

HKBU LANG 0036 Learning Session Report

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Section: 11

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

Certainly! Here is your body paragraph with all informal expressions underlined, along with suggested formal, academic alternatives:

Your paragraph with informal expressions underlined:

By organizing, voting, and voicing their concerns, citizens can significantly influence how governments respond to climate challenges. 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.**

Suggested formal/academic alternatives:

- **normal people** → *ordinary citizens, the general public, members of society*
- **big effect** → *significant impact, considerable influence, meaningful effect*
- **But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well.** → *However, governments may only respond minimally to public demands and fail to implement effective policies, resulting in limited progress.*
- **Also, sometimes people want change but they don't know how to tell the politicians, so nothing happen.** → *Additionally, communication barriers between citizens and policymakers can impede political responsiveness, leading to a lack of substantive change.*

If you like, you can now try revising your paragraph using these suggestions, starting with the sentences expressing government limitations and communication issues. Let me know if you want me to help with a draft revision!

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 NOTE

Student has NOT yet completed all required revision steps: - Step 1: Revised the thesis statement ✓■ - Step 2: Revised one of the topic sentences ✓■ - Step 3: Revised one of the body paragraphs ■ (*not yet done*)

Status: not finished

AI COLLABORATION PROGRESS REPORT

Summary:

You have made meaningful progress in using the AI assistant for essay revision, especially in Step 1 (thesis statement revision) and Step 2 (topic sentence revision). The process shows active engagement, reflection, and purposeful dialogue. However, you must revise at least one body paragraph for full completion and assessment. Below, you'll find feedback on your current collaboration, strengths, and further development needs.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 12

- **Conversation Quality:**

The interaction features purposeful, multi-turn engagement focused on revising the thesis and topic sentence, with specific requests for feedback, examples, and clarification. Student responses are thoughtful, and AI feedback is constructive and tailored.

Interaction Scores:

In-Depth Conversation: 4/5

Justification: The student asks targeted questions, responds thoughtfully to feedback, and engages in multi-level discussion about essay structure and academic language. Depth is demonstrated in steps 1 and 2, but no sustained iterative cycle for body paragraph revision yet.

Critical Review of AI Suggestions: 4/5

Justification: The student reflects on AI feedback, chooses whether to accept or adapt suggestions (e.g., being satisfied with the thesis revision after reflection). Specific requests (such as for a topic sentence model and identifying informal expressions) show independent judgment.

Refining Process: 3/5

Justification: Clear iterative revision is seen for thesis statement and topic sentence, but the body paragraph revision stage has begun only with feedback on academic/formal language. No full paragraph rewrite or refinement cycle completed yet.

Human-AI Interaction Total: 11/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- **Active Engagement:**

You consistently respond to AI prompts, pose clarifying questions, and act on feedback (thesis and topic sentence revision).

- **Critical Use of AI Feedback:**

You request specific examples, identify areas for improvement, and make informed decisions about which suggestions to adopt.

- **Focus on Academic Improvement:**

You initiate discussion on formality, academic language, and effectiveness of topic sentences.

Areas for Improvement:

- **Completion of Revision Steps:**

You must revise at least one body paragraph, applying both content and stylistic improvements.

- **Iterative Refinement:**

Practice multi-round revision for paragraphs—not just word/sentence corrections, but holistic organization and clarity.

- **Evidence of Context Provision:**

Occasionally reference course or task objectives to ensure alignment between revision and assignment goals.

AI Collaboration Skills Assessment:

- **Context Provision:** Good

(Evidence: Student responds to task prompts; however, more explicit references to course assignment could strengthen contextual alignment.)

- **Strategic Planning:** Good

(Student methodically follows AI guidance and requests feedback for each revision stage.)

- **Critical Evaluation:** Good

(Student evaluates suggestions and sometimes chooses to stop revising when satisfied.)

- **Independent Editing:** Good

(Student drafts, revises, and requests targeted improvements; further practice with holistic paragraph revision would strengthen skills.)

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

Essay Writing Skills:

Complete the required paragraph revision and, moving forward, attempt multi-round refinement for cohesion, clarity, and argument development.

AI Collaboration Skills:

Continue to request specific feedback and challenge AI suggestions. Explicitly state your essay goals and criteria, and reflect on feedback in light of assignment requirements.

