

HKBU LANG 0036 Learning Session Report

Generated: 2025-11-12 21:44:09

Student Email: 25289357@life.hkbu.edu.hk

Student Number: 25289357

Section: 38

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 full draft and for your careful, thoughtful revisions so far. You've made great progress with your thesis, topic sentence, and first body paragraph, demonstrating clear argument development, relevant examples, and critical insight.

Here is a summary and focused advice for your final draft, helping you polish the rest of the essay independently or with minimal support:

1. Thesis Statement

Your revised thesis is clearly stated, confident, and outlines both main points well:

Although individual actions may seem less significant than those of governments or companies, citizens make the biggest impact by influencing government decisions, while personal green lifestyle choices also play a supportive role in addressing climate change.

2. First Body Paragraph

Your paragraph effectively explains citizens' influence on government policy with strong examples (Germany, Canada) and critical discussion of limitations. You demonstrated academic vocabulary and logical organization.

Optional refinement:

- To tighten, consider choosing just the strongest example (e.g., Germany's elections) and summarizing others briefly.
- Combine sentences that express similar ideas about public pressure and policymaker response to reduce redundancy.

3. Second Body Paragraph (Personal Lifestyle Choices)

Self-Revision Guidance:

- Check that the topic sentence clearly signals that individual actions are supportive but less impactful.
- Add more specific examples of personal green habits (you have recycling, walking, product choice) and explain why these matter collectively.
- Briefly discuss limitations critically—for example, equity/access issues, habit persistence, or the scale needed to affect climate.
- Use transition phrases to improve flow (e.g., "Furthermore," "However," "Moreover").

- Remove informal language (e.g., “But also, sometimes people don’t care...” → “However, some individuals are reluctant to adopt green behaviors due to convenience or habit...”).
- Use precise academic vocabulary (e.g., “sustainability,” “consumer demand,” “market signals,” “behavioral inertia”).

4. Conclusion

Self-Revision Guidance:

- Restate your thesis in different words—affirm the key roles of government influence and personal lifestyle choices.
- Summarize main points from both body paragraphs concisely.
- End with a final statement that emphasizes collective responsibility or a call for collaboration among citizens, governments, and companies to fight climate change effectively.
- Avoid personal phrases like “In my opinion”; use formal academic tone instead.

5. Final Checklist for Polishing

- Vocabulary: Replace casual phrases with academic equivalents.
- Clarity: Ensure every sentence supports the paragraph’s main idea.
- Grammar: Check for minor errors or awkward phrasing.
- Coherence: Use connectors and transitions to link ideas smoothly.
- Conciseness: Remove repetition or wordy phrases without losing meaning.

If You Want Further Support

Feel free to share your revised second body paragraph or conclusion sentences. I can provide focused questions and suggestions to help you strengthen these sections yourself—without rewriting entirely.

Congratulations on Your Progress!

You have followed a strong, step-by-step academic revision process and improved your essay substantially. Keeping this method will continue to build your writing and critical thinking skills.

Please let me know if you want specific feedback on your next draft sections or if you have any questions!

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: Student Revision Process & AI Collaboration

TASK COMPLETION CHECK

- **Revised Thesis Statement:** Yes — The student revised the thesis statement with focused support from the AI.
- **Revised Topic Sentence:** Yes — The topic sentence for the first body paragraph was actively revised.
- **Revised One Body Paragraph: Partly completed** — Only the first body paragraph was substantially revised with detailed support. The second body paragraph and conclusion were not revised during the AI session.

Conclusion:
Since not all required tasks have been completed (specifically, the second body paragraph and conclusion were left unrevised within the AI session), the revision process is **not finished**.

AI COLLABORATION ASSESSMENT

1. Human-AI Interaction Overview

Evidence of Collaboration

- Student shared original draft and thesis, requesting revision.
- AI provided structured feedback, academic language prompts, and revision strategies.
- Student revised thesis and topic sentence, responding to feedback and justifying changes.
- AI guided the detailed revision of supporting sentences and structure for one body paragraph.
- Student considered conciseness, trimming, and critical analysis with prompting.
- Student requested AI help for further essay revision; AI redirected to self-revision strategies.

