

HKBU LANG 0036 Learning Session Report

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Student Email: 25264850@life.hkbu.edu.hk

Student Number: 25264850

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 so far! To help you move forward effectively, here are some focused next steps based on the assessment and chat history:

Revise the Thesis Statement:

Try rewriting your thesis to be clearer, more confident, and preview your key arguments. For example, instead of "I partly agree," directly state your position and name the two main ways individuals can contribute: influencing government and making personal lifestyle changes.

Revise a Topic Sentence:

Pick one body paragraph and improve its topic sentence to clearly reflect the paragraph’s main idea and tie it back to your revised thesis.

Revise One Body Paragraph:

Edit at least one paragraph to add more detail, clarify your points, and fix grammatical issues or awkward phrasing (e.g., “government maybe just listen a little” → “sometimes governments only listen partially”).

Engage Actively in Chat:

When you next work with the AI, try asking clarifying questions or requesting examples to deepen your understanding of suggested revisions.

Would you like me to help you start by drafting a clearer, stronger thesis statement? Or would you prefer to revise your own first, and I can give feedback? Let me know how you’d 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

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 20/25 – Essay addresses the main question and shows adequate awareness of climate change issues. The viewpoint is explained, but some ideas lack depth and detailed examples.
- Organization: 19/25 – Structure is generally clear with distinct paragraphs, though transitions and logical progression between ideas could be smoother.
- Vocabulary: 18/25 – Vocabulary is sufficient and appropriate to the topic, though word choice is occasionally repetitive and lacks sophistication.
- Grammar: 17/25 – Sentence structure is basic, with some errors affecting clarity, e.g., “so is not always working well.”
- **Original Essay Total: 74/100**

Revised Essay Scores:

- Content and Ideas: 20/25 – No noticeable improvement. Content and ideas remain the same as the original.
- Organization: 19/25 – Organization is unchanged; paragraph structure remains adequate.
- Vocabulary: 18/25 – No vocabulary changes are evident; use and variety remain static.
- Grammar: 17/25 – No substantial grammar improvements.
- **Revised Essay Total: 74/100**

Essay Improvement Analysis:

- **Overall Improvement: +0 points**
- **Key Improvements Made:** No actual revisions were made; the thesis, topic sentence, and body paragraph remain the same in both drafts.
- **Missed Opportunities:**
 - The thesis statement could have been revised for clarity, confidence, and explicit previewing of arguments (see AI feedback in chat).
 - Topic sentences and body paragraphs could have been improved in focus and detail.
 - Grammar and vocabulary could be made more sophisticated with varied sentence structures and precise word choices.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges: 3**
- **Conversation Quality:** Very limited exchange. The interaction only covered thesis identification, initial user input, and preliminary feedback from the AI with suggestions for revision.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Very basic exchange; the student answered one prompt and received feedback but did not engage further or ask clarifying questions.
 - **Critical Review of AI Suggestions:** 1/5 – No evidence of evaluating, questioning, or reflecting on the AI's feedback. No acceptance or rejection; no revision followed.
 - **Refining Process:** 1/5 – No revision or iteration has been completed; only preliminary identification of the thesis statement.
 - **Human-AI Interaction Total: 4/15**
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OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student was able to locate and quote the thesis statement correctly.
- Initial engagement with the AI shows basic understanding of revision intentions.

Areas for Improvement:

- Revision process needs to be completed: thesis statement, topic sentences, and at least one body paragraph revision.
- More active engagement and questioning in the AI chat to deepen collaboration.
- Move beyond identification to actively try revising and critically reflect on AI feedback.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – The student shared the thesis statement but did not expand on challenges or goals.
- **Strategic Planning:** Needs Improvement – No plan or intent for revision was discussed.
- **Critical Evaluation:** Needs Improvement – No evidence of assessing or justifying AI suggestions.
- **Independent Editing:** Needs Improvement – No actual revision performed yet.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Complete actual revisions, focusing on making the thesis statement, topic sentences, and body paragraphs clearer, more confident, and better structured.

2. **AI Collaboration Skills:** Interact more deeply with the AI. Ask for clarifications, try suggested revisions, and critically review AI feedback. Share more context for targeted support.

3. **Overall Improvement:** Approach the revision cycle iteratively—try drafts, discuss choices, and reflect on changes for maximum benefit.

INSTRUCTOR NOTES

Student has not yet completed the required revision tasks. Please prompt the student to continue the revision session, ensuring that the thesis statement, a topic sentence, and one body paragraph are revised. Encourage active participation in AI chat for formative learning.

Training Progress Status:

Student has NOT FINISHED the required revision tasks. Further work and engagement are needed to demonstrate AI-supported writing improvement.

■ ■ ■ 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 start with **Step 1: Thesis Statement Revision**.

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 thesis expresses your viewpoint fairly clearly, but the sentence is long and could be split for better emphasis and readability.
- **Strength:** The phrase "I partly agree" is somewhat vague. Consider stating your position directly and confidently.
- **Focus:** It would help to name your main points more precisely—what does "influence government" involve? What are the types of "personal green choices"?
- **Preview:** Try to briefly mention how you'll compare the influence of citizens on government vs. personal actions.

Helpful reminders:

- Avoid phrases like "I think" or "I partly agree."
- Make sure your thesis previews what you will discuss in your essay.

Questions to consider:

Would you like to try revising your thesis statement now, making it:

- More confident
- A bit shorter
- Clear about your main arguments

If you need a starter, let me know! I'll wait for your attempt before giving an example.