Overall Improvement:

Ensure all revision steps are fully completed in future modules. Revisit rubrics to guide each revision, and practice holistic editing for entire sections rather than individual sentences alone.

INSTRUCTOR NOTES

- The student demonstrates high motivation, strategic use of AI feedback, and growing independence in revision process.
- Key next step: Encourage completion and multi-round refinement of a body paragraph to ensure robust development and integration of academic writing skills.
- Consider brief check-in to ensure understanding of all revision requirements before final assessment.

Progress Status: not finished – body paragraph revision required for completion.

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. Although individuals are not as powerful as governments or corporations, the importance of their actions should not be underestimated. Collective individual actions can influence government policy, and individual life style choice can impact company's behavior.

By organizing, voting, and voicing their concerns, citizens can significantly influence how governments respond to climate challenges. 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, governments may only respond minimally to public demands and fail to implement effective policies, so results are sometimes limited.. Also, sometimes people want change but they don't know how to tell the politicians, so nothing happens.

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 a problem. Or maybe only a few people do green things but most people don't change, so it's 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:

Step 1: Thesis Statement Revision

Thank you for sharing your thesis statement:

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

Let's review it together!

Feedback:

- **Clarity:** The thesis communicates your position ("partly agree") and gives two key reasons (influence on government; personal lifestyle choices).
- **Strength:** The wording could be more assertive and specific. For example, "I partly agree..." is fine, but you might express confidence even with a nuanced position. Avoid "I think" (which you did—good job!) and aim for clear, precise preview of the essay's direction.
- **Focus:** It's mostly clear, but you could briefly preview *how* individuals influence government, and *how* personal choices matter—this helps set up your essay's structure.

Suggestions for Revision:

- Consider rephrasing to directly answer the essay question.
- Make your position and main points stand out.

- Preview the structure: government influence + personal actions.
- Use confident language.

Would you like to try revising your thesis statement now, using those suggestions? If you like, I can offer you a model sentence for reference—but give it a shot first!

You:

Although individuals are not as powerful as governments or corporations, the importance of their actions should not be underestimated. Collective individual actions can influence government policy, and individual life style choice can impact company's behavior.

Assistant:

Great effort—you're moving towards a stronger thesis! Here's some feedback to help you refine it further:

Positives:

- You have replaced "I partly agree," which makes it more assertive.
- You clearly mention both main points: influencing government policy and impacting company behavior.

Possible Improvements:

- The thesis could be even clearer by specifying *how* individuals have an impact.
- Try to avoid combining very broad ideas ("collective individual actions" and "individual lifestyle choice") unless you link them directly to your essay's main body paragraphs.
- Consider ensuring it previews both the essay's structure (government influence + company influence through lifestyle choices).

Guiding Questions:

- Does your thesis tell readers your specific viewpoint on the issue?
- Does it clearly preview your two main supporting points?

Would you like to try revising your thesis again—perhaps by directly stating how individuals can influence governments and companies?
Remember, keep it confident and try to be as specific as possible! If you'd like, I can offer an example after you give it another try.

You:

I'm good. Let's work on the topic sentence of the 1st body paragraph. The most important way individuals can help fight climate change is by influencing the government and politicians.

Assistant:

Fantastic! Let's focus on revising the topic sentence of your first body paragraph:

Your current topic sentence:

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

Feedback:

- **Strengths:** It's clear and sets up your main idea—how individuals influence government.

- **Possible Improvements:** Since you have revised your thesis to emphasize *collective* impact and influencing *government policy*, you might want your topic sentence to reflect this connection even more directly.
- Consider using more specific or academic language (for example, “citizens,” “government policy,” “public pressure”) so it matches the thesis and guides readers.
- It’s helpful to reflect your essay’s nuanced position—this is “the most important way,” but perhaps connect why it is so significant.

Guiding Questions:

- Does this topic sentence connect directly with your new, more assertive thesis?
- Is the language precise and academic?

Would you like to try revising this topic sentence so it clearly and confidently links individual action to influencing government climate policy? Give it a try, and I'll offer suggestions or an example if needed!

You:

Please read my revised thesis and the content of body paragraph 1. Provide an example of a strong topic sentence.

