influence government policy, following your revised topic sentence?

Example:

Are previous supporting sentences (e.g., about voting, protests, public opinion) directly supporting your main idea?

Do you explain *how* individual or collective actions lead to new policies or government decisions?

2. Evidence and Explanation

Guiding question: Is it clear to your reader *why* these individual actions are effective?

As in your example, can you expand a little on *why* the court responded to public advocacy in the Yunnan case?

3. Logic & Cohesion

Do you use linking words or phrases to connect each supporting sentence?

Do all your ideas flow logically from the topic sentence to the example to any concluding comment?

PROMPT:

Would you like to try revising the rest of this paragraph using these guiding questions? (If you want to focus on beginning or ending sentences, or if any part feels unclear, let me know which!)

Extra hint:

Try reading your paragraph aloud. Does each sentence make sense as a step in your argument about influencing government policy? Do you need to clarify, expand, or reorganize any part?

Let me know your revised version or if you have any specific sentence you're unsure about—I'll help you polish it!

You:

But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well. Try

Assistant:

Great! Let's work on improving this sentence together, keeping in mind clarity, precise vocabulary, and unity with the topic sentence about how individuals influence government policy.

Original sentence:

But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well.

Guidance and Suggestions:

- Use more academic language (e.g., "may" instead of "maybe").
- Make the meaning clear: Sometimes governments do not take significant action, even when people pressure them.
- Link the idea back to the main point—sometimes individuals' influence is limited.
- Watch subject-verb agreement ("the government may just listen a little and not take strong action, so it does not always work well").

Prompt:

Would you like to try revising this sentence to make it more formal and clear?

Think about:

- How to explain that governments might not take meaningful actions right away.
- Using precise, academic vocabulary.

Try your revision, and I can help you refine it further!

You:

However, due to limitations in administrative and judicial efficiency, not all initiatives can be adopted. For instance, in China, individuals must submit policy proposals through representatives of the National People's Congress.

Assistant:

■■ Error connecting to server.

You:

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.

Assistant:

Excellent! You've given the topic sentence for your third paragraph:

"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."

Feedback on your original topic sentence:

- **Clarity:** It introduces the general idea that individuals can act in their personal lives.
- **Connection to Thesis:** It doesn't clearly connect to the specific point you made in your thesis (about individuals affecting climate change through their personal choices, even if less impactful).
- **Academic Tone:** "Small changes" is fine, but consider using more academic or precise vocabulary, like "sustainable lifestyle choices" or "eco-friendly habits".
- **Preview:** You could signal that these actions, though less significant than government actions, still matter.

Guiding questions for revision:

- Can you include words like "sustainable choices" or "green lifestyle habits" to show it's about climate-positive behavior?
- How could you echo your thesis—that these actions are less impactful, but still meaningful?
- Could you set up the contrast with government/corporate action directly?

Prompt:

Would you like to try revising your topic sentence now, using these suggestions to make the connection to your thesis even clearer?
(For example: "Although individual lifestyle changes may have limited impact on climate change compared to policy measures, they still play an important role in promoting environmental sustainability.")

Go ahead with your own version, and we'll fine-tune it together!