

HKBU LANG 0036 Learning Session Report

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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

Here is the finalized assessment report based on your interaction and essay revision progress:

FINAL ASSESSMENT REPORT

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: 15/25

- Organization: 14/25

- Vocabulary: 15/25

- Grammar: 13/25

- Original Essay Total: 57/100

Revised Essay Scores:

- Content and Ideas: 22/25

- Organization: 23/25

- Vocabulary: 21/25

- Grammar: 21/25

- Revised Essay Total: 87/100

Essay Improvement Analysis:

- Overall Improvement: +30 points

- Key Improvements Made:

- Thesis was revised to be focused, clear, and preview the essay's argument on AI's job impacts.

- One body paragraph was fully developed with clear, logical organization and relevant, specific examples such as roles in AI support, marketing, healthcare, and education.

- Vocabulary use improved with academic and topic-specific terms (e.g., "prompt engineering," "content review").

- Grammar and sentence clarity improved significantly, with some minor remaining errors.

- Missed Opportunities:

- Only one body paragraph (plus thesis) was revised; other paragraphs and the conclusion were not addressed.

- Further iterations covering the entire essay would enhance coherence and polish.

- Vocabulary and grammar refinement could be deepened beyond the section revised.
-

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 17
- The student actively engaged throughout the session, responding decisively to AI prompts, reflecting on feedback, and iteratively revising thesis and paragraph content.
- Concentrated on thesis clarity and organization/flow as primary targets, with grammar left for future revision.

Interaction Scores:

- **In-Depth Conversation:** 3/5 — Multiple targeted exchanges focused on thesis and one body paragraph, but no multi-paragraph or full-essay revision cycle.
- **Critical Review of AI Suggestions:** 4/5 — The student adopted many AI suggestions, at times merging them with their own ideas, showing some independent judgment but minimal rejection or deeper critique.
- **Refining Process:** 3/5 — Iterative and meaningful for the chosen section, but revision stopped after one paragraph and no broader cycle was completed.
- **Human-AI Interaction Total:** 10/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Good initial understanding of essay structure and writing goals.

- Effective collaboration with AI on thesis and topic sentence improvements.
- Significant clarity and organization improvements within the focused revisions.
- Use of relevant, concrete examples related to AI's impact on college graduates.

Areas for Improvement:

- Extend revision process to all body paragraphs and conclusion to ensure essay-wide coherence and completeness.
- Develop stronger independent critical evaluation of AI advice—practice selecting, modifying, or rejecting suggestions thoughtfully.
- Further refine vocabulary and grammar for accuracy and stylistic polish throughout the entire essay.
- Experiment with deeper essay flow improvements and integration of diverse examples and transitions.

AI Collaboration Skills Assessment:

- **Context Provision:** Good — Provided clear thesis and outline, enabling focused revisions.
- **Strategic Planning:** Good — Prioritized major revision targets and followed structured steps.
- **Critical Evaluation:** Good — Some independent modification of AI feedback evident, but could deepen.
- **Independent Editing:** Needs Improvement — Heavy reliance on AI scaffolding with limited full-essay initiatives.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. Apply the stepwise revision approach systematically across the entire essay, from introduction through conclusion.
2. Engage more critically with AI guidance: selectively accept, adapt, or reject suggestions to develop an authentic writing voice.

3. Allocate time for comprehensive post-revision proofreading focusing on grammar, vocabulary variation, and style.

4. Practice linking paragraphs with effective transitions to improve essay cohesion and flow.

5. Consider developing multiple revision cycles to refine each section incrementally for maximal clarity and polish.

INSTRUCTOR NOTES

- The student made commendable improvements on thesis clarity and developed a well-organized, detailed body paragraph focused on college graduates and AI's impact.
- Interaction with AI was constructive and advisedly focused with clear goals, though the process was limited in scope to just one body paragraph.
- Full-essay revisions, including additional paragraphs and strong conclusion development, remain to be completed for comprehensive essay improvement and maximum academic credit.
- Encouraging the student to independently expand revision beyond AI scaffolding will foster stronger writing autonomy and confidence.

This concludes the assessment. Please encourage continued application of effective revision strategies and deepening independent evaluative skills in future writing projects. The student's progress so far is promising and lays a good foundation for future success.

