

# HKBU LANG 0036 Learning Session Report

Generated: 2025-11-17 17:54:03

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Section: 6

## 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

It looks like you have been actively discussing your essay's thesis and paragraph structure with the AI, but haven't yet shared your own revised thesis or topic sentence based on that feedback. Here's a clear plan and actionable guidance to help you complete your revision steps and move forward:

### 1. Revise Your Thesis Statement

Your current thesis (about individual actions vs. government and company roles in climate change) is a bit long and contains phrases like "I believe" that weaken its academic tone.

**Goal:** Write a concise, confident thesis that directly states your view and previews the two main points you will develop.

**Example template:**

*"Although individual actions alone cannot solve climate change, citizens play a vital role by influencing government policies and by adopting sustainable lifestyles."*

**Your Task:**

Try to write your own version of this thesis, clearly showing:

- That you recognize both the power of government and the role of individuals
- Preview the two supporting ideas (influence on government & personal lifestyle changes)

Please share your revised thesis here to receive feedback.

### 2. Revise a Topic Sentence

Once your thesis is clear, pick one body paragraph to revise its topic sentence so it clearly links to your thesis and previews that paragraph's main idea.

**For example, for the paragraph about influencing government:**

A clear topic sentence might be:

*"One of the most effective ways individuals can combat climate change is by pressuring governments to enact stronger environmental policies."*

**Your Task:**

Choose the paragraph you want to revise first and try writing a clear, focused topic sentence that:

- Summarizes the paragraph's main point
- Connects back to your thesis's first or second idea

Share your draft topic sentence here for feedback.

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### 3. Revise a Body Paragraph

After your topic sentence is clear, revise the body paragraph to:

- Improve flow and coherence (use clear transitions)
- Eliminate awkward phrasing or grammar mistakes
- Ensure all sentences support the topic sentence clearly

You can share the paragraph here and I can give suggestions on wording, transitions, and phrasing.

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### Summary

You are engaged and asking good questions! Now what's missing is moving from discussion to action:

- **Write and share your revised thesis statement**
- **Write and share a revised topic sentence for one paragraph**
- **Then revise that paragraph's content and style**

Once you complete these steps, your essay will show clear progress with concrete revisions. Then we can assess your improvements and continue refining.

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**Please share your revised thesis or topic sentence draft when ready!** I'm here to help you polish it and support your writing development.

### Grading Result (Hidden from students)

not finished

# STUDENT ASSESSMENT REPORT

**Course: LANG 0036 - Enhancing English through Global Citizenship**

**Module: AI for Revising Essays**

## PROGRESS SUMMARY

### Completion Check of Revision Tasks

- **1. Revised the thesis statement:** *Not completed*  
The chat shows extensive discussion and feedback about the thesis statement's clarity, but the student has not provided a revised thesis statement in their own words yet.
- **2. Revised one of the topic sentences:** *Not completed*  
There is questioning and some feedback about topic sentences, but no actual revised topic sentence has been shared.
- **3. Revised one of the body paragraphs:** *Not completed*  
The student has copied a paragraph, but there's no evidence of substantive revision or updated section provided.

→ **Status:** *not finished*

## ESSAY WRITING ASSESSMENT

**Note:** Since required revision steps are incomplete, both essays assessed are the original version.

### Original Essay Scores:

- **Content and Ideas:** 20/25  
*Reason:* The essay presents clear, relevant ideas and understands the prompt, demonstrating awareness of climate change issues and the role of individuals, governments, and companies. A balanced viewpoint is expressed, though elaboration and depth could improve.

- **Organization:** 20/25

*Reason:* Logical structure with clear introduction, body, and conclusion. Paragraphs are generally organized but could benefit from stronger transitions and coherence in parts.

- **Vocabulary:** 18/25

*Reason:* Vocabulary is adequate, showing some variety and correct topic terms. Slight awkwardness and repetition occur ("people," "government"), and some sentences could be more precise.

- **Grammar:** 17/25

*Reason:* Grammar is generally adequate but there are some problematic phrasing, awkward constructions, and inconsistent verb usage (e.g., "so is not always working well", "so nothing happen").

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

#### Revised Essay Scores:

- **Content and Ideas:** 20/25

*Reason:* No substantive revision; content remains unchanged.

- **Organization:** 20/25

*Reason:* No major changes in paragraphing or logical flow.

- **Vocabulary:** 18/25

*Reason:* Vocabulary untouched.

- **Grammar:** 17/25

*Reason:* Grammar issues persist.

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

#### Essay Improvement Analysis:

- **Overall Improvement:** +0 points

- **Key Improvements Made:**

• *None at this stage; revision steps are incomplete.*

• **Missed Opportunities:**

• Thesis could be made more concise and academically confident.

