

# 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: 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



 “partly agree”

AII



1. [REDACTED] "u" [REDACTED] "v" [REDACTED]
  2. [REDACTED] "partly agree" [REDACTED]
  3. [REDACTED]
  4. [REDACTED] A [REDACTED] "u" [REDACTED] "+" [REDACTED] "v" [REDACTED]

5.  \_\_\_\_\_

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A horizontal row of 24 dark gray squares, likely representing a portion of a larger grid or pattern.

## 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:**

- Task 1: Thesis statement revised? ■ (Student did not complete revision, only discussed it)
  - Task 2: Topic sentence revised? ■ (No evidence of revision attempt)
  - Task 3: Body paragraph revised? ■ (No evidence of revision attempt)

**Status:** not finished

# ESSAY WRITING ASSESSMENT

### **Original Essay Scores:**

- Content and Ideas: 20/25 – The essay contains clear ideas and demonstrates awareness of climate change issues. Two main points are presented, though expression is sometimes tentative and examples could be stronger.

- Organization: 20/25 – Follows a logical structure (introduction, body paragraphs, conclusion). Paragraphs focus on different aspects, though topic sentences and transitions could be sharper.

- Vocabulary: 18/25 – Vocabulary is adequate and sometimes topic-specific, but phrasing is occasionally awkward (“so is not always working well,” “so this is problem”) and lacks variety.

- Grammar: 17/25 – Several errors in sentence structure and agreement (“so is not always working well,” “nothing happen,” “it not really enough”), but overall meaning is clear.

- **Original Essay Total: 75/100**

#### **Revised Essay Scores:**

- Content and Ideas: 20/25 – No substantive changes; ideas remain clear but unstrengthened.

- Organization: 20/25 – Structure remains the same; not improved.

- Vocabulary: 18/25 – No changes; same strengths and weaknesses.

- Grammar: 17/25 – No changes.

- **Revised Essay Total: 75/100**

#### **Essay Improvement Analysis:**

- **Overall Improvement: +0 points**

- **Key Improvements Made:**

- None (no revisions implemented).

- **Missed Opportunities:**

- Thesis statement could be made more concise and academic.

- Topic sentences and paragraph transitions could be sharpened.

- Body paragraph grammar and vocabulary could be improved for clarity and accuracy.
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## HUMAN-AI INTERACTION ASSESSMENT

### Chat History Analysis:

- **Total Exchanges:** 11 (including English and Chinese)

- **Conversation Quality:**

The conversation was friendly, encouraging, and focused on thesis statement revision. The AI provided constructive feedback, examples, and encouragement. The student engaged with the encouragement and rationale but ultimately did not attempt a revision.

### Interaction Scores:

- **In-Depth Conversation:** 3/5 – Adequate number of exchanges with some relevant questions about writing and strong engagement, but did not progress to revision.
- **Critical Review of AI Suggestions:** 2/5 – Student responded to suggestions and prompts but did not attempt revision or discuss alternative edits; some engagement with feedback in own words.
- **Refining Process:** 1/5 – No revision cycles were completed; all writing remains unchanged.
- **Human-AI Interaction Total:** 6/15

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## OVERALL PERFORMANCE SUMMARY

### Strengths Demonstrated:

- Willingness to engage with feedback and discuss writing process (e.g., asking for feedback, showing interest in the structure).
- Strong receptiveness to encouragement and positive reinforcement.

- Clearly stated position and main points in both essay drafts, showing engagement with essay topic.

#### **Areas for Improvement:**

- Revise and refine thesis statement to meet academic standards and demonstrate synthesis of feedback.
- Practice iterative editing and revision, using AI suggestions as a springboard for improvement rather than only discussing changes.
- Attempt topic sentence and paragraph revision to demonstrate learning and writing development.

#### **AI Collaboration Skills Assessment:**

- **Context Provision:** Good – Student shared the entire essay and contextualized their questions (in English and Chinese).
- **Strategic Planning:** Needs Improvement – No clear plan to revise; reluctant to attempt edits when prompted.
- **Critical Evaluation:** Needs Improvement – Student did not critically assess or attempt changes to suggestions.
- **Independent Editing:** Needs Improvement – No independent editing attempted.

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## **RECOMMENDATIONS FOR FUTURE DEVELOPMENT**

1. Allocate time to attempt actual revisions (thesis, topic sentences, body paragraphs), not just discussion; try several versions and evaluate which is strongest.
2. Use the AI not just for feedback but as a partner for iterative improvement; complete multiple revision cycles per draft.
3. Develop academic writing skills by practicing concise thesis statements, clearer topic sentences, and more accurate grammar—make edits directly after receiving feedback.

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## **INSTRUCTOR NOTES**

- Student demonstrates openness to feedback, values encouragement, and discusses writing confidently.
- Main area for intervention: Encourage actual revision efforts. Assign homework requiring concrete changes after each coaching session.
- Strong support and praise are motivating; combine with structured editing exercises to progress toward actual writing improvement.

*Note: Assessment is evidence-based and reflects activities recorded up to the present chat history. No essay revisions were completed during this session. Student should aim to progress from discussion to direct revision for full credit in future modules.*

## ■■■ 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.

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.

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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:**

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.

**Assistant:**

Great, thank you for sharing your draft! Let's begin with **Step 1: Thesis Statement Revision**.

Here is your current thesis statement (the first sentence of your essay):

"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."

**Feedback:**

- **Clarity:** The thesis is fairly clear, but it is a little long and has some extra detail that could be simplified.
- **Strength:** The language is a bit tentative ("partly agree," "I also think"), which makes your position sound less confident. Try to use more direct and precise wording.
- **Focus:** It does state your overall view, but it could preview your main points more directly (for example, mentioning the two main roles: influencing government and making personal green choices).

**Suggestions:**

- Clearly state your own viewpoint in one sentence.
- Briefly list or hint at the two main points you will discuss.
- Avoid first-person phrases like "I think" or "in my opinion" in the thesis for a more academic tone.

Would you like to try revising your thesis statement now, using these ideas? If you want, I can give an example of a possible structure, but I'd like you to try first!

**You:**

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.

**Assistant:**

Excellent! Thank you for sharing your current thesis statement again. Before we move ahead, let's work together to improve it based on the feedback.

A few reminders:

- Try to express your viewpoint more directly ("partly agree" can be stronger as "although individual actions are less impactful, they...").
- Summarize your two main arguments in the thesis: (1) individuals influence governments, and (2) individual choices still matter.
- Aim for one clear, confident sentence.

**Would you like to rewrite your thesis statement now, applying these suggestions? Take your time!**

If you're unsure, I can offer a sample structure (not a full sentence) to help you get started. Just let me know!

**You:**

██████████

**Assistant:**

thesis statement

"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."

You:

- 
- "I partly agree/I also think"
- 

thesis

"Although individual actions have less impact than those of governments and companies, they play an important role both by influencing government policy and by encouraging environmentally friendly habits in society."

thesis statement

thesis statement

You:

Assistant:

thesis

statement

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thesis statement

You:

[REDACTED]

Assistant:

[REDACTED]

[REDACTED]  
[REDACTED] + [REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]