

HKBU LANG 0036 Learning Session Report

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Section: 17

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 have identified the thesis statement as requested, which is a good first step. However, you haven't yet submitted a revised version based on the feedback provided. To move forward and complete the training task successfully, I recommend trying the following:

1. **Revise your thesis statement** to make it clearer and more confident. For example, instead of "I partly agree," you could say "Both government action and individual choices are essential in combating climate change."
2. **Make sure the thesis previews your two main points** (influencing government and personal lifestyle choices) in a concise, strong way.
3. After revising, share your new thesis statement here so we can discuss and improve it further.

Once you complete this step, we can proceed to revising a topic sentence and a body paragraph. This iterative process will help build your revision skills and complete your training.

Would you like to try revising your thesis statement now? If you want, I can help you by giving a model revision first—just ask!

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

Note: The student has not completed all required revision tasks. Only the thesis statement has been identified for revision, but no revision was submitted. There is no evidence of revising a topic sentence or a body paragraph. Therefore, the student training progress is **not finished**. Analysis is based on partial submission and collaboration steps.

ESSAY WRITING ASSESSMENT

Original Essay Scores:

- Content and Ideas: 21/25 – The essay presents clear, relevant ideas, demonstrates good understanding of climate change, and shows a balanced viewpoint.
- Organization: 19/25 – The essay is mostly organized, with clear paragraphs, but logical progression is sometimes interrupted by informal phrasing and underdeveloped connections.
- Vocabulary: 18/25 – Adequate topic-specific vocabulary (e.g., “carbon emissions”, “green companies”) is used, but some repetition and simple word choices lower variety.
- Grammar: 16/25 – Frequent grammatical errors (“so is not always working well”, “so nothing happen”) affect clarity, with uneven sentence structure and limited complexity.
- Original Essay Total: 74/100**

Revised Essay Scores:

- Content and Ideas: 21/25 – No change; the revised draft is identical to the original, indicating the same strengths and weaknesses.
- Organization: 19/25 – No change; structure and paragraphing remain the same.
- Vocabulary: 18/25 – No change; word choice and use of topic-specific vocabulary unchanged.
- Grammar: 16/25 – No change; persistent errors from the original remain.
- Revised Essay Total: 74/100**

Essay Improvement Analysis:

- **Overall Improvement:** +0 points

Key Improvements Made:

- None; there is no evidence of change between drafts.

Missed Opportunities:

- The thesis statement was not revised to be more confident or precise.
- No topic sentences or body paragraphs were revised, missing the chance to improve logical flow and clarity.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 3

- **Conversation Quality:** The student successfully located and quoted the thesis statement. The AI assistant provided detailed feedback with clear revision guidance and prompts. However, the student did not follow up with a revised thesis or engage in further iterative revision.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – The exchange is basic; the student locates the thesis, and the AI delivers feedback, but the conversation does not proceed beyond this initial step.
- **Critical Review of AI Suggestions:** 2/5 – The student did not evaluate or discuss the feedback; no evidence of acceptance, rejection, or reasoning is shown.
- **Refining Process:** 1/5 – No evidence of iteration or revision cycles; the process stopped after initial identification and feedback.

- Human-AI Interaction Total: 5/15
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OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- The student accurately located and quoted the thesis statement (showing basic reading and comprehension).
- The student engaged voluntarily with the AI's feedback process (demonstrates willingness to participate).
- The AI provided actionable, scaffolded advice, setting up an effective model for future interaction.

Areas for Improvement:

- Revision skills: The student needs to actively revise, not just identify, thesis/topic sentences and body paragraphs.
- AI collaboration: Engage in iterative exchanges—respond to feedback, ask follow-up questions, and submit revised versions.
- Critical thinking: Provide reasoning for changes made (or not made), discuss AI suggestions to develop evaluative skill.

AI Collaboration Skills Assessment:

- **Context Provision:** Good – The student provided the thesis statement, giving context for the AI response.
 - **Strategic Planning:** Needs Improvement – No evidence of active planning or engagement with revision process.
 - **Critical Evaluation:** Needs Improvement – No rationale or discussion regarding feedback; the critical review stage was skipped.
 - **Independent Editing:** Needs Improvement – No editing demonstrated.
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RECOMMENDATIONS FOR FUTURE DEVELOPMENT

- Essay Writing Skills:** Complete revision tasks as outlined; actively revise thesis, topic sentences, and body paragraphs based on feedback.
- AI Collaboration Skills:** Engage more deeply with the AI, including iterative cycles of revision and feedback. Ask questions and discuss rationale behind changes.
- Overall Improvement:** Take initiative to practice editing; use AI suggestions as a starting point—implement, evaluate, and refine changes for each revision task.

INSTRUCTOR NOTES

- The student has not yet demonstrated full engagement with the training task. Recommend targeted follow-up to encourage completion of revision steps and promote active collaboration with AI guidance.
- Additional support may be required to build confidence in revision and critical review stages.

Progress: Not finished. Student must revise thesis statement, topic sentences, and a body paragraph, and engage in dialogue and revision cycles for successful completion of training.

■■■ 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:

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 the revision process together.

Step 1: Thesis Statement Revision

Thank you for sharing 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.

Here are some feedback points to help you strengthen it:

Clarity: Your position is clear ("partly agree"), but the sentence is a bit long and complex. Consider making it more direct.

Strength: Words like "I believe" and "I also think" can make your thesis sound less confident. Try to use more decisive language.

Focus: Summarizing your two main arguments briefly (influencing government and individual lifestyle choices) is good, but you can also indicate that both are necessary or mention which is more important.

A strong thesis should:

1. Directly answer the essay question ("Do individuals matter as much as governments/companies?")
2. Preview your main points (influencing government, personal lifestyle choices)
3. Use confident, precise language (avoid "I think," "maybe," "I believe")

Here are some guiding prompts:

- How could you express your position without phrases like "I believe"?
- Can you use words like "crucial," "significant," or "essential" to show emphasis?
- Do you want to state which factor is more impactful, or do you want to show balance between the two?

Would you like to try revising your thesis statement now, based on this feedback? I'm happy to review your new version!