Rubric-Based Interaction Scores

| Criteria | Score | Evidence & Justification |

|-----|-----|-----| | In-Depth Conversation | 4/5 | Robust and focused exchanges for thesis, topic sentence, and one body paragraph (14+ exchanges). Student posed clarification questions, justified improvements, and described revision rationale, though extension to other paragraphs would have deepened interaction further. |

| Critical Review of AI Suggestions | 4/5 | Student responded to each AI suggestion with justification/skepticism (e.g., concern over paragraph length, consideration of argument strength). Some choices were student-driven, not merely accepted. |

| Refining Process | 3/5 | Demonstrable iterative revision cycle for the first body paragraph. However, no iterative revision for second body paragraph or conclusion within chat. |

Human-AI Interaction Total: 11/15

2. Collaboration Strengths

- **Focused Revision Process:** Active engagement and iterative improvement of thesis and paragraph with AI guidance—modeling critical reflection and targeted language upgrading.
- **Justification of Choices:** Student explained rationale for changes (e.g., adjusting length, selecting examples) and expressed doubts when unsure, showing critical thinking.

- **Responsiveness to Feedback:** Student followed prompts for unity, coherence, and academic tone thoroughly; used AI feedback constructively.

3. Areas for Improvement

- **Apply Revision to All Required Sections:** Second body paragraph and conclusion were not revised in the session; future tasks should ensure full essay coverage.
- **Deepen Iterative Cycles:** Embedding more multi-level questions and rounds of revision, especially for supporting and concluding sections, would strengthen learning and collaboration.
- **Independent Revision Transfer:** While the student considered AI's strategic suggestions for self-revision, additional in-session practice would reinforce confidence and skills.

4. AI Collaboration Skills Assessment

| Skill | Rating | Evidence | |-----|-----|-----|-----| | Context Provision | Good | Student outlined original position, essay goals, explained requests, and cited draft. | | Strategic Planning | Good | Student initiated steps logically (thesis, topic sentence, paragraph), then requested broad help. | | Critical Evaluation | Good | Student questioned length, justified content choices, and recognized limits. | | Independent Editing | Satisfactory | Followed AI prompts effectively for one body paragraph, but did not apply full revision independently yet. |

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Complete All Revision Tasks:** In future, ensure both topic sentences, full body paragraph revision, and conclusion are actively reworked for holistic essay improvement.
 2. **Engage in Deeper AI Iteration:** Ask further clarifying questions, challenge AI suggestions, and engage in multi-step refinement across all essay sections.
 3. **Transfer Revision Strategies:** Apply unity, academic tone, and conciseness strategies—practiced with AI—to independently revise all essay sections before submission.
-

INSTRUCTOR NOTES

- The student demonstrated strong collaborative skills, thoughtful questioning, and responsive incorporation of feedback for thesis and one paragraph.
- For formative development, recommend structured exercises for full essay coverage and iterative revision cycles for every body paragraph and the conclusion.
- Student's engagement with AI helped illuminate strengths and limitations of the AI tutoring approach—suggest targeted workshops for independent editing and transfer of collaborative strategies.

Progress: Substantial but not complete; encourage student to build on these collaborative revision routines for future essay assignments.

Status: NOT FINISHED

■■■ 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:

Although individual actions may seem less significant than those of governments or companies, citizens make the biggest impact by influencing government decisions, while personal green lifestyle choices also play a supportive role in addressing climate change.

Individuals contribute most to fighting climate change by actively influencing government policies, which achieve broader, lasting impact than personal lifestyle changes. Public opinion acts as a powerful catalyst: mass protests generate media scrutiny that pushes policymakers to act, as elected officials fear losing public trust and votes. Voting also exerts tangible influence—when voters prioritize environmental protection, parties incorporate green policies into their platforms. For example, Germany's rise of environmental parties in elections led mainstream parties to adopt ambitious carbon reduction targets and phase out coal power, turning public desire into policy. However, public pressure often fails without sustained momentum or accessible communication channels, highlighting that success depends on coordinated action and responsive political systems.

