

HKBU LANG 0036 Learning Session Report

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Section: 48

Course Information and Student Background

Course Information: Course: LANG 0036 - English for Academic Purposes Level: Intermediate to Advanced Focus: Academic writing and critical thinking Assessment: Essay writing with rubric-based evaluation

Student Background: Academic Level: University student Language: English as additional language Goals: Improve academic writing skills Challenges: Structure, vocabulary, critical analysis

Rubric:

Assessment Task: Writing (20%) Part 1: Point-of-view Essay (10%)

Criteria: Content and Ideas 1 (Limited): Ideas are irrelevant or minimally related to the topic. Lacks awareness of the issue concerned. No clear viewpoint. 2 (Basic): Ideas are somewhat related but vague. Minimal awareness of the issue concerned. Viewpoint unclear. 3 (Developing): Ideas are relevant but basic. Some awareness of the issue concerned. Viewpoint present but weakly developed. 4 (Proficient): Ideas are relevant and solid. Good awareness of the issue concerned. Clear viewpoint with some depth. 5 (Excellent): Ideas are insightful and highly relevant. Strong awareness of the issue concerned. Well-developed, compelling viewpoint.

Criteria: Organisation and Logical Progression 1 (Limited): No clear structure. Ideas are disjointed with no development or progression. 2 (Basic): Basic structure with unclear paragraphing. Ideas are listed with little development. 3 (Developing): Clear structure with some paragraphing. Ideas are developed but lack depth or logical flow. 4 (Proficient): Well-organized with clear paragraphs. Ideas are developed logically with good flow and support. 5 (Excellent): Highly organized with effective paragraphing. Ideas are thoroughly developed with seamless, logical progression.

Criteria: Vocabulary 1 (Limited): Vocabulary is limited, repetitive, or inaccurate. Lacks topic-specific terms. 2 (Basic): Basic vocabulary with some repetition. Minimal use of topic-specific terms. 3 (Developing): Adequate vocabulary with some variety. Includes some topic-specific terms but with occasional errors. 4 (Proficient): Varied and precise vocabulary. Effective use of topic-specific terms. Minor errors. 5 (Excellent): Rich, precise vocabulary. Masterful use of topic-specific terms. Almost error-free and sophisticated.

Criteria: Grammar and Sentence Structure 1 (Limited): Frequent grammatical and spelling errors. Sentences are incomplete or confusing. 2 (Basic): Several grammatical and spelling errors. Sentences are simple and often flawed. 3 (Developing): Some grammatical and spelling errors. Sentences are mostly correct but lack variety. 4 (Proficient): Minor grammatical and spelling errors. Sentences are varied and mostly accurate. 5 (Excellent): Virtually error-free grammar and spelling. Sentences are complex, varied, and accurately constructed.

Part 2: AI-Assisted Review Skills (10%) A. In-Depth Conversation with AI 1 (Limited): No exchanges or chat history; no questions asked. 2 (Basic): Sparse conversation; one or two simple questions. 3 (Developing): Adequate exchanges; some relevant questions. 4 (Proficient): Robust interaction; detailed, relevant questions across levels. 5 (Excellent): Extensive, well-documented chat history; insightful, multi-level questioning.

B. Critical Review of AI Suggestions 1 (Limited): All AI suggestions accepted blindly. 2 (Basic): Most accepted; little analysis. 3 (Developing): Some evaluated; partial justification. 4 (Proficient): Most critically reviewed with clear justification. 5 (Excellent): All evaluated thoroughly with strong, evidence-based reasoning.

C. Refining Process 1 (Limited): No revisions made. 2 (Basic): Minimal revisions; no iteration. 3 (Developing): Some revisions with limited iteration. 4 (Proficient): Clear iterative process with multiple revisions. 5 (Excellent): Extensive refinement with iterative improvements.

Contribution Analysis

Thank you for your revision! Here's the evaluation based on your updated body paragraph:

- You have made only minor changes to the last two sentences of the original paragraph (changing "But" to "However" and "Also" to "Moreover," plus some small wording changes).
- The main body of the paragraph mostly remains unchanged, with the same examples and explanations.
- Importantly, the instructions required a *substantial revision or improvement* of one body paragraph, not merely minor edits or style tweaks.

Because this revision does not meet the requirement for a substantive rewrite of the body paragraph (such as adding clearer explanations, improving sentence structure, refining coherence, or enhancing argument depth), the task is considered **not finished**.

Summary:

- Thesis statement revised ✓■
- One topic sentence revised (minor improvement) ✓■
- One body paragraph revised (minor changes only) X■

According to the instructions, the output is:

not finished

Grading Result (Hidden from students)

Not finished.

The student has completed:
1. Revised the thesis statement ✓■
2. Revised one of the topic sentences (although the revision is minor) ✓■
3. Revised one of the body paragraphs X■ (The student only made minor changes to the last two sentences, not a substantial revision or improvement. Most sentences are unchanged.)