• Topic sentences need clearer connection to thesis.

• Paragraph unity/coherence and grammar require further revision.

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## HUMAN-AI INTERACTION ASSESSMENT

**Chat History Analysis:**

• **Total Exchanges:** 10

• **Conversation Quality:**

The exchange shows active engagement with the AI. The student asks relevant questions about structure, coherence, and the clarity of their topic sentences. The assistant provides specific feedback and prompts for revision. However, the student does not yet act on these prompts.

**Interaction Scores:**

• **In-Depth Conversation:** 3/5

*Evidence:* Conversation is developing, with several thoughtful questions about organization and clarity. However, it lacks the depth and sustained exchange that would come with multiple revision cycles.

• **Critical Review of AI Suggestions:** 2/5

*Evidence:* The student requests feedback and asks for clarification but does not yet evaluate or challenge AI suggestions, nor do they justify decisions or show selective acceptance of advice.

• **Refining Process:** 2/5

*Evidence:* The student has not yet engaged in actual revision or iteration; exchanges focus on feedback and inquiry, not action.

• **Human-AI Interaction Total:** 7/15

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## OVERALL PERFORMANCE SUMMARY

### Strengths Demonstrated:

- **Engagement:** The student actively asks for feedback on paragraph structure, coherence, and topic sentences.
- **Receptiveness:** Shows willingness to improve and seeks input on multiple aspects of the essay.
- **Initiative:** Proactively identifies their own uncertainties and requests guidance.

### Areas for Improvement:

- **Action on Feedback:** The student needs to progress from discussion into concrete revision of thesis, topic sentences, and paragraphs.
- **Critical Evaluation:** Rather than only accepting advice, the student should articulate their reasoning for accepting or rejecting feedback.
- **Revision Strategy:** Implement actual changes and iterate for essay improvement.

### AI Collaboration Skills Assessment:

- **Context Provision:** Good – Student provides relevant context and specific queries.
- **Strategic Planning:** Developing – Some evidence of planning (by asking which paragraph to revise), but no execution yet.
- **Critical Evaluation:** Basic – Student asks for feedback, but does not display critical thought or justification for changes.
- **Independent Editing:** Needs Improvement – No revision or editing yet performed.

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## RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing:** Actively revise key problematic sentences and paragraphs, improving thesis clarity and paragraph coherence.
2. **AI Collaboration:** Move beyond feedback; implement revisions and then critically discuss whether suggestions have helped, so you develop ownership of your writing.

3. **Overall Improvement:** After revising, reread drafts for logical flow and grammar issues, and use the AI for further iterations to deepen the process.

## INSTRUCTOR NOTES

- The student shows good reflection and engagement with the AI, but further progress requires actual revisions reflecting feedback received.
- Encourage the student to shift from consultation (questioning) to revision (doing).
- Monitor subsequent submissions for evidence of independent editing and iterative development.

## 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.

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:**

Nowadays, there is an ongoing debate about industrial development: whether technological shifts in industry will improve global employment prospects. In my opinion, such technological changes will ultimately undermine global employment prospects in the long run.

We all know that industrial automation reduces jobs while increasing efficiency. Many workers face the risk of unemployment, as some roles are replaced by automated machines. For society, this helps reduce resource waste. However, for individual workers, it means losing their salaries and wages—leaving some unable to support themselves.

Older workers, in particular, often lack advanced skills and can only perform basic factory jobs. If these positions are replaced by machines or industrial automation, they may lose their ability to earn income. For a society to function effectively, simply boosting production efficiency is not enough. In my view, everyone should have access to employment to sustain their livelihoods, as this is key to a stable society.

Additionally, while we should prioritize production efficiency, we must also care for the diverse needs of individuals. This way, everyone can feel secure and fulfilled.

**Assistant:**

Great! Let's begin with **Step 1: Thesis Statement Revision**.

**Please share your current thesis statement for your essay.**

This will usually be the main claim or opinion in your introduction.

Your current thesis statement seems to be:

"In my opinion, such technological changes will ultimately undermine global employment prospects in the long run."

Let's work with this! Here's my feedback:

**Strengths:**

- Your opinion is clear.
- The statement directly addresses the essay question about employment prospects.

**Areas to Improve:**

- It could specify how technological changes affect jobs, for extra clarity.
- Try to "preview" your main supporting points (for example: automation replaces workers; older employees are especially vulnerable).
- Use precise and confident language—your phrase "in the long run" can stay, but try to be as specific as possible.

**Questions and Suggestions:**

- Can you show in your thesis that both efficiency and social issues will be topics?
- Try to avoid "In my opinion..." if possible; just state your view directly.