While policy advocacy takes precedence, personal green lifestyle choices offer valuable support by amplifying collective impact. Daily decisions like recycling, using public transport, or choosing eco-friendly products create cumulative environmental benefits—for instance, widespread energy conservation reduces reliance on fossil fuels. These choices also send market signals: as demand for sustainable products grows, businesses scale up eco-friendly production, making green options more accessible. Yet individual actions are limited by equity gaps (not all have access to green resources) and scalability—they cannot offset unregulated industrial emissions alone. Their true value lies in complementing government policies, creating a mutually reinforcing cycle of change.

In summary, individual actions drive climate progress through two complementary paths: collective advocacy for systemic policy change and daily sustainable choices. The former addresses root causes by regulating industries and investing in clean energy, while the latter shapes market demand and cultural norms. To tackle climate change effectively, citizens must hold policymakers accountable through organized action while embracing green habits, with governments and businesses supporting these efforts. By working in tandem, fragmented individual actions become a unified force—proving that every person has a role in building the solution.

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:

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.■This is my original draft. I'd like to ask you to Revise thesis statement)

Assistant:

Great—thank you for sharing your original thesis statement! Here it is:

"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."

Feedback:

- **Clarity:** Your thesis is clear about your position ("partly agree") and mentions both government influence and personal choices, which is good.
- **Strength:** Some phrases are a bit hesitant ("I partly agree," "I also think"), which weakens your position. Try for more confident, direct language.
- **Focus/Structure:** Right now, it's a bit long and could be more concise. Also, it previews your two main points, but could be organized more tightly.

Suggestions:

- Try to clearly state your overall opinion: To what extent do you agree or disagree, and why?
- Mention the two main reasons you'll develop (citizen influence on government and personal actions).
- Use assertive language—avoid "I think," "I partly agree," etc.

Your turn:

Would you like to try revising your thesis statement now, using this feedback? Remember to:

- Clearly answer the essay question.
- Preview your main points.
- Use precise and confident language.

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

You:

Although individual actions may seem less significant than those of governments or companies, citizens make the biggest impact by influencing government decisions, while personal green lifestyle choices also play a supportive role in addressing climate change (this one will be better?)

Assistant:

Excellent work! Let's look at your revised thesis statement:

"Although individual actions may seem less significant than those of governments or companies, citizens make the biggest impact by influencing government decisions, while personal green lifestyle choices also play a supportive role in addressing climate change."

Quick Feedback:

- **Clarity:** Your main ideas are much clearer and more confident.
- **Strength:** The language is assertive—great!
- **Focus/Structure:** You preview the two arguments (government influence and personal choices) in a logical order. Nice improvement.
- **Language:** “Supportive role in addressing climate change” is a strong, academic phrase.

Minor Suggestions (for your consideration):

- If you want it even sharper, you can mention explicitly that government influence is “most important,” and personal actions are “helpful, but less impactful.” Also, “citizens make the biggest impact” is very strong—just check that this matches your evidence later.
- Otherwise, your sentence works well!

Final check—Are you satisfied with this revised thesis statement, or would you like to adjust it further before we move to the topic sentence?

You:

Then I'd like to ask you to revise topic sentences

Assistant:

Great—since you're ready to move to the next step, let's work on revising one topic sentence from a body paragraph.

Please choose which paragraph you'd like to focus on:

- The first body paragraph (about influencing government/politicians)
- Or the second body paragraph (about personal green lifestyle choices)

Let me know which paragraph you want to revise, and then copy/paste its current topic sentence here. We'll review its connection to your new thesis, discuss how to strengthen it, and you'll have a chance to revise it!

You:

The first body paragraph

Assistant:

Great! Here's the current topic sentence from your first body paragraph:

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

Feedback:

- **Connection to Thesis:** This topic sentence matches your thesis well, especially your point about government influence being most important.
- **Strength:** The phrase “the most important way” is direct and clear.
- **Specificity:** You could make it even stronger by adding a bit more detail, such as how individuals influence government (e.g., through advocacy, voting, campaigns).
- **Academic Tone:** Try to use academic vocabulary and avoid overly general terms.

