

# HKBU LANG 0036 Learning Session Report

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Student Email: 25266527@life.hkbu.edu.hk

Student Number: 25266527

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

Thank you for sharing the chat history and your progress report.

It looks like you have successfully identified and discussed the thesis statement in your essay, and you asked for helpful examples of revised thesis statements. However, you haven't yet posted your own revised thesis, topic sentence, or paragraph revisions.

To move forward and complete the revision tasks, may I encourage you to:

Try rewriting your thesis statement now, using the examples and tips provided as inspiration.  
For example, focus on making your main points clear and confident without phrases like "I think" or "I partly agree."

Once you revise your thesis, choose one body paragraph and revise its topic sentence to match your clearer thesis.

Then revise that body paragraph itself to improve clarity, coherence, or style.

Feel free to post your revised thesis statement here anytime, and I'll be happy to give feedback or suggestions! Taking that next step will really help deepen your writing and collaboration skills for this training.

Would you like to start by sharing your revised thesis statement now?

# 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: Revision Task Completion

**Revision Task Checklist:**

- 1. **Revised the thesis statement:** NOT COMPLETED
- 2. The thesis statement was identified and discussed, but the student has not yet posted a revised version.
- 3. **Revised one of the topic sentences:** NOT COMPLETED
- 4. No evidence in the chat or essay that a topic sentence has been revised.
- 5. **Revised one of the body paragraphs:** NOT COMPLETED
- 6. The revised essay is identical to the original; no paragraph changes.

**Status:** not finished  
**The student has not completed any required revision tasks yet.**

### AI COLLABORATION PROGRESS

**Chat History Analysis:**

- **Total Exchanges:** 5
- **Conversation Quality:**

- The student successfully identified the thesis statement.
- They engaged with feedback and asked for examples.
- The assistant provided positive, actionable suggestions and models.
- The student did not proceed to revise or respond beyond asking for examples.

**Interaction Scores:**

- **In-Depth Conversation:** 2/5
- The exchanges are polite and focused, but minimal in depth; only one student-generated question, no follow-up, and no revision cycles.
- **Critical Review of AI Suggestions:** 2/5
- The student requested examples but did not evaluate or interact with AI feedback beyond this. No acceptance or rejection of suggestions.
- **Refining Process:** 1/5
- No evidence of revision or iterative improvement; the process has not moved past identification and modeling.

**Human-AI Interaction Total: 5/15**

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# OVERALL PERFORMANCE SUMMARY

**Strengths Demonstrated:**

- **Engagement:** The student responded to prompts, identified their thesis, and communicated interest in examples.
- **Receptiveness:** The student is open to AI guidance and seeks support for revision.

#### Areas for Improvement:

- **Task Completion:** The student must complete all required revision steps (thesis, topic sentence, paragraph).
- **Revision Practice:** Apply feedback by actively editing and posting revised sentences/paragraphs.
- **Collaboration Depth:** Engage in iteration: revise, discuss, and critically assess AI suggestions in more detail.

#### AI Collaboration Skills Assessment:

- **Context Provision:** Good
- Student identified the thesis and communicated what they needed.
- **Strategic Planning:** Needs Improvement
- Did not show a plan for revision or next steps.
- **Critical Evaluation:** Needs Improvement
- No evidence of accepting, rejecting, or discussing the merits of suggestions; only requested models.
- **Independent Editing:** Needs Improvement
- No revised text was produced.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:**
2. Practice rewriting thesis statements and paragraphs. Post revisions for feedback.

### 3. AI Collaboration Skills:

4. Respond to AI suggestions with your own edits, and comment on which advice you find most useful.

### 5. Overall Improvement:

6. Complete all required revision tasks before ending the session. Use the chat to reflect on your choices, not just request models.

## INSTRUCTOR NOTES

- The student is communicative and receptive but has not moved beyond the modeling phase; additional encouragement may be needed to prompt active revision.
- Recommend a clear checklist at the start or end of each session to ensure all required tasks are completed.
- Consider brief mini-tasks (e.g., “rewrite just the thesis now”) to build revision confidence.

**Progress Status:** Revision not finished. Student shows potential for collaboration, but must take the next step and actively revise essay components for full training credit.

## ■■■ 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.

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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:**

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! Thanks 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."**

Let's begin Step 1: **Thesis Statement Revision**

**Feedback:**

- **Clarity:** Your thesis shows your position ("partly agree") and explains both sides, which is good.
- **Strength:** "I partly agree" is clear, but using "I think" or "I also think" can be more confident and precise.
- **Focus & Preview:** It previews that you'll discuss citizens' influence and personal lifestyle choices—strong! But it might be even more specific. You could mention how citizens influence governments and how lifestyle choices matter, just less.

**Suggestions:**

- Avoid "I also think", "I partly agree." Instead, use strong language—state your point of view confidently.
- Make sure your thesis answers the essay question and clearly previews your two main points.
- Could you specify why government influence is "very important" or why green choices are "less impactful"?

**Prompt for revision:**

Would you like to try rewriting your thesis statement now, using stronger, more precise language and making sure it previews your essay structure?

If you need a hint: think about making your viewpoint clear ("While individual actions are limited, citizens play a crucial role in driving government change, which is the key to addressing climate change") and include mention of lifestyle choices.

Let me know your revised thesis when you're ready!

**You:**

Can you give me some examples please?

**Assistant:**

Of course! I'm happy to give you a few **example thesis statements** (but remember, you should try your own revision, not just use these!) These are model sentences to inspire your thinking and help you feel more confident:

**Example 1:**

While individual lifestyle choices have a limited impact on climate change, citizens play a crucial role by influencing governments to enact meaningful environmental policies.

**Example 2:**

Citizens' influence over government decisions is essential for addressing climate change, but personal green habits also contribute positively, even if their effect is smaller.

**Example 3:**

Although everyday eco-friendly actions can help, the most effective way individuals can fight climate change is by demanding stronger action from political leaders.

**Tips:**

- Notice how these examples use clear, confident language (no “I think”).
- They specify the two main points: government influence and personal choices.
- Each one directly answers the essay question and previews what will be discussed.

Would you like to try writing your own revised thesis statement using these examples for inspiration? Take your time—when you’re ready, share your revision with me!