**Prompt for you:**

Would you like to try rewriting the thesis statement now, making it more specific and previewing your main supporting points?

You can try something like:

"Technological advancements in industry will undermine global employment prospects because automation reduces jobs and creates additional challenges for vulnerable workers."

But don't copy my suggestion—please write it in your own words first!

Let me know when you're happy with your revised thesis, or ask for more hints if you need them.

**You:**

Do you think there are any aspects in the paragraph structure of my article, such as coherence and fluency, that need to be revised?

**Assistant:**

Thank you for your question! I'm glad you're thinking about overall structure, coherence, and fluency—these are key for strong academic writing. Here's some feedback about your article's paragraph structure, based on what you've shared:

**Coherence:**

- Your paragraphs each focus on a clear idea: the influence of individuals on government, and personal lifestyle choices.
- Each paragraph connects well to your main argument.

**Fluency:**

- Most of your sentences are logically ordered, and you use words like "for example", "on the other hand", and "in conclusion" to guide the reader.
- Some transitions between ideas (especially when introducing limits or counterpoints) could be smoother. Sometimes, words like "But also" or "Or maybe" can make the flow a little choppy.
- Watch for sentences that switch quickly from positive to negative without much explanation—adding short connecting phrases or reasons can help

the reader follow your logic better.

**Unity:**

- Each body paragraph stays on topic, but a few sentences drift off the main idea (for example, talking generally about people not caring, without linking back to your topic sentence).
- Try to make sure every supporting sentence clearly relates back to the topic sentence and—most importantly—to your revised thesis.

**My Suggestion:**

After you revise your thesis and your topic sentence, try reading your draft out loud to check if it “flows” naturally. This can help you catch abrupt changes or awkward transitions.

**Next Steps:**

- Let's finish revising your thesis.
- Then, when we work on a body paragraph, we'll focus specifically on coherence and logical flow within that paragraph.

Would you like help identifying which transitions or sentences might break the flow? Or shall we move forward with the thesis revision first?

**You:**

Do you think my topic sentence is clearly stated? I feel it's not very clear.

**Assistant:**

Great question! Let's focus on your topic sentence, but first, according to our revision process, **let's finish the thesis statement revision before moving to the topic sentence.**

**1. Thesis Statement Revision**

Your draft thesis is:

“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:**

- You express a balanced opinion, which is good!
- The sentence is a bit long and could be clearer.
- Try to preview the two main points of your essay: 1) citizen influence on government, and 2) individual green choices.
- Avoid phrases like “I believe” and “I also think,” and state your view more directly.

**Prompt:**

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

- Clear and confident (no “I believe...”),
- and showing your two points (citizen influence & personal green actions)?

If you'd like a hint, here's a possible structure to help you:

“Although individual actions are less impactful than those of governments and corporations, citizens play a crucial role by influencing policy and modeling green lifestyles.”

**But please write it in your own words!**

Once you revise your thesis statement, share it here.  
Are you ready to try your own revision now?

**You:**

We all know that industrial automation reduces jobs while increasing efficiency. Many workers face the risk of unemployment, as some roles are replaced by automated machines. For society, this helps reduce resource waste. However, for individual workers, it means losing their salaries and wages—leaving some unable to support themselves.

**Assistant:**

Thank you for sharing your new thesis statement and your paragraph draft! Let's follow our structured revision process to help you strengthen your essay.

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### Step 1: Thesis Statement Revision

First, please share the exact thesis statement you would like to revise. For your essay on climate change and individual vs. government/company action, your current thesis looks like:

"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."

#### My Feedback:

- Your thesis shows a "balanced" or "qualified" viewpoint—excellent!
- It covers both main points: (1) citizens can influence government, and (2) personal lifestyle choices also matter.
- The sentence is a bit long, and relies on "I believe/I also think"—this can weaken your academic tone.
- You can preview your main points more clearly.

#### Suggested Focus:

- State your position directly, without "I believe/I think."
- Preview both points (influence on government; personal green choices).
- Make it concise and confident.

#### Prompt:

Would you like to try rewriting your thesis statement now? For example, you might start with:

"Although individual actions have less impact than those of governments and companies, citizens play a vital role in combating climate change by influencing political decisions and adopting environmentally friendly lifestyles."

Try to put this idea into your own words—keep it clear, confident, and preview your two main ideas.

Would you like to share your revised thesis now? I'm happy to give feedback or more hints if you would like!

*(Once you're satisfied with your thesis, we'll move on to Step 2: revising a topic sentence in one of your body paragraphs—please tell me which paragraph you'd like to work on next!)*