Suggestions:

- Can you add a hint about the method of influence (for example: “by advocating for stronger environmental policies”)?

- Could you make the topic sentence just a little more concise?

Would you like to try revising this topic sentence now—so it strongly previews the paragraph and is clearly linked to your thesis?
Let me know your revised version when you're ready!

You:

Individuals make the greatest contribution to fighting climate change by actively influencing government policies, which can achieve broader, lasting impact than personal lifestyle changes. 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 happens.
(this one will be better?)

Assistant:

Nice job on revising your topic sentence! Here's your new version:

"Individuals make the greatest contribution to fighting climate change by actively influencing government policies, which can achieve broader, lasting impact than personal lifestyle changes."

Feedback:

- **Strength & Clarity:** This sentence is clear and connects strongly to your revised thesis, emphasizing government influence as the key contribution.
- **Specificity:** You added "actively influencing government policies," which adds detail and academic tone—excellent!
- **Direct Comparison:** Comparing government impact to lifestyle changes helps reinforce your main argument.
- **Language:** "Broader, lasting impact" is strong, formal language—good use of academic vocabulary.

Minor suggestions (optional):

- If you want, you could briefly mention examples of influence (like voting or advocacy), but it is not necessary for the topic sentence if those ideas come right after.

Ready for Step 3?

Let's work on revising the supporting sentences in this paragraph so that everything clearly relates to your new topic sentence and flows smoothly.

To guide you:

- **Unity:** Make sure every detail supports "actively influencing government policies."
- **Coherence:** Check that explanations and examples follow logically.
- **Clarity:** Are there any sentences that could be expanded, or that need clearer connections?

Questions to help you revise:

1. Do all the examples show how citizens influence government (not just general actions)?
2. Are some sentences repetitive or off-topic for this paragraph's main point?
3. Is there any evidence you could expand, clarify, or link more clearly to your topic sentence?

Would you like to try revising one or two supporting sentences now?

Feel free to share your next draft of this paragraph—just the sentences you changed or added! I'll offer more feedback and suggestions as you go.

You:

Revise one body paragraph

Assistant:

Absolutely! Now that your thesis and topic sentence are stronger, let's focus on revising the first body paragraph (about influencing government policies).

Here is your revised topic sentence:

"Individuals make the greatest contribution to fighting climate change by actively influencing government policies, which can achieve broader, lasting impact than personal lifestyle changes."

Let's review your original supporting sentences from this paragraph:

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:

- Most sentences are relevant—they explain how people influence the government (protests, voting, public opinion).
- To improve unity, focus more on specific ways citizens can advocate or take political action.
- Expand on how/why public pressure leads to policy change.
- Make sure examples are directly linked to influencing government, not just general comments.
- Organize your points logically—from action to result.

Questions to help your revision:

- Does each example show citizens taking action to influence policy?
- Can you clarify how public pressure leads to government change?
- Are there any sentences that could be more precise or use stronger academic vocabulary?

Would you like to try revising one or two supporting sentences first?

You might:

- Expand on "voting" or "protesting" (how does it actually influence policy?).
- Clarify the impact of public opinion.
- Make sure negative examples (when it doesn't work) are clearly connected to your main argument.

Please share your revised supporting sentences—and feel free to ask for more specific help if you get stuck!

You:

When many citizens demand better environmental laws, governments are more likely to act—public opinion acts as a powerful catalyst by aligning political incentives with societal needs. For instance, protesting can directly amplify environmental concerns into national agendas: mass demonstrations, such as street marches or peaceful civil disobedience targeting polluting industries, generate media attention that forces policymakers to address the issue publicly. This scrutiny matters because elected officials often fear losing public trust (and future votes) if they ignore widespread demands. Voting, too, exerts tangible influence: when voters prioritize environmental protection as a key issue, political parties

are compelled to include strict green policies in their platforms to secure support. In countries like Germany, for example, the rise of environmental parties in elections pushed mainstream parties to adopt ambitious carbon reduction targets and phase out coal power—proving that voting transforms public desire into policy commitments by rewarding leaders who act. Similarly, grassroots campaigns in Canada led citizens to pressure MPs to pass plastic ban legislation, with public petitions and town hall meetings ensuring politicians understood the issue's urgency. This shows that collective public pressure turns individual voices into actionable change: while a single person's concern may go unnoticed, organized advocacy creates a unified message that policymakers cannot dismiss. Public opinion shapes policy by signaling to governments that environmental action is not just a niche demand but a broad societal priority, which in turn justifies allocating funding for clean energy or enforcing pollution bans.

