

HKBU LANG 0036 Learning Session Report

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Section: 40

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 work so far and for engaging actively with the revision steps!

Summary of your progress:

- **Thesis Statement:** You provided a clear, focused revision, which was well received.
- **Topic Sentences:** You indicated revised topic sentences, but did not fully write them out in the chat.
- **Body Paragraphs:** You supplied partial revisions of both body paragraphs' supporting sentences as requested. These are good foundational attempts showing you grasp the key points.

Recommendations for completing the unfinished tasks:

1. Fully Write Out the Revised Topic Sentence(s)

Since this is a required task and you only summarized intentions, please share **at least one fully polished topic sentence** here in the chat (do not just describe). For example:

For the first body paragraph (government influence):

"Citizens can strongly influence climate action by demanding better environmental laws and voting for green policies."

For the second body paragraph (personal lifestyle):

"Though less powerful alone, widespread small green actions collectively reduce emissions and pressure companies to adopt sustainable practices."

Sharing one or both revised topic sentences explicitly will fulfill this step.

2. Submit One Fully Revised Body Paragraph

You gave partial text for both body paragraphs, but none in fully polished, finalized form.

Please **select one body paragraph** and refine it completely into a clear, coherent, well-linked paragraph. Incorporate:

- Your revised topic sentence (or one provided above)
- Supporting sentences expanded and connected smoothly
- Explanations/examples that show impact clearly
- Discussion of limitations, logically integrated
- A concluding/internal summary sentence that links back to the thesis

For example, a fully revised paragraph might look like:

Citizens can strongly influence climate action by demanding better environmental laws and voting for green policies. When many people protest or support leaders who prioritize the environment, governments are pressured to create regulations that reduce pollution and invest in clean energy. For instance, in several European countries, public campaigns have led to bans on single-use plastics and ambitious carbon reduction goals. However, these efforts do not always succeed—some governments respond weakly or too slowly. Additionally, many citizens want change but lack clear ways to communicate with politicians, which limits their influence. Despite these challenges, collective citizen action remains crucial because governments listen most when public demand is strong and persistent.

Once you share a fully written paragraph like this, the AI can give targeted feedback.

How to proceed:

- **Step 1:** Share your revised topic sentence(s) explicitly in the chat (don't just summarize or say "pretend").
- **Step 2:** Choose body paragraph #1 or #2, and post a fully revised version following the guidelines above.

- **Step 3:** I will review and provide constructive feedback to help you refine further.
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Why this matters:

To complete your training, you need to demonstrate your ability to produce full, concrete revisions — not just plans or summaries. This solid writing is crucial for the AI to evaluate your progress and provide precise, actionable support.

Please feel free to ask for help or examples at any step!

I look forward to seeing your next revision drafts here.

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

Progress Check:

Based on your training session activities and chat history, you have not clearly completed all three required revision tasks:

- **Revised Thesis Statement:** ■ You have explicitly provided a new, clearer thesis and received feedback.
- **Revised Topic Sentence:** ■ You signaled intention to revise and described new topic sentence ideas (for both paragraphs), but did not fully rewrite one distinct topic sentence within the chat, instead summarizing intentions and "pretending" completion.

- **Revised One Body Paragraph:** ■ You began work on the supporting sentences of both body paragraphs, giving partial revision attempts and indicating willingness to move on, but did not fully produce a revised paragraph in the chat.

Per requirements, **not all tasks are thoroughly completed in demonstrable form**. Therefore, the official status is:

not finished

Training Progress and AI Collaboration Skills Assessment

Human-AI Collaboration Highlights

1. Task Engagement:

- **Thesis Statement Revision:** The student revised the thesis substantially and received feedback. This interaction shows good engagement with the assignment and with the AI assistant's suggestions.
- **Topic Sentence and Paragraph Revision:** The student interacted with prompts on topic sentence and paragraph revision, but approached these steps with hypothetical/future tense ("let's pretend," "let's move on"), and did not fully write out revised text within the chat. As a result, the collaboration process was incomplete; the AI was not given the opportunity to evaluate actual text-level changes for these steps.

2. Conversation Quality:

- **Turns:** 11 explicit exchanges, most are substantial and pertain to real writing tasks (not idle chat).
- **Depth:** The student asked questions and responded to feedback, but tended to step forward before completing concrete revision ("let's pretend..." steps). This reduced the opportunity for iterative, text-based improvement and critical dialogue about language choices.

3. Critical Thinking and Revision Cycle:

- The student responded positively and quickly to feedback, demonstrating surface-level engagement and willingness to collaborate. However, the revision cycle was truncated since concrete revisions (especially for body paragraphs) were not articulated in full and justified in chat. The iterative process and critical evaluation of feedback—key goals of the training—were only partly exhibited.

4. Context and Course Goals:

- The student was guided by the AI to focus on thesis, topic sentence, and body paragraph improvements, indicating a reasonable understanding of course objectives, but did not demonstrate full mastery by following through to textual completion in all areas.

Summary of Collaboration Strengths

- Strong engagement and demonstration of general understanding of revision steps.
- Willingness to accept and act on feedback regarding thesis clarity.
- Proactive in moving the conversation forward and prioritizing time.