Because the student did not substantively revise one of the body paragraphs, according to instructions, the output should be "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. I partly agree with this statement above because I believe that it is important for citizens to influence the government. However, I also believe that adding all the individual efforts can comparable to government efforts.

First of all, 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. However, the government maybe just listen a little and not really make strong action, so is not always working well. Moreover, sometimes people want change but they don't know how to state their wants and position and finally they did nothing.

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.

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 begin our revision process.

Step 1: Thesis Statement Revision

You shared 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."

Let me give you some feedback:

Clarity:

- Your position is understandable, but the sentence is a bit long and complicated.
- Try to make your view clearer: Do you believe individual actions matter, or are you saying they are less important than collective or government actions?

Strength:

- You use phrases like "I partly agree," "I believe," and "I also think." These make the thesis weaker. Try to use more direct and confident language.

Focus:

- The thesis should clearly preview the two main points/paragraphs: (1) citizens influencing government and (2) personal green choices.

Suggestion (not a rewrite, just guidance):

- State your point of view directly.
- Clearly name both main points—government influence and personal green habits—so your reader knows what to expect.

Would you like to try rewriting your thesis statement to be more direct, confident, and clear? Remember to:

- Answer the essay question clearly,
- Give a preview of both main supporting points,
- Avoid words like "I think" or "I believe."

Let me know your revised thesis, and we'll make sure it's strong before moving on!

You:

I partly agree with this idea because I believe citizens can still influence the government, which is very important. However, I also believe that multiplying individual efforts can be comparable to government efforts.

Assistant:

■■■ Error connecting to server.

You:

I partly agree with this idea because I believe citizens can still influence the government, which is very important. However, I also believe that multiplying individual efforts can be comparable to government efforts.

Assistant:

Great effort! You've already made the thesis statement more direct and clear by removing some of the "I think/I believe" phrases. Let's fine-tune it a bit further:

Feedback:

You now have two ideas: citizens influencing government, and individual efforts being comparable to government efforts.

"Multiplying individual efforts can be comparable to government efforts" is a little unclear—do you mean "many individual efforts together can be as important as government action"?

Watch for small grammar errors (for example, "multiplying" should be "multiple" or "many"; "can be comparable" should be "can be comparable..." or "can compare...").

Guidance for revising:

- Use one sentence.
- Be very clear about your viewpoint—do individuals matter less, equally, or just in a different way compared to governments?
- Be specific about the two points: (1) influencing government, and (2) the effect of many individuals' green actions.

Here are some question prompts to help you clarify further:

1. Do you think individual actions are as important as government actions, or are they just helpful but not enough?
2. Do you want to mention in your thesis that individual action works best when combined with government action?

Would you like to revise your thesis once more with these suggestions?

Try to make a clear summary statement that previews both main points. Give it a try, and I'm here to help!

You:

I partly agree with this idea because I believe citizens can still influence the government, which is very important. However, I also believe that adding all the individual efforts can be comparable to government efforts.

Assistant:

Great effort on your revision! Let's look at your latest thesis:

I partly agree with this idea because I believe citizens can still influence the government, which is very important. However, I also believe that adding all the individual efforts can comparable to government efforts.

Feedback:

Your thesis is still a bit wordy and split into two sentences. A strong thesis is usually one clear, focused statement.

"Adding all the individual efforts can comparable to government efforts" needs some grammar corrections (e.g., "can be comparable") and a bit more clarity.

It's good that you mention both main points (influencing government and importance of individuals together).

Try to make your own point of view very clear: Do you think individuals' actions together are just as important as government, or are they important but not enough?

Prompt for you:

Could you try to combine your ideas into ONE sentence, using confident language?

Examples of strong linking words: "Although," "While," "Both," "Overall," etc.

Some guiding questions:

Do you want to argue that individuals can be just as impactful as governments if they work together, or are you just saying both are important?

Can you make your thesis statement confident by avoiding "I believe/I think/I partly agree" and just stating your opinion?

Would you like to try rewriting your thesis with these adjustments?

Once you have a version you like, please share it here and we'll check it before moving on!

You:

I partly agree with this idea because I believe that it is important for citizens to influence the government. However, I also believe that adding all the individual efforts can comparable to government efforts.

Assistant:

Great job—you're working hard to clarify your ideas!

Let's review your updated thesis statement:

I partly agree with this idea because I believe that it is important for citizens to influence the government. However, I also believe that adding all the individual efforts can comparable to government efforts.

Feedback:

- You're previewing both main points: citizens influencing government, and individual efforts.
- Using "I partly agree..." is okay for showing your stance, but you can make it more direct and confident by combining your ideas into one strong statement.
- There's a grammar error: "adding all the individual efforts can comparable to government efforts." It should be "can be comparable."
- Try to avoid repeating similar connecting words ("I partly agree... I also believe...").