However, public pressure does not always yield meaningful results, and these limitations are closely tied to the strength of organization and political accountability. Sometimes governments only offer superficial responses—like issuing vague statements or weak regulations—because the public pressure lacks sustained momentum. For example, a one-time protest without follow-up actions (such as ongoing lobbying or media engagement) may fade from policymakers' attention, leaving core environmental problems unaddressed. This failure underscores that effective influence requires consistent, coordinated efforts, not just sporadic outcry. Additionally, in contexts where citizens lack clear channels to communicate their demands—such as limited access to public hearings, restrictive media environments, or politicians unresponsive to constituent feedback—even widespread desire for change stalls. For instance, in some regions, people may want stricter anti-pollution laws but have no formal way to submit proposals or hold officials accountable, leaving public opinion disconnected from policy-making processes. These scenarios do not negate the power of public pressure; instead, they highlight that its success depends on both collective action and accessible, responsive political systems. ■ Actually, I think it's too long)

Assistant:

Great work! You've responded thoughtfully to the revision tasks and brought in strong academic ideas and examples. Your supporting sentences show critical thinking and use topic-specific vocabulary—the result is impressive! Let's finish Step 3 together.

Feedback on Your Revised Paragraph:

Clarity & Unity:

- The entire paragraph clearly relates to how individuals, *collectively*, influence government policies.
- You reliably use academic language ("public opinion acts as a catalyst," "political accountability," "grassroots campaigns").

Coherence & Organization:

- The logical flow is good: you move from how citizens act (protests, voting, campaigns) → why it works (political incentives, media, fear of lost votes) → evidence (Germany, Canada) → reflections on limitations.

Depth of Analysis:

- You include both strengths and limitations of public pressure, showing critical awareness.

Areas to Consider for Streamlining (since you feel it's too long):

- Some sentences elaborate in detail and repeat similar ideas (e.g., ongoing description of protests and media attention).
- You can keep your strongest examples and explanations, but trim where ideas overlap or where extra phrases don't add new meaning.

Guiding Questions for Further Revision:

1. Which examples are most effective—Germany or Canada? You could choose just one and summarize the meaning of the other briefly.
2. Are there extra phrases that repeat the same thought ("public opinion acts as a powerful catalyst," "turns voices into action," "signals priority")? You could combine or omit to condense.
3. Are there supporting sentences that could be expressed more concisely, without losing your critical analysis?

Would you like to try trimming the paragraph now—choosing the most impactful examples and combining similar sentences?

If you share which parts you're unsure about or which sentences you think could be removed or shortened, I can help guide you further! Or, feel free to paste your revised, slightly shorter version. (Just work on a few sentences at a time, if you prefer.)

Keep up the excellent work—let me know if you want more help with condensation or clarity!

You:

maybe you can help me to revise the rest of the essay

Assistant:

Thank you for your enthusiasm and strong work so far! Let's keep following our structured revision process together. As your teacher, I'll focus only on:

Thesis statement (already revised)

ONE topic sentence (already revised)

The rest of THAT chosen body paragraph (already revised and improved with you)

We must stay within this scope.

If you'd like to improve the rest of your essay (other paragraphs, conclusion, wording, etc.), here's what I recommend:

How to Continue Revising Other Parts Independently

Body Paragraphs:

- For each paragraph, ask yourself:
- Does the topic sentence clearly connect to my thesis?
- Do all supporting sentences relate directly to the topic sentence?
- Are examples, evidence, and explanations clear and specific?
- Is my language academic and precise?