Areas for Improvement

- Text-Level Revision Completion:** Provide actual, fully revised topic sentences and body paragraphs in the chat so the AI can evaluate and guide specific changes.
- Critical Review:** Instead of moving on quickly, pause to consider multiple revision options and discuss reasons for accepting/rejecting AI suggestions explicitly.
- Iterative Development:** Embrace a fuller cycle—write, receive feedback, revise, and reflect—especially for body paragraph work.

Human-AI Collaboration Skills Assessment:

Skill Rating Evidence ----- ----- -----	Context Provision Good AI prompts followed; student identified key essay sections.	Strategic Planning Needs Improvement Chose steps, but skipped required writing by "pretending."	Critical Evaluation Needs Improvement No explicit justification or reflection; moved on quickly.	Independent Editing Needs Improvement No full revisions submitted; skipped demonstration steps.
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Recommendations for Future Development

1. **Essay Writing Skills:** In future sessions, always provide the actual revised text (not just "let's pretend" or summaries) for thesis statements, topic sentences, and at least one body paragraph. This allows AI and instructor to guide and evaluate your work.
2. **AI Collaboration Skills:** Slow down the process; ask clarifying questions about feedback and justify which changes you accept/reject. This builds stronger critical thinking and collaboration skills.
3. **Global Citizenship Focus:** As you revise, explicitly link individual/group actions to real-world climate change impacts—highlight why these matter within the course context.

Instructor Notes

- Student understands the structure of revision tasks and participates positively, but did not provide full evidence of revised topic sentence and body paragraph in the chat.
- For future training, require students to *demonstrate* text-level changes and reflect openly on feedback before proceeding.
- Consider additional practice or targeted feedback on critical review and iterative revision.

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:

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. While governments and corporations drive systemic change, individual actions are crucial—they push progress and make institutional efforts more effective in fighting climate change.

Governments and big companies have the power to make large-scale, important changes that individuals cannot do alone. But when many citizens demand better environmental laws, governments are far more likely to act--because political leaders often respond to public priorities to win support. For example, in some European countries, citizens joined together and forced their leaders to make new rules about single-use plastic or cutting carbon emissions. However, this is not always working well--sometimes governments only listen a little and don't make strong actions. Also, some people want change but don't know how to connect with politicians or join campaigns, so their voices don't get heard.

On the other hand, small actions by many people add up to cut emissions and save resources--like recycling, using less water, or walking instead of driving. These actions are not as powerful as government policies, but they matter--for example, if millions switch to cycling for short trips, it cuts tons of carbon emissions yearly. Besides, when lots of people buy eco-friendly products, businesses will change to meet demand and be more sustainable to make more profit. However, motivating everyone is hard. Low participation means weak impact. Only when enough people join in will these small acts inspire others. This is why individual need to work with governments and companies to fight climate change.

In conclusion, while individual actions alone may not solve climate change, they are not completely useless. The most important thing is that citizens can influence governments to make strong decisions for the environment. At the same time, personal green habits can also help, even if they are less effective. In my opinion, everyone—governments, companies, and individuals—needs to work together to fight this problem.

Assistant:

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

Can you first locate the thesis statement in the draft?

You:

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

Assistant:

Great! Let's start Step 1 of our revision process: **Thesis Statement Revision**.

Step 1 — Thesis Statement Revision

Thank you for sharing your current 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 some **feedback** to help you strengthen your thesis:

- **Clarity:** Your thesis shows your main opinion, but it could be clearer in previewing your main points.
- **Structure:** Right now, your thesis joins two ideas but doesn't fully highlight the two *specific* ways individuals impact climate change (government influence + lifestyle choices).
- **Confident language:** Try to avoid phrases like "I think," but your thesis already does this quite well.
- **Preview main points:** It is helpful to mention more specifically what those "roles" are.

Suggestions:

Mention *how* individuals can influence climate change (through government action, and through lifestyle choices).

Make sure your thesis answers the essay question: *Do individual actions matter in fighting climate change?*

Would you like to try revising your thesis statement now based on these comments?

Whenever you're ready, please share your revised thesis statement!

You:

let's pretend we have revised the thesis statement and move on While governments and corporations drive systemic change, individual actions are crucial—they push progress and make institutional efforts more effective in fighting climate change.

Assistant:

Great! Your revised thesis statement is:

"While governments and corporations drive systemic change, individual actions are crucial—they push progress and make institutional efforts more effective in fighting climate change."

This is much clearer, more confident, and directly previews your two main points: the role of individual action and its effect on wider, systemic change. Well done!

Step 2 — Topic Sentence Revision

Now, please choose **one body paragraph** you'd like to work on next:

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

Which paragraph would you like us to revise the topic sentence for? Please let me know!

You:

let's pretend we have revised the topic sentences and move on Governments and big companies have the power to make large-scale, important changes that individuals cannot do alone. On the other hand, small actions by many people add up to a big effect on reducing emissions and saving resources, like recycling, using less water, or choosing to walk instead of drive.

