

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 work and the chat history. Based on the training assessment report and the conversation, here is a summary and some specific suggestions to help you move forward:

What You Have Done Well:

- You correctly identified and revised your thesis statement, including the two main ideas: citizen influence on government, and personal green lifestyle choices.
- You asked for a model structure to improve clarity and academic tone.

What Still Needs Improvement:

- You have not yet revised any topic sentences of your body paragraphs.
- There has been no revision to any body paragraph for clarity, grammar, vocabulary, or coherence.
- Grammar and vocabulary errors throughout the essay remain uncorrected.
- You need to engage more deeply with the essay overall, not only focus on the thesis statement.

Suggested Next Steps:

1. Revise Topic Sentences:

Pick at least one body paragraph and rewrite its topic sentence so it clearly relates to your thesis and previews the paragraph's main idea. You

might try something like:

2. *"Citizens play a crucial role in combating climate change by influencing government policies through public pressure and voting."*

"Individual lifestyle changes, though smaller in scale, send important signals to companies and communities about the demand for environmental responsibility."

Revise a Body Paragraph:

Select one paragraph to improve by:

5. Correcting grammar and sentence structure.

6. Using clearer and more varied vocabulary.

Improving the logical flow between sentences and ideas.

Focus on Grammar and Vocabulary:

When revising your paragraph, look out for common errors like verb tense agreement ("maybe just listen" → "may only listen"), sentence clarity, and small vocabulary fixes ("problem" → "an issue" or "challenge").

Use AI Assistance Beyond Thesis:

Ask the AI explicit questions like:

10. "Can you help me improve the topic sentence of this paragraph?"

11. "How can I fix the grammar in this paragraph?"

12. "Can you suggest more precise vocabulary for these sentences?"

Example: Improving a Topic Sentence and Paragraph

Original topic sentence:

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

Revised topic sentence:

"By actively influencing government policies through voting and advocacy, individuals play a vital role in addressing climate change."

If you want, you can share a paragraph you want help revising, and I can guide you step-by-step. Completing these steps will demonstrate full revision and help improve your essay's clarity and strength.

Please let me know how you would like to proceed!

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 Check:

Based on the provided inputs (essay drafts and chat history), the student has only made revisions to the thesis statement. There is **no evidence** in the essay or chat history of a revised topic sentence or a revised body paragraph.

Status: Not finished. The student should revise at least one topic sentence and one body paragraph to complete the full revision assignment.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 18/25 – The essay demonstrates basic awareness of the issue, discusses citizen influence and personal lifestyle changes. Ideas are somewhat developed, but some analysis is surface level or repetitive.
- Organization: 18/25 – The essay has an intro, body paragraphs, and a conclusion, but transitions and paragraph focus could be improved.
- Vocabulary: 16/25 – The vocabulary is somewhat limited, with simple phrasing and minor inaccuracies (e.g., “so is not always working well”).

- Grammar: 16/25 – Frequent errors in tense, agreement, and sentence structure affect clarity (e.g., “so nothing happen,” “this is problem,” “so it not really enough”).

- **Original Essay Total: 68/100**

Revised Essay Scores:

- Content and Ideas: 18/25 – No substantial changes; thesis wording may be slightly improved but body paragraph content remains the same.

- Organization: 18/25 – No change in paragraph structure or flow.

- Vocabulary: 16/25 – No improvement evident across the body paragraphs.

- Grammar: 16/25 – Errors remain; no sentence-level editing visible in body paragraphs.

- **Revised Essay Total: 68/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- The thesis statement underwent brainstorming and was partially clarified in the chat.

- **Missed Opportunities:**

- Topic sentences were not revised.

- No body paragraph was revised for clarity or precision.

- Persistent grammar and vocabulary issues remain unaddressed.
-

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 7
- The conversation was narrowly focused on revising the thesis statement. All exchanges relate to thesis clarity and model structures.

Interaction Scores:

In-Depth Conversation: 2/5 – The conversation comprises basic exchanges over one revision step (the thesis statement). Most questions are surface-level; there is no evidence of multi-level analysis or addressing other aspects of the essay.

- *Evidence:* The student responded to prompts about the thesis but did not initiate deeper questions or discuss topic sentences or paragraph structure.

Critical Review of AI Suggestions: 3/5 – The student considered feedback and asked for a model structure, showing some evaluation of suggestions, but did not challenge or critically discuss alternative revisions.