Conclusion:

- Does it restate your main argument without simply copying the thesis?
- Does it briefly summarize your main points?
- Does it offer a clear final thought or future perspective?

Vocabulary & Grammar:

- Are you using varied, precise academic vocabulary?
- Are sentences complete and varied in structure?
- Have you checked for minor grammatical errors or repetition?

Sample Prompts to Guide Independent Revision

Here are questions and steps you can use for each section:

1. Topic Sentence:

Does this topic sentence preview what you discuss in the paragraph, and does it link to your thesis?

2. Supporting Sentences:

Do all my details, examples, and explanations develop the topic sentence and stay unified?

3. Connection Words & Flow:

Do I use transition words like “furthermore,” “however,” or “for example” to connect my sentences clearly?

4. Conciseness:

Which sentences repeat ideas? Can I combine or remove them for a more concise paragraph?

5. Academic Tone:

Could I replace basic words with more precise, academic ones? For example, “important” → “significant”; “change” → “transformative impact.”

Example Guidance (without rewriting your paragraphs)

If you revise the second body paragraph yourself, you could:

- Check if the topic sentence mentions individual actions as “supportive” or “helpful.”
- Make sure supporting sentences give concrete examples (e.g., “choosing eco-friendly products,” “participating in local environmental campaigns”).
- Expand on how these actions “signal” market preferences or add notes on their limitations.

For the conclusion:

- Restate your main claim briefly (“While government policies have the largest effect, individual actions still play a meaningful role.”)
- Summarize both arguments (influence on government + personal green choices).
- End with a forward-looking statement (“Collaborative efforts among citizens, governments, and companies are essential to address climate change.”)

Would you like to try revising your second body paragraph, or the conclusion, using these guiding questions?

If you share a sentence or section you're unsure about, I'll give focused, supportive feedback—guiding YOU to strengthen it, without rewriting for you.

Just let me know which part you want advice on next!

I'm proud of your progress. When you finish revising all sections, you'll have a stronger, clearer academic essay!

You:

Although individual actions may seem less significant than those of governments or companies, citizens make the biggest impact by influencing government decisions, while personal green lifestyle choices also play a supportive role in addressing climate change

Individuals make the greatest contribution to fighting climate change by actively influencing government policies, which can achieve broader, lasting impact than personal lifestyle changes. When many citizens demand better environmental laws, governments are more likely to act—public opinion acts as a powerful catalyst by aligning political incentives with societal needs. For instance, protesting can directly amplify environmental concerns into national agendas: mass demonstrations, such as street marches or peaceful civil disobedience targeting polluting industries, generate media attention that forces policymakers to address the issue publicly. This scrutiny matters because elected officials often fear losing public trust (and future votes) if they ignore widespread demands. Voting, too, exerts tangible influence: when voters prioritize environmental protection as a key issue, political parties are compelled to include strict green policies in their platforms to secure support. In countries like Germany, for example, the rise of environmental parties in elections pushed mainstream parties to adopt ambitious carbon reduction targets and phase out coal

power—proving that voting transforms public desire into policy commitments by rewarding leaders who act. Similarly, grassroots campaigns in Canada led citizens to pressure MPs to pass plastic ban legislation, with public petitions and town hall meetings ensuring politicians understood the issue's urgency.

This shows that collective public pressure turns individual voices into actionable change: while a single person's concern may go unnoticed, organized advocacy creates a unified message that policymakers cannot dismiss. Public opinion shapes policy by signaling to governments that environmental action is not just a niche demand but a broad societal priority, which in turn justifies allocating funding for clean energy or enforcing pollution bans.

However, public pressure does not always yield meaningful results, and these limitations are closely tied to the strength of organization and political accountability. Sometimes governments only offer superficial responses—like issuing vague statements or weak regulations—because the public pressure lacks sustained momentum. For example, a one-time protest without follow-up actions (such as ongoing lobbying or media engagement) may fade from policymakers' attention, leaving core environmental problems unaddressed. This failure underscores that effective influence requires consistent, coordinated efforts, not just sporadic outcry. Additionally, in contexts where citizens lack clear channels to communicate their demands—such as limited access to public hearings, restrictive media environments, or politicians unresponsive to constituent feedback—even widespread desire for change stalls. For instance, in some regions, people may want stricter anti-pollution laws but have no formal way to submit proposals or hold officials accountable, leaving public opinion disconnected from policy-making processes. These scenarios do not negate the power of public pressure; instead, they highlight that its success depends on both collective action and accessible, responsive political systems.