Assistant:

Perfect! Let's move on to **Step 3: Revising the Rest of Your Chosen Paragraph**, which is:

On the other hand, small actions by many people add up to a big effect on reducing emissions and saving resources, like recycling, using less water, or choosing to walk instead of drive.

Here's how we'll work together next:

Step 3 — Supporting Sentences Revision

Let's look at the **supporting sentences** in this paragraph and make sure:

- Each detail clearly relates to your revised topic sentence.
- Your ideas are organized and flow smoothly.
- Your explanations support *how* these small actions add up and influence companies and communities.

Ask yourself:

- Do you give clear examples of how small actions add up?
- Is there any idea that's unclear or could use more explanation?
- Are your sentences connected with linking words (like "for example," "as a result," "however")?

Here are your current supporting sentences:

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.

Guidance:

Consider **clarifying** how these small actions "add up" (e.g., do you have a statistic, or can you explain the process step-by-step?).

When mentioning companies, be specific about how consumer choices influence business practices.

Try to keep your sentences smooth and logically connected; avoid sudden shifts ("But also...").

End the paragraph with a sentence that links your point back to the thesis (why is this collective effort important?).

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

Share your attempt, and I'll guide you further!

If you prefer, you can focus on one area (for example, making your explanation of "sending a message to companies" more specific), and I'll give you hints to help expand or clarify.

Let's work together! Which part of your paragraph would you like to revise first?

You:

ok let's revise the rest of the body paragraph #1When 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 European countries, citizens joined together and forced their leaders to make new rules about single-use plastic or cutting carbon emissions. However, this is not always working well--sometimes governments only listen a little and don't make strong actions. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happen.

Assistant:

Great choice! Let's focus on **revising the supporting details in body paragraph #1**, with these goals in mind:

1. Clarity:

- Make sure each sentence clearly supports the idea that individuals influence government action.
- Explain *how* citizen actions—like protesting or voting—lead to real change.

2. Organization and logical flow:

- Arrange your ideas so they build on each other logically.
- Use linking words (e.g., "For example," "However," "Additionally," "As a result," etc.) for smoother connections.

3. Expansion/Specifics:

- Can you add more explanation or examples to show the impact or limitations of public pressure?

Here's your 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 European countries, citizens joined together and forced their leaders to make new rules about single-use plastic or cutting carbon emissions. However, this is not always working well--sometimes governments only listen a little and don't make strong actions. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happen.

Guiding Questions:

Do all your examples clearly show how individual action leads to government decisions?

Is the link between public demand and government action clear for each example?

Can you further explain why governments might not act, even if people speak up?

Can you expand on "sometimes governments only listen a little"?

Are your last two points (about limitations) unified and specific?

Try to clarify what stops people from effectively influencing government.

Would you like to revise one or two sentences now, or focus on improving the ending of this paragraph to connect it back to your thesis?

Feel free to share a revision for any part—or ask for more hints if you're stuck!

You:

ok let's revise the rest of the body paragraph #2 These actions are not as powerful as government policies, but they matter--for example, if millions switch to cycling for short trips, it cuts tons of carbon emissions yearly. Besides, when lots of people buy eco-friendly products, businesses will change to meet demand and be more sustainable to make more profit. But also, sometimes people don't care and just want to do what is easy. Only there is enough join in, these small acts will cut emissions. This is why individual need to work with governments and companies to fight climate change.

Assistant:

Excellent! Let's focus together on the supporting sentences in body paragraph #2, as you requested.

Here's your **current paragraph for revision:**

These actions are not as powerful as government policies, but they matter--for example, if millions switch to cycling for short trips, it cuts tons of carbon emissions yearly. Besides, when lots of people buy eco-friendly products, businesses will change to meet demand and be more sustainable to make more profit. But also, sometimes people don't care and just want to do what is easy. Only there is enough join in, these small acts will cut emissions. This is why individual need to work with governments and companies to fight climate change.

Let's review with three goals:

1. **Clarity:** Does each sentence clearly relate to the topic sentence?
2. **Unity and Flow:** Are ideas logically connected with linking words?
3. **Expansion/Explanation:** Do you explain *how* individuals and companies interact? Are limitations discussed clearly?

Guiding questions to help you revise:

Your paragraph gives good examples (cycling, buying eco-friendly products).

Can you clarify how *many* people doing these actions creates change?

Would a transition like "As a result," or "For instance," help your examples connect?

You mention "sometimes people don't care."

Could you explain why it's difficult to motivate everyone, and what happens if participation is low?

The last sentence moves quickly to a big conclusion.

Can you build a smoother link to your thesis, showing why cooperation is necessary?

Hints for improvement (not a full rewrite!):

Try expanding or connecting ideas:

E.g., "If only a small group recycles, the impact is limited. However, when millions join in, the results become significant."

Make limitations clearer:

E.g., "Still, not everyone is willing to change their habits..."

What effect does this have?

For your final sentence, link back to your thesis:

E.g., "Therefore, success depends on individuals, governments, and companies all working together."

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

For instance, you could focus on making the limitations and the concluding idea clearer, or work on explaining how consumer choices shape business practices.

Share your attempt, and I'll offer guidance or more prompts!