

HKBU LANG 0036 Learning Session Report

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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: Academic Level: 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

[Request failed]

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 21/25 – The essay presents a clear understanding of the debate, provides both sides, and supports opinions with relevant examples and explanations.
- Organization: 20/25 – Paragraphs are logically sequenced with clear topic sentences, but transitions and coherence could be smoother.

- Vocabulary: 19/25 – The vocabulary is adequate, and key terms are generally used correctly, though there is repetition and a few imprecise word choices.

- Grammar: 17/25 – Sentence structures are sometimes awkward, and there are minor grammatical errors that occasionally affect clarity.

- **Original Essay Total: 77/100**

Revised Essay Scores:

- Content and Ideas: 21/25 – No substantive changes in content or ideas; argument remains clear and relevant.

- Organization: 20/25 – Structure and progression unchanged.

- Vocabulary: 19/25 – No evident revisions to vocabulary.

- Grammar: 17/25 – Errors from original persist; no revision effort noted.

- **Revised Essay Total: 77/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- None detected. There is no difference between original and revised essays.

- **Missed Opportunities:**

- Revision of thesis statement for greater clarity and academic tone.

- Improvement of topic sentences or paragraph structure.

- Correction of grammatical errors and improved variety in vocabulary.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 5
- **Conversation Quality:** The conversation is at an early stage focused on identifying and revising the thesis. The assistant provides clear guidance, but the student has not engaged with the revision prompts or produced revised content.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – There are a few exchanges, primarily driven by the AI's directions. The student provides background but has not engaged in multi-level questioning or meaningful back-and-forth.
- **Critical Review of AI Suggestions:** 1/5 – The student has not critically responded to any AI suggestions. No evidence of acceptance, questioning, or rejection.
- **Refining Process:** 1/5 – No meaningful revision cycle observed; the revision process has not started.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to provide some background and indicate main argumentative points.
- Responded to prompts about identifying essay structure and main ideas.
- Demonstrated initial engagement with the AI guidance process.

Areas for Improvement:

- Respond to AI revision prompts directly and engage in iterative editing.
- Provide and reflect upon AI revision suggestions, asking clarification questions if needed.
- Complete required revision steps (thesis, topic sentence, body paragraph) for full credit and learning benefit.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Some context given, but not tied to active revision work.
- **Strategic Planning:** Needs Improvement – No clear plan or execution of revision steps.
- **Critical Evaluation:** Needs Improvement – No evidence of evaluating or questioning AI feedback.
- **Independent Editing:** Needs Improvement – Did not attempt substantive revision or editing.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Take on specific revision tasks as suggested by the AI—begin with the thesis, move to topic sentences, and then to entire body paragraphs.
2. **AI Collaboration Skills:** Engage more actively with AI feedback—ask for clarifications, challenge suggestions, and try out alternatives before deciding what to keep or change.
3. **Overall Improvement:** Make sure to complete all assigned revision steps for full assessment and learning value, and practice concise, academic rewriting techniques as modeled by the AI.

INSTRUCTOR NOTES

The student has not engaged in substantive revision of the essay or with the iterative process the AI is designed to facilitate. Please encourage the student to complete all revision steps—including thesis and paragraph edits—and to use the chat as a collaborative revision space rather than a submission area only.

■■■ 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.

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Assistant:

Welcome to the training mode of AI assistant. In this session, you are expected to revise the thesis statement to ensure it includes two main points that address the essay question.

Can you first locate the thesis statement in the draft?

You:

One major point is the way of government and citizens communicate is impactful. If the government does not care much about the demand of people, the climate crisis will continue to grow. If the government cares about the environment, it's will have a better environment law to protect our world. People just need a system that can communicate with government, I think it will go a long way.

Another point is individual also play a main role, just a small action can change a lot. If no one does green things to make it better, just the government consider it, the climate crisis will not stop.

Assistant:

Great! Thank you for sharing your draft and background information.

Let's begin Step 1: Thesis Statement Revision.

Please copy and paste your current thesis statement below (it is usually at the end of your introduction).

Once you share it, I'll provide feedback on its clarity, strength, and focus, and help you revise it to meet your course/assignment needs.

Ready when you are—please share your thesis!

You:

Climate change is a very serious problem in the world today, and many people argue that the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play.

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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 is not really enough to help the climate problem.

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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 my feedback:

Clarity: Your position (partly agree) is clear, which is great. However, the sentence is a bit long and could be made more precise.

Strength: "I partly agree..." is fine, but you can use even more assertive, academic language. Try not to use first-person ("I") in formal essays.

Focus: You mention two key points: (1) citizens' influence on government and (2) individual lifestyle choices. It would be stronger if you clearly listed those as your two main points, and made clear which you think is most significant.

To meet the assignment—your thesis should:

- Clearly state your viewpoint (e.g., agreeing/disagreeing/partly agreeing, or which side has more importance)
- Preview the structure (your two main reasons)
- Use confident, academic language without "I think," "I believe," or "maybe."

Here are some guiding questions to help you revise:

- Can you start directly with your viewpoint, without "I partly agree..."?
- Could you state which action (influencing governments vs. personal choices) is more important, and why?
- Can you briefly name your main supporting points in one sentence?

Would you like to try rewriting your thesis now, using more academic language and specifying your main points?

Type your revised thesis and I'll give feedback!