Assistant:

Absolutely! Thank you for your thoughtful work so far. Let's review your revised thesis and body paragraph 1 before I provide a model topic sentence.

Your revised thesis:

Although individuals are not as powerful as governments or corporations, the importance of their actions should not be underestimated. Collective individual actions can influence government policy, and individual life style choice can impact company's behavior.

Body Paragraph 1 Content:

You discuss how individuals influence government and politicians, especially through public demand, protests, voting, and public opinion; you also mention some limitations, such as government ignoring the public or unclear communication.

Example of a Strong Topic Sentence:

Here are a few models you might consider:

Model Sentence:

Through collective action and public pressure, citizens play a crucial role in shaping government climate policy.

Model Sentence:

Individuals make the greatest impact on climate change when they unite to demand strong environmental policies from their governments.

Model Sentence:

By organizing, voting, and voicing their concerns, citizens can significantly influence how governments respond to climate challenges.

Tips:

- Clearly link to your thesis ("collective individual actions," "influence government policy").
- Use academic language ("citizens," "public pressure," "policy," "impact").
- Be assertive (no "maybe," "might," or "I think").

Would you like to try rewriting your topic sentence using these examples as inspiration? If so, give it a shot! If you want, I can offer additional suggestions based on what you write.

You:

Thanks. Let's work on the body paragraph.

Assistant:

Great! We're now at **Step 3: Revising the Rest of Body Paragraph 1.**

Let's make sure the **supporting sentences** clearly relate to your revised topic sentence and thesis. Here's your current body paragraph (summarized for focus):

By organizing, voting, and voicing their concerns, citizens can significantly influence how governments respond to climate challenges. 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 use these guiding questions:

1. **Unity & Relevance:** Do all your points and examples clearly support your revised topic sentence—that citizens, through collective action, can shape government climate policies?
2. **Clarity:** Are there any sentences that could be made clearer or more formal/academic?
3. **Coherence:** Does the paragraph flow logically from point to point?
4. **Development:** Are your examples and explanations specific and fully developed?

A few hints and prompts:

Your **first three supporting sentences** are strong and relevant.

Your **examples** (protests, voting, laws passed) help illustrate your point.

The sentence about limitations ("But sometimes, the government maybe just listen a little...") is important, but consider making it clearer and more academic in tone.

Try to avoid informal phrases ("nothing happen") and check grammar ("maybe just listen a little") to keep your academic tone.

Would you like to:

- Rephrase any sentences for clarity or academic style?
- Clarify your examples?
- Add a linking sentence to explain why public pressure sometimes succeeds and sometimes doesn't?
- Remove anything off-topic?

Would you like to try revising one or two of your sentences now? Let me know which part you'd like to start with, or I can help you by identifying a sentence you might improve first!

You:

Please underline all informal expressions and suggest formal, academic alternatives.

Assistant:

Absolutely! Let's work through Step 3—**Revising the Rest of Body Paragraph 1**.

I'll first point out the informal expressions in your paragraph by **underlining them**, then suggest formal, academic alternatives (**not a full rewrite—just suggestions or models for individual words/phrases**).

Here is your paragraph with informal expressions underlined:

By organizing, voting, and voicing their concerns, citizens can significantly influence how governments respond to climate challenges. 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.**

Suggestions for More Formal/Academic Alternatives:

normal people

Suggestion: "ordinary citizens," "the general public"

big effect

Suggestion: "significant impact," "meaningful influence"

But sometimes, the government maybe just listen a little and not really make strong action, so is not always working well.

Suggestion: "However, governments may only respond minimally to public demands and fail to implement effective policies, so results are sometimes limited."

nothing happen

Suggestion: "no substantial changes occur," "there is no noticeable policy response"

Prompts to Guide Your Revision

Would you like to try replacing "**normal people**" with a more academic term?

How could you restate "**big effect**" for stronger, more formal language?

For your sentences beginning "but sometimes...," can you try expressing the limitations of government response in a more precise, academic way?

Can you clarify what you mean by "nothing happen," and explain *why* sometimes citizen communication doesn't result in change?

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

If you aren't sure which to start with, I recommend working on the sentence with "**But sometimes, the government...**" as it could be strengthened for clarity and academic tone.

Let me know which sentence you'd like to revise first!