

HKBU LANG 0036 Learning Session Report

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Section: 12

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 the detailed assessment report and chat history. Based on the provided information, it appears the student chose to "pretend" revisions using placeholders rather than submitting actual revised text during the staged revision steps of thesis statement, topic sentence, and body paragraph.

If you would like, I can support by drafting concrete examples of how to revise each component genuinely, to illustrate the kind of real revisions the student ought to make. This can help the student understand the depth and quality of revision expected.

Would you like me to:

1. Provide a model revised thesis statement based on the original draft?

2. Suggest improved topic sentences for the two body paragraphs?

3. Offer a fully revised version of one body paragraph to demonstrate clarity, organization, formal language, and evidence integration?

Alternatively, I can also help draft prompts or scaffolded revision steps to encourage the student to engage more authentically with the revision process.

Please let me know how to assist you best!

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

Status: The student has NOT completed all required revision tasks (thesis statement, topic sentence, body paragraph).

- Revised thesis statement? **No evidence of actual revision; only placeholder text ("bla bla bla ...") and intent to pretend.**
- Revised a topic sentence? **No evidence of actual revision; only placeholder.**
- Revised one of the body paragraphs? **No evidence of actual revision; only placeholder.**

Progress status: **not finished**

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 20/25 – The essay addresses the prompt directly, demonstrates basic awareness of the issue, and presents two main points (citizen influence and personal choice). Some ideas are developed but not fully supported or analyzed.
 - Organization: 18/25 – Paragraphs are present and there is progression, but transitions and flow are occasionally unclear. Some sentences are disorganized.
 - Vocabulary: 17/25 – Vocabulary is generally adequate; occasional informal phrasing and lack of topic-specific terms (e.g., "so is not always working well").
 - Grammar: 16/25 – Errors in agreement, tense, and structure reduce clarity (e.g., "so nothing happen," "maybe just listen a little").
- Original Essay Total: 71/100**

Revised Essay Scores:

- Content and Ideas: 14/25 – Only placeholders (“bla bla bla ...”) and limited actual revision. No evidence of new or strengthened ideas.
- Organization: 14/25 – No meaningful changes; only simulated structure.
- Vocabulary: 14/25 – Only placeholder language.
- Grammar: 14/25 – Only placeholder language; cannot demonstrate improvement.
- **Revised Essay Total: 56/100**

Essay Improvement Analysis:

- **Overall Improvement: -15 points (decline)**

- **Key Improvements Made:**

- None; no actual revisions submitted.

- **Missed Opportunities:**

- Did not revise thesis statement

- Did not revise any topic sentences

- Did not revise a body paragraph in full

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 9

- **Conversation Quality:** The student followed the staged process but opted for simulated ("pretend") revision at each step, using placeholder text ("bla bla bla"). No actual content interaction or revision cycles occurred.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – The conversation demonstrates participation in a staged process but uses placeholders and does not contain substantive or insightful exchanges. No real questions about language, structure, or ideas.

- **Critical Review of AI Suggestions:** 1/5 – The student did not critically review or respond to any AI suggestions; only acknowledged and skipped steps.

- **Refining Process:** 1/5 – No evidence of iterative refinement. Each revision request was met with a placeholder response.

- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to engage in staged revision steps (though superficially)
- Basic ability to identify relevant essay components (e.g., thesis statement location)
- Initial understanding of the essay prompt (from original draft)

Areas for Improvement:

- **Actual Revision:** Must demonstrate substantive revision of thesis, topic sentence, and at least one body paragraph.
- **Collaboration:** Should interact more deeply and critically with AI feedback, asking clarifying questions and engaging in meaningful revision cycles.

- **Language & Structure:** Needs improvement in grammar, academic vocabulary, and coherence.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Provided essay components but did not specify goals or desired outcomes for revision.
- **Strategic Planning:** Needs Improvement – Stepped through the process, but chose to “pretend” rather than strategize actual revisions.
- **Critical Evaluation:** Needs Improvement – No critical engagement with AI feedback.
- **Independent Editing:** Needs Improvement – No evidence of independent textual improvement.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Complete genuine, step-by-step revisions using specific feedback rather than placeholders. Focus on clarity, academic language, and organization.
2. **AI Collaboration Skills:** Engage with the AI assistant by asking meaningful questions, considering feedback critically, and providing draft text for real-time revision.
3. **Overall Improvement:** Aim to complete all module steps using actual essay writing to demonstrate growth in both English proficiency and responsible collaboration with AI.

INSTRUCTOR NOTES

- The student has not met minimum requirements for this module. Please remind the student to submit substantive revisions and actively engage with the revision process.
- Recommend a follow-up tutorial on how to use AI to enhance critical thinking and writing, rather than simulating completion.
- Consider one-on-one guidance if genuine writing improvement does not occur in subsequent sessions.

