

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: 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 thesis and engaging in this revision process!

Since you haven't posted a revised thesis statement yet, I encourage you to try rewriting it now using the guidance above. Here's a quick starting point you can adapt:

"While government and corporate actions are crucial in combating climate change, individuals play a vital role both by influencing policymakers and through their personal lifestyle choices, which together contribute to environmental progress."

Feel free to rewrite this in your own words or improve it, then share your version here. Once you do, I'll help you refine it further before moving on to revising a topic sentence.

Looking forward to seeing your revision!

Grading Result (Hidden from students)

Not finished.

The student has **not completed all three required revision steps**: 1. **Revised the thesis statement**: Not completed. The student has not produced or posted a revised thesis statement after feedback was given. 2. **Revised one of the topic sentences**: Not completed. There is no evidence of topic sentence revision in the chat or essay. 3. **Revised one of the body paragraphs**: Not completed. The revised essay is identical to the original.

Now executing the assessment as per provided system instructions:

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:** 20/25 – The essay shows a relevant response with adequate awareness of the debate (individuals vs. governments/companies), introduces different sides, and supports claims with examples. The viewpoint is clear, though some reasoning lacks depth.
- **Organization:** 20/25 – The essay has clear introduction, body, and conclusion, and ideas are organized logically. Some transitions and connections between ideas could be stronger.
- **Vocabulary:** 18/25 – Vocabulary is adequate and generally appropriate. Some topic-specific terms are used (“environmental laws,” “carbon emissions”), but there are some awkward or repetitive phrases.
- **Grammar:** 17/25 – Sentence structure is basic. Some grammatical errors (“so is not always working well,” “so nothing happen”) slightly impede clarity, though main ideas are generally understandable.
- **Original Essay Total: 75/100**

Revised Essay Scores:

(Essay is identical to the original. No substantive changes were made.) - **Content and Ideas:** 20/25 – [No changes] - **Organization:** 20/25 – [No changes] - **Vocabulary:** 18/25 – [No changes] - **Grammar:** 17/25 – [No changes] - **Revised Essay Total: 75/100**

Essay Improvement Analysis:

- **Overall Improvement:** +0 points
- **Key Improvements Made:**

- No revisions made; therefore, no improvements

• **Missed Opportunities:**

- Thesis statement revision to clarify stance and structure main arguments more assertively

- Topic sentence rewording for stronger focus and clarity

- Body paragraph refinement for improved grammar, coherence, and detailed support

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 5 (3 assistant, 2 user)
- **Conversation Quality:** The conversation is at an early stage, focused on identifying the thesis statement and clarifying revision steps. The student responded to prompts but did not actively take up revision or critical engagement with AI suggestions.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Limited exchanges (less than required for in-depth), interaction is mostly one-way with minimal student initiative.
- **Critical Review of AI Suggestions:** 1/5 – The student did not engage with or evaluate AI feedback; instead, simply pasted essay sections without making critical choices.
- **Refining Process:** 1/5 – No evidence of iterative revision or refinements; the essay draft was not updated.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Willingness to Participate:** Student uploaded essay sections and responded to AI prompts, indicating openness to the revision process.
- **Basic Understanding of Process:** Student was able to identify essay sections when prompted.

Areas for Improvement:

- **Engagement in Revision:** The student must actively revise text (e.g., rewrite thesis, topic sentences, or paragraphs) to benefit from AI collaboration.
- **Depth of Interaction:** Ask clarifying questions or express disagreement/agreement with AI suggestions to make the revision process more collaborative.
- **Initiative in Critical Thinking:** Demonstrate independent assessment of AI feedback by considering which suggestions to accept, modify, or reject.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student copied essay sections but did not provide context or articulate learning goals beyond pasting text.
- **Strategic Planning:** Needs Improvement – No evidence of planning next steps or setting revision priorities with the AI.
- **Critical Evaluation:** Needs Improvement – No evaluation or questioning of AI suggestions yet present.
- **Independent Editing:** Needs Improvement – No self-initiated editing or rewriting undertaken.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **For Essay Writing Skills:** Start revisions by rewriting the thesis statement for clarity and confidence, then strengthen topic sentences and paragraph structure.

2. **For AI Collaboration Skills:** Engage actively—ask the AI for specific feedback, reflect on its advice, and try out changes to your writing. Express your opinions about feedback to shape the revision process.
3. **For Overall Improvement:** Respond to each step in the revision prompt; post your rewritten sections for feedback and discuss which AI suggestions are most helpful.

INSTRUCTOR NOTES

- Student has not yet begun actual revision work; the draft submitted as 'revised' is identical to the original.
- Consider providing additional encouragement or guided prompts to help the student get started with revision.
- It may be useful to model an example of rewriting a thesis or topic sentence with AI assistance to help build student confidence.

Summary:

The student has not completed the training tasks and has not yet demonstrated meaningful collaboration with the AI. Future work should focus on active engagement, independent revision, and developing a collaborative, iterative approach to AI-assisted writing improvement.

■■■ 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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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.

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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:

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.

Assistant:

Great! We're going to work step by step to help you revise your essay using the three-step revision process. Let's begin with Step 1:

Step 1: Revise the Thesis Statement

Please share your current thesis statement.

(Reminder: The thesis statement is usually found at the end of your introduction and clearly states your position on the essay question.)

Once you've shared it, we'll:

- Discuss how clear and focused it is
- Check if it answers the essay question and previews your main points
- Suggest how you could make it stronger and more confident

Would you please copy and paste your current thesis statement here?

You:

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:

Thank you for sharing your thesis statement! Just to clarify, your thesis statement should usually appear at the end of your introduction, not in your conclusion. Based on your essay, I believe this is your current thesis statement (from the introduction):

"I partly agree with this idea because I believe citizens can still influence the government, which is very important, but at the same time, I also think that personal green lifestyle choices, while less impactful, still have a role to play."

Here's some feedback:

Clarity & Focus:

- Your thesis shows your position (partly agreeing) and mentions both individual actions and influencing the government. Good job!
- The sentence feels a little long and could be more direct.
- "I partly agree..." could be replaced with a more confident stance (try not to use "I think" or "I agree/disagree" unless required by your teacher).

Previewing Main Points:

- It mentions citizens influencing government and individual lifestyle choices, which matches your body paragraphs.
- Maybe mention that government/company actions are most impactful, but individuals still play a supporting role, for even clearer structure.

Confidence & Precision:

- Try using precise, assertive language ("Citizens play a crucial role..." instead of "I partly agree...").
- You can eliminate uncertainty words to make your thesis statement stronger.

Your Turn!

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

Here's a quick planning prompt:

- Clearly answer the question: "Do individuals' actions matter in fighting climate change, compared to governments and companies?"
- Preview your two main points: 1) Individuals can influence government action; 2) Personal choices still have an impact.

You can post your revision here, and I'll give feedback before we move to Step 2!