Guiding Questions and Suggestions:

- Do you mean that individual actions, when combined, can be as powerful as government efforts? Or do you believe they're still less significant?
- You can use linking words to make the thesis unified. For example, "While government action is crucial, collective individual efforts can also have a significant impact."

Would you like to try rewriting your thesis as ONE clear sentence, showing both points and using confident language?

You can use words like "While," "Although," or "Both" to connect your ideas.

Give it a try! Share your new version, and I'll give you feedback—I won't provide a full rewrite, just guidance.

Once you're happy with your thesis statement, let me know and we'll move on to Step 2: Topic sentence revision!

You:

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

Assistant:

Excellent! You've selected your **first body paragraph** for further revision, and its current topic sentence is:

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

Let's check how well this topic sentence matches your revised thesis statement.

Feedback

Connection to Thesis:

This sentence does connect to your thesis point about citizens influencing government.

Clarity:

It's clear and direct. However, the words "the most important way" might make it sound like other actions (like personal green habits) are less important, even though your thesis says both have value, especially when combined.

Precision:

To strengthen the connection, you could mention that influencing government is a key way individuals make an impact, matching the thesis statement's balance between government and collective individual action.

Transition:

Consider if you need a transition that builds from your thesis, for smoother flow.

Guiding Questions

Does your topic sentence make it clear you are focusing on the idea from your thesis—that individuals are powerful when they influence government?

Does it avoid suggesting that this is the “only” or “most important” way, if your thesis says both ways matter?

Suggestions (not a rewrite!):

You might want to rephrase slightly, so it matches your thesis and feels balanced with your next paragraph.

You could say this is one of the significant ways individuals create change, rather than “the most important.”

Would you like to try revising this topic sentence now?

Aim to use confident language that clearly connects it to your thesis. Let me know when you’re ready or if you’d like a hint!

You:

First of all, the most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

Nice work! You repeated your original topic sentence:

First of all, the most important way individuals can help fight climate change is by influencing the government and politicians.

Let’s reflect with our guiding questions and feedback:

Feedback

Clarity: The sentence is easy to understand.

Connection to Thesis: It does connect to your thesis about individuals influencing government.

Balance: The phrase “the most important way” suggests this is more important than other ways, but your upgraded thesis treats both government influence and collective individual actions as impactful. It’s best to keep both as significant strategies, unless you want to argue that government influence is stronger.

Transition: “First of all” works, but can you make the flow even smoother from your introduction?

More Guiding Prompts

Do you want to emphasize this is one important way among several, not necessarily "the most important"?

Can you make sure your wording closely matches the balanced view in your thesis?

Next Steps

Would you like to try revising your topic sentence so it:

- Highlights this as a main way individuals contribute, without ranking it above the other major point in your essay?
- Uses confident, academic language in line with your improved thesis?

Example functional patterns (to inspire, not to copy):

- "One significant way individuals can address climate change is by..."
- "Individuals make a meaningful impact on climate change when they..."

Would you like to try your revised topic sentence now?

(If you want a hint or sentence starter, just ask!)

You:

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.

Assistant:

Great job so far! Now let's move to **Step 3: Revising the Rest of the Chosen Paragraph.**

Before we start, here is your **(updated) topic sentence:**

[Assuming your revision: "One significant way individuals can address climate change is by influencing governments and politicians."]

Here's the rest of your paragraph as submitted:

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.

Let's check the paragraph for **unity, clarity, and coherence.**

Guiding Questions:

1. Does each supporting detail clearly relate back to your revised topic sentence?
2. For example, do all the examples show how individuals influence government?
3. Is it clear how each example supports your main point (not just that citizens act, but HOW their actions impact government decisions)?
4. Do you use clear explanations between examples so the paragraph flows smoothly?
5. Are there any sentences that could be more precise, or need to be combined or separated for clarity?
6. Check your transitions (do you move logically from positive effects to limitations/weaknesses?).

More Focused Suggestions:

- When you mention examples, explain clearly how these actions result in change.
 - When discussing limitations, link back to your main idea: even if it doesn't always work, influencing government is still significant.
-

Would you like to try revising your supporting sentences now?

- Try focusing on clear cause-and-effect relationships between citizen actions and government decisions.
- Could you make any sentences more precise or combine any ideas for smoother flow?
- Make sure your final two sentences about problems and limitations clearly connect: e.g., "However, there are times when..." rather than "But..."

When you're ready, reply with your revised paragraph. I'll give you targeted feedback and help fine-tune! If you need a hint or have a question, just let me know.

You:

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. However, the government maybe just listen a little and not really make strong action, so is not always working well. Moreover, sometimes people want change but they don't know how to state their wants and position and finally they did nothing.