

# HKBU LANG 0036 Learning Session Report

Generated: 2025-11-12 15:12:22

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Section: 19

## 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

Here is a suggested next step to help complete your training requirements:

### Suggested Revised Thesis Statement

Try combining your two main ideas into one clear, confident sentence like this:

*"While individual green lifestyle choices may be less impactful than government action, citizens play a vital role both by influencing governments and by making environmentally responsible decisions themselves."*

### How to Proceed Next

1. **Incorporate your revised thesis** into a new version of your essay introduction.

2. Replace the original thesis with your new sentence.

Ensure it flows naturally with your previous introduction sentences.

**Move on to revising a topic sentence** in one of your body paragraphs.

5. Pick one paragraph and focus on its first sentence.

Aim to make it clearer, more focused, and aligned with your revised thesis.

**Revise at least one body paragraph** for coherence and development.

After revising the topic sentence, improve the paragraph by clarifying ideas and improving transitions.

**Engage with the AI assistant actively** during these revisions—ask for feedback on topic sentences and paragraphs, not just the thesis. This will demonstrate a more iterative, multi-level revision process.

Let me know when you're ready to proceed with revising your topic sentence or if you want me to help generate suggestions. This way, you can advance toward completing the required tasks and receive targeted guidance on each step!

## Grading Result (Hidden from students)

not finished

## STUDENT ASSESSMENT REPORT

**Course: LANG 0036 - Enhancing English through Global Citizenship**

**Module: AI for Revising Essays**

## STUDENT TRAINING PROGRESS REPORT (AI Collaboration Emphasis)

### Task Completeness Check

Upon reviewing the essay drafts and chat history, the following required revision tasks were assessed:

1. Revised the thesis statement: IN PROGRESS

2. The student identified and began revising the thesis statement, making attempts to clarify and strengthen it, but there is no evidence that the revised thesis was integrated into a new essay draft.

3. Revised one of the topic sentences: NOT COMPLETED

4. No indication or explicit revision of any topic sentence in either the chat history or the essay drafts.

5. Revised one of the body paragraphs: NOT COMPLETED

6. No changes or edits applied to any body paragraph based on either essay draft comparison.

**Overall status: not finished**

(The student has started working on the thesis statement revision with support from the AI assistant but has not yet completed all required tasks.)

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## Human–AI Collaboration Evaluation

### Evidence from Chat History

- Engagement & Initiative:**

The student participated in an extended dialogue about the thesis statement. Exchanges included identification, reflection, and initial revision attempts.

- Responsiveness to Feedback:**

The student responded to targeted AI feedback and attempted to revise language for confidence and clarity, demonstrating openness to suggestions.

- Critical Dialogue:**

The student has not yet shown evidence of critically engaging with AI suggestions beyond thesis revision or moved to tackle topic sentences or paragraphs.

### Collaboration Rubric Snapshot

Criteria   Evidence and Score   ----- -----	In-Depth Conversation with AI   3/5 – Adequate depth focused exclusively on thesis; limited breadth.	Critical Review of AI Suggestions   3/5 – Some evaluation and independent revision attempts for thesis.	Refining Process   2/5 – Minimal iterative revision (thesis only), no evidence of further cycles.
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Total Human-AI Interaction Score: 8/15

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## Summary of AI Collaboration Strengths & Recommendations

**Strengths:** - Actively communicated with AI, seeking to understand thesis requirements. - Incorporated AI feedback into a partial thesis revision.

**Areas for Improvement:** - Needs to expand revision process to topic sentences and body paragraphs. - Should demonstrate a more iterative, multi-step revision process. - Could engage in deeper critical analysis of AI suggestions, especially beyond thesis statement.

**AI Collaboration Skills Assessment:** - **Context Provision:** Good (student understood revision purpose and shared thesis) - **Strategic Planning:** Needs Improvement (no evidence of planning revisions for rest of essay) - **Critical Evaluation:** Developing (some independent revision for thesis, limited to one area) - **Independent Editing:** Needs Improvement (has not independently revised other sentences/paragraphs)

## Recommendations for Future Development

### 1. Essay Revision Tasks:

2. Complete all steps: Revise topic sentences and at least one body paragraph, not just the thesis statement.

### 3. AI Collaboration Skills:

4. Engage in multi-level critical review of AI suggestions, challenge or discuss their rationale, especially for paragraph-level structure and ideas.

### 5. Revision Strategy:

6. Embrace an iterative approach: Make revisions, reflect, consult with AI, and continue improving across essay sections.

## Instructor Notes

- Student demonstrates active engagement and initial progress on thesis revision but has not completed all required training tasks.
- Recommend targeted follow-up to ensure the student understands expectations for topic sentences and paragraph revision.
- Encourage student to deepen their critical engagement and iterative revision practices for full developmental benefit.

**Status:** not finished

(Resubmit after revising thesis, at least one topic sentence, and one body paragraph, with corresponding collaboration in the chat.)

## ■■■ 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.

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 a problem. Or maybe only a few people do green things but most people don't change, so it's 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 also think that personal green lifestyle choices, while less impactful, still have a role to play.

**Assistant:**

Great work on your draft! Let's begin with **Step 1: Thesis Statement Revision**.

Could you please share your current thesis statement? If you're unsure which sentence makes up your thesis, it's usually found at the end of your introduction and should clearly express your main position on the topic.

Once you share it, I'll offer feedback and guide you through revising it for focus, clarity, and confident language. Let me know when you're ready!

**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:**

Thank you for sharing your 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."

Here's some feedback to help you improve your thesis:

**Clarity & Focus:**

- Your thesis shows your position ("partly agree"), but it is a bit long and could be made more focused.
- The sentence is quite complex—splitting it or simplifying the structure could make it clearer.
- "Personal green lifestyle choices" is a good phrase, but "I also think" could sound less confident.

**Confident Language:**

- Try to avoid "I believe" or "I also think". Instead, state your opinion directly.
- Use words that show certainty (e.g., "play a significant role" instead of "still have a role to play").

**Preview of Main Points:**

- A strong thesis often previews the main points you'll discuss (here: citizen influence on governments, and individual green actions).

Would you like to try revising your thesis statement now using these suggestions?

Remember: Make it clear, confident, and briefly mention the two key areas you'll discuss. If you get stuck, I can offer an example or more hints!

**You:**

I partly agree with this idea because citizens can still influence the government, which is very important. Although personal green lifestyle choices is less impactful, individuals still have a significant role to play.

**Assistant:**

Great job taking my feedback and creating a more confident and clear thesis, and it's excellent that you separated the ideas into two sentences for clarity!

Here's some focused feedback on your revised thesis:

**Clarity & Structure:**

- The main points ("citizens can still influence the government" and "individuals still have a significant role to play") are well-presented.
- The thesis is now split into two sentences, but combining the ideas into one precise sentence would increase cohesion and show the relationship between your two arguments even more clearly.

**Language:**

- "Although personal green lifestyle choices is less impactful" → "choices **are** less impactful" (subject-verb agreement).
- Try to avoid beginning a thesis with "Although...", unless you are joining it directly to your main claim; otherwise, it feels incomplete.

**Preview:**

- You mention both the influence on government and individual actions, which is good!

**Suggestion:** Try combining the two ideas in one clear, confident sentence. For example: "While individual green lifestyle choices may be less impactful than government action, citizens play a vital role both by influencing governments and by making environmentally responsible decisions themselves."

**Your Turn:** Would you like to try writing your revised thesis again, using this advice and correcting the small grammar point? Take your time!