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.(this is my final draft)

Assistant:

Thank you for sharing your full draft and for moving carefully through the three revision steps! You have shown dedication and thoughtful engagement at every stage. Let's recap your progress and highlight best next steps, keeping to our structured revision approach:

1. Thesis Statement (Revised)

Your Final Version:

Although individual actions may seem less significant than those of governments or companies, citizens make the biggest impact by influencing government decisions, while personal green lifestyle choices also play a supportive role in addressing climate change.

Excellent! This thesis is clear, confident, and outlines the roadmap for your essay. You have incorporated previous feedback and used precise, academic language.

2. First Body Paragraph — Topic Sentence (Revised)

Your Final Version:

Individuals make the greatest contribution to fighting climate change by actively influencing government policies, which can achieve broader, lasting impact than personal lifestyle changes.

This is now strong, specific, and connects directly to your thesis, preparing the reader for the evidence you provide.

3. First Body Paragraph — Supporting Sentences and Content (Revised and Strengthened)

Your Final Version:

You have organized this paragraph logically, provided concrete examples (Germany, Canada), added critical analysis about the strengths and limitations of public pressure, and used academic vocabulary.

You also responded to guidance on unity, coherence, and depth by focusing each example on *influencing government policies*.

For Conciseness and Focus (optional step):

Because your first body paragraph is longer than the rest of the essay, you did well to ask about ways to trim or focus further. You can try:

- Keeping only the strongest, most illustrative example for voting or protesting (e.g., Germany or Canada, not both)
- Combining sentences that repeat similar ideas (e.g., how public opinion “acts as a catalyst,” “turns voices into action,” “shapes policy”)

However, what you have now is already detailed, logical, and shows your critical thinking! Don't cut so much that you lose clarity or analysis.

What You Have Achieved (According to the Rubric):

Content & Ideas: You now have a clear, compelling viewpoint, insightful arguments, examples, and well-developed reasoning.

Organisation & Logical Progression: Your essay is highly organized, each point flows logically, and you make strong use of topic and concluding sentences.

Vocabulary: You use varied and precise academic vocabulary; topic-specific terms are present and well-chosen.

Grammar & Sentence Structure: Sentences are mostly complex and accurate, with only minor errors.

Next Steps — Revising Independently

Since we completed our three revision steps on the first body paragraph, **you should now apply the same high standards and revision questions to your other body paragraph and conclusion:**

Second Body Paragraph (individual lifestyle choices):

- Is the topic sentence as strong and clearly linked to the thesis as in your first paragraph?
- Do all supporting sentences stay unified and give specific examples of individual actions?
- Could you expand, clarify, or make the analysis more critical (e.g., discuss *why* individual actions spread or why their impact is limited)?

Conclusion:

- Restate your thesis in new words.
- Summarize both main arguments.
- End with a clear recommendation or a wider implication.

How to Self-Revise the Second Body Paragraph

Ask yourself:

- Does my topic sentence reflect the supportive but less impactful role of individual actions?
- Are my examples concise and directly related to the argument?
- Did I analyze both benefits and limitations of green lifestyle choices?
- Can I combine or clarify sentences for better flow and less repetition?

If you want more support with this paragraph or the conclusion, just share the sentences you revise, and I can guide you with focused questions or suggestions—without fully rewriting for you.

Final Encouragement

You have done an outstanding job following a structured academic revision process, developed your arguments, used examples thoughtfully, and improved your academic writing style. If you keep applying this process, you will continue to improve your essay writing—and your critical analysis—on future assignments!

Let me know if you would like to revise the second body paragraph or conclusion together using guiding questions! Otherwise, congratulations on an excellent revision process!