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. bla bla bla (revised thesis statement here)

revised topic sentence bla bla bla ...When many citizens demand better environmental laws, governments are more likely to act. revise the rest of body paragraph #1 ...

revised topic sentence bla bla bla ... 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:

Great! Let's begin Step 1 — Thesis Statement Revision.

Step 1: Thesis Statement Revision

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."

Feedback:

- **Clarity:** Your thesis is mostly clear, but it can be more direct in answering the essay question.
- **Strength:** It is somewhat long and a bit complicated. It could be more concise and confident.
- **Focus:** The main points (influence on government & personal choices) are included—this is good! However, "I partly agree" and phrases like "I think" may weaken your statement.

Tips for a Strong Thesis:

- State your position clearly and confidently (avoid "I think", "maybe", "I partly agree").
- Preview your main arguments/points directly.
- Make sure it clearly answers the essay question (Are individual actions significant compared to government/company actions?).

Would you like to try revising your thesis statement now, using these tips? If you'd like, I can provide a model structure to start with (not the full sentence). Let me know when you're ready!

You:

let's pretend we have revised the thesis statement and move on
bla bla bla ...

Assistant:

Excellent! Let's move on to Step 2 — Topic Sentence Revision.

Step 2: Topic Sentence Revision

Now, please choose one body paragraph that you would like to revise.

You can pick the first body paragraph (about influencing the government) or the second one (about personal green lifestyle choices).

Which paragraph would you like to focus on for this step? Once you decide, please share the current topic sentence from that paragraph. After you share it, I'll offer some feedback to help you strengthen its connection to your revised thesis.

Which paragraph and topic sentence would you like to work with?

You:

let's pretend we have revised the topic sentences and move on
bla bla bla ...

Assistant:

Perfect! Let's imagine your revised thesis statement is confident and direct. Now, we'll continue as if you've already chosen a paragraph and improved the topic sentence.

Step 3: Revising the Rest of the Chosen Paragraph

Let's focus on the supporting sentences and details in your chosen body paragraph.

Here's your current draft for that paragraph (let's say you picked the first paragraph about citizens influencing the government):

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.

Guiding Feedback:

- . **Unity and relevance:** Are all your supporting ideas clearly related to your revised topic sentence?

For example, does every sentence directly show *how* citizens can influence governments on climate action?

Evidence and explanation:

- 4. Do your examples (protests, voting, new laws) clearly support your point?

Is there enough explanation about why sometimes citizens are not successful?

Clarity and coherence:

- 7. Could you make ideas flow more smoothly from one to the next?
- 8. Some sentences ("But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well") could be clarified and made more formal.

Suggestions:

- Try rephrasing sentences that sound informal or unclear.
- You might add a transition before discussing the limitations (e.g., "However, there are challenges...").
- Make sure your concluding sentence for the paragraph links clearly back to your topic sentence.

Would you like to try revising one of these supporting sentences right now? If you want hints or examples for rephrasing, just ask!

You:

ok let's revise the rest of the body paragraph #1

bla bla bla

Assistant:

Great! Let's work on revising the rest of your first body paragraph.

Step 3: Revising the Supporting Sentences

Let's look at your ideas and make sure each one is clear and closely connected to the topic sentence ("Citizens can influence the government by demanding better environmental laws").

Here's a structured approach to help you revise:

First, check each sentence for relevance:

Does every sentence show how individuals, by acting together, can affect government policies?

Second, focus on transitions and clarity:

Are there smooth links between points—for example, from action (protesting, voting) to results (new laws)?

Third, consider formal language and precision:

Some sentences could be more academic. For instance, "so is not always working well" can be improved.

Let's Guide the Revision Together!

Let's take your sentence:

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

What is the main idea here? Is it that public pressure does not always lead to real change?

How can you make this point clearer and more formal? (E.g. Use transition words like "However" or "Nevertheless" to show contrast.)

Would you like to try rewriting this sentence, using more formal language and linking it clearly to your overall point?

For example, you could start with: "However, ..."

If you'd like a hint, I can suggest a sentence starter!

Also, your ending sentence says:

"Also, sometimes people want change but they don't know how to tell the politicians, so nothing happens."

Does this sentence explain a challenge citizens face when influencing government?

Could you use more precise vocabulary or structure here?

Maybe clarify why communication is important and how it can be a barrier.

Would you like to revise this sentence as well?

Or, would you prefer to start with just one sentence right now?

Let me know which sentence you'd like to revise first, and I'll give some suggestions or a starter structure!

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