- *Evidence:* The student requested guidance ("Give me a model structure") rather than evaluating or rejecting the assistant's feedback.

Refining Process: 3/5 – There was a short iterative attempt at revising the thesis with some refinement, but no cycle for topic sentences or paragraph revision.

- *Evidence:* The student provided two revised versions of the thesis before asking for a model; no further revision steps were taken.

- **Human-AI Interaction Total:** 8/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Willingness to engage with the AI for guided thesis revision.
- Ability to identify the thesis statement and respond to targeted feedback.
- Openness to seeking model structures and adapting feedback.

Areas for Improvement:

- Expand revision beyond the thesis statement, especially topic sentences and body paragraphs.
- Engage in deeper, multi-layered conversation regarding essay components and logic.
- Practice independent critique of AI suggestions to develop editing autonomy.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – The student answered prompts but did not explain overall essay goals or provide further context for revision beyond the thesis.
- **Strategic Planning:** Needs Improvement – Revision efforts were limited to the thesis with no evidence of a plan to approach other parts of the essay.
- **Critical Evaluation:** Basic – There was some feedback acceptance, but little challenge or discussion of revision rationale.
- **Independent Editing:** Needs Improvement – The student relied on the assistant's model structure and did not make independent edits to topic sentences or paragraphs.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing:** Revise both the topic sentences and body paragraphs, focusing on grammar, sentence structure, and creating logical progression between ideas.
2. **AI Collaboration:** Use the AI for the whole essay, asking specific questions about paragraph and sentence-level improvements, not just the thesis.

3. **Overall Improvement:** Develop a revision checklist to ensure all required areas (thesis, topic sentences, body paragraphs) are addressed before considering the process complete.

INSTRUCTOR NOTES

- The student has only completed thesis revision. Please ensure the student revises at least one topic sentence and body paragraph.
- Encourage the student to use the AI's feedback as a guide for broader essay improvements, not only for thesis revision.
- The assignment should be marked as incomplete until all revision steps are demonstrated.

■■■ 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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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 believe citizens can still influence the government and personal green lifestyle choices still have a role to play.

Assistant:

Great! Let's get started with Step 1—revising your thesis statement.

Here's your current thesis statement:

I believe citizens can still influence the government and personal green lifestyle choices still have a role to play.

Let's consider your thesis based on clarity, strength, and focus:

Comments:

- The statement explains your opinion, but it could be clearer and more confident.
- Try to avoid "I believe..." for a stronger academic tone.
- The thesis should also preview the main points you'll discuss (influence on government + personal green choices).
- It should directly address the essay question (about the effectiveness of individual action vs. government/company action).

Guiding Questions:

- Can you rewrite your thesis so it answers whether the actions of individuals matter— *and* shows both main points (influence on government, importance of personal lifestyle choices)?
- Try to combine both ideas in one clear, confident sentence (without “I think,” “I believe,” or “maybe”).

Would you like to try revising your thesis statement now? If you want, I can provide an example structure, but let's see your attempt first!

You:

My view is that citizens can still influence the government by playing as an important role in the cities and personal green lifestyle choices can also affect climate change.

Assistant:

Nice work on your revised thesis! You've included both main points—how citizens influence government and the impact of personal choices. Let's make it even clearer and more precise:

Feedback:

- Consider using the phrase “individuals” or “individual actions” to directly answer the essay question.
- “Playing as an important role in the cities” could be clearer—are you focusing on how citizens influence government decisions?
- Try to show how you will discuss both: 1) influence on government, and 2) personal lifestyle choices.
- Aim for a confident and direct tone (e.g., remove “can also” for something stronger).

Guiding Questions:

- How can you show that individual actions are important because they affect the government and also have some impact through lifestyle choices?
- Can you combine your two ideas into one fluent, academic sentence?
- Is there a way to hint which point you think is most influential?

Would you like to try revising your thesis statement again, focusing on these suggestions?

You:

Give me a model structure

Assistant:

Absolutely! Here's a model structure you can use to help revise your thesis statement. Remember, don't copy it word-for-word—instead, use it as inspiration to write your own version.

Model Structure:

While individual actions may seem less significant than those of governments and big companies, they remain important because citizens can influence government decisions and personal green choices still contribute to addressing climate change.

Or another option:

Although government and corporate action is essential for stopping climate change, individual efforts matter because they can shape government policy and create positive change through personal lifestyle choices.

Take a look at these structures and see if you can write your own improved thesis statement based on them. Would you like to give it a try now?