

HKBU LANG 0036 Learning Session Report

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Section: 24

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

It looks like you identified the thesis statement correctly and received clear, specific feedback on how to strengthen it, but you did not proceed to revise the statement or engage further with the AI suggestions. To move forward effectively, I recommend these steps:

Try Revising Your Thesis Statement:

Using the feedback, write a clearer and more confident thesis such as:

"I agree that governments and big companies have the greatest responsibility for addressing climate change, but individuals also play an important role by influencing government policies and adopting greener personal habits."

This version clearly previews your two main points and expresses your position confidently.

Engage Actively with AI Feedback:

Ask for examples, clarification, or help with any part you find difficult. Don't hesitate to explain your reasons or ask how to make the language stronger.

Continue the Revision Process:

After revising the thesis, proceed to revising topic sentences and body paragraphs, focusing on improving grammar and vocabulary as suggested.

If you want, I can help you draft the next revision or walk you through the steps again. Would you like me to provide a sample improved thesis statement or assist with revising a paragraph?

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 20/25 – The essay presents a clear central viewpoint with relevant arguments about individual and collective action on climate change. Some points could be more fully developed.
- Organization: 20/25 – Logical structure with clear introduction, body, and conclusion, and generally sound paragraphing.
- Vocabulary: 19/25 – Vocabulary is appropriate with some variety, though there are instances of repetition and some awkward phrasing.
- Grammar: 18/25 – Generally clear, but contains multiple basic grammatical errors that affect fluency (“so nothing happen,” “so is not always working well”).
- **Original Essay Total: 77/100**

Revised Essay Scores:

- Content and Ideas: 20/25 – No substantive changes; the content remains the same as in the original draft.
- Organization: 20/25 – Organization and paragraph structure unchanged.
- Vocabulary: 19/25 – No additional word variety or topic-specific language introduced.
- Grammar: 18/25 – Persistent grammatical errors remain; no attempted correction.
- **Revised Essay Total: 77/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- *No evidence of substantive or surface-level revision. The content, structure, wording, and language all remain identical between drafts.*

- **Missed Opportunities:**

- Revising the thesis statement for clarity, confidence, and structure as prompted by AI

- Improving grammar and sentence structure in body paragraphs

- Adding topic-specific vocabulary or more precise transitions

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 3

- **Conversation Quality:** Minimal exchange focused on thesis identification. The student responded to the AI's prompt to locate the thesis but did not engage in further revision or questioning.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Sparse interaction (three turns), limited to thesis identification. No in-depth discussion or follow-up questions.

- **Critical Review of AI Suggestions:** 1/5 – The student did not provide any justification, reaction, or reflection on AI suggestions. No evidence of evaluating or questioning feedback.

- **Refining Process:** 1/5 – No meaningful revision or iteration; the process halted after the thesis identification step with no new draft or further feedback incorporated.

- **Human-AI Interaction Total: 4/15**

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Accurately identified the thesis statement when prompted by the AI.
- Willingness to participate in the initial collaborative step with AI (thesis location).

Areas for Improvement:

- Did not attempt any substantive revision (either thesis, topic sentence, or paragraph).
- Insufficient engagement with AI feedback—no evidence of critical evaluation, questioning, or deeper collaboration.
- Did not progress beyond step one in the training sequence.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – No additional context or goals provided to the AI.
- **Strategic Planning:** Needs Improvement – No evidence of goal-setting, process planning, or request for further guidance.
- **Critical Evaluation:** Needs Improvement – Did not critique, accept, or reject AI suggestions.
- **Independent Editing:** Needs Improvement – Did not attempt original revision based on AI advice.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Actively implement AI suggestions in the draft (revise the thesis, experiment with language, address feedback on grammar and content).
2. **AI Collaboration Skills:** Engage in an ongoing dialogue—ask for examples/models, clarify confusing feedback, and critically reflect on recommendations to make the most of AI support.
3. **Overall Improvement:** Complete all required revision steps—thesis, topic sentence, and body paragraph revisions—before re-submission to maximize learning and skill development.

INSTRUCTOR NOTES

The student has not completed the key training steps (thesis revision, topic sentence revision, body paragraph revision). Encourage the student to treat the AI as a collaborative partner and to practice the full revision process. Consider holding a short conference to model AI-assisted revision and discuss the value of iterative feedback.

■■■ 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 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 with Step 1: Revising the thesis statement.

Here's 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.

Feedback:

- **Clarity:** Your meaning is clear, but the sentence is a bit long and complicated. The ideas could be grouped more tightly.
- **Strength:** The phrase "I partly agree" is good for showing a balanced viewpoint, but your language ("I believe... I also think...") could be more confident. Try to avoid "I think" or "I believe" in the final draft.

- **Focus:** It would help to preview the two main points of your essay: (1) citizens influencing governments, and (2) the effect of individual green choices.

Revision Guidance:

- State your position confidently.
- Combine your two reasons in a way that previews your essay's structure.

Would you like to try revising your thesis statement now, using these suggestions? (I'm here if you'd like more help or examples!)