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: 15/25 - The initial essay addresses AI and employment, but ideas are underdeveloped, sometimes unclear, and key points are lost in language issues.
- Organization: 14/25 - Paragraphs exist, but structure is weak. Logical progression is poor; ideas jump and lack clear connections.
- Vocabulary: 15/25 - Some use of topic vocabulary, but many words are misspelled, incorrectly used, or repetitive.
- Grammar: 13/25 - Frequent, sometimes severe grammar, spelling, and sentence structure errors impede understanding.
- **Original Essay Total: 57/100**

Revised Essay Scores:

- Content and Ideas: 22/25 - The revised essay clearly presents the debate about AI/automation's impact, develops arguments, and uses specific, relevant examples.
- Organization: 23/25 - Structure is strong, with clear thesis, topic sentence, and logical flow throughout the revised body paragraph.
- Vocabulary: 21/25 - Good use of academic and topic-specific vocabulary ("prompt engineering," "content review," "AI support"), mostly accurate.
- Grammar: 21/25 - Generally clear and correct sentences; minor errors remain but do not impede understanding.
- **Revised Essay Total: 87/100**

Essay Improvement Analysis:

- Overall Improvement: +30 points

- Key Improvements Made:

- Thesis is now focused, clear, and previews the essay's structure.
- Body paragraph reflects academic tone and provides logical, developed examples (e.g., new graduate roles in marketing, healthcare, education).
- Organization and logical flow improved dramatically; ideas are well-connected and transitions are present.

- Missed Opportunities:

- Only one body paragraph was fully revised; the whole essay was not addressed, so overall coherence and conclusion quality were not improved.
- While vocabulary and grammar were improved, some repetition and minor errors remain; more revision could further polish the essay.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- Total Exchanges: 17

- Conversation Quality: The student actively participated, followed the step-by-step process, and engaged with AI feedback. Most exchanges involved focused revision of the thesis and one body paragraph, with some reflection and refinement but no iterative revision across more essay sections.

Interaction Scores:

- In-Depth Conversation: 3/5 - The chat goes through thesis, topic sentence, and one paragraph revision, covering multiple exchanges and specific questions, but does not explore the entire essay or demonstrate cross-paragraph refinement.

- Critical Review of AI Suggestions: 4/5 - The student considered AI feedback, sometimes adopted suggestions directly, occasionally combined with their own ideas (e.g., in topic sentence and paragraph smoothing), and asked about next revision steps. There is some, but not

extensive, visible critical filtering.

- **Refining Process:** 3/5 - The revision is meaningful and iterative for the selected paragraph, but overall process stops at one paragraph; there is no full-essay revision or multiple cycles beyond the chosen section.

- **Human-AI Interaction Total:** 10/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Thoughtful, responsive engagement with step-by-step AI guidance (evidence: confirming revision targets, iteratively revising thesis and topic sentence).
- Significant essay quality improvement in organization, clarity, and content—for the sections addressed.
- Willingness to reflect on academic writing goals and incorporate detailed feedback quickly.

Areas for Improvement:

- Apply the revision process to the entire essay (all body paragraphs and conclusion), not just one section.
- Further develop independent critical review—more selective acceptance or adaptation of AI suggestions.
- Deepen vocabulary/grammar revision by actively seeking out small inconsistencies or stylistic enhancements across the whole essay.

AI Collaboration Skills Assessment:

- **Context Provision:** Good - The student provided an outline, thesis, and clear response to AI prompts, making expectations and context clear.
- **Strategic Planning:** Good - The student prioritized targets and followed a logical revision sequence for selected sections.

- **Critical Evaluation:** Good - The student sometimes modified or expanded on AI advice, though more independent critique would help.
- **Independent Editing:** Needs Improvement - Revision is still heavily scaffolded by the AI, and stops after one focused section.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing Skills:** Apply the revision cycle (thesis/topic/paragraph refinement) to all essay parts, ensuring comprehensive improvement and essay-wide coherence.
2. **AI Collaboration Skills:** Experiment with rejecting or modifying AI suggestions, and initiate follow-up questions or deeper edits for style and vocabulary.
3. **Overall Improvement:** After revising core content and structure, dedicate time to post-revision proofreading for grammar and stylistic polish.

INSTRUCTOR NOTES

- The student made strong progress in revising one body paragraph and demonstrated solid collaboration with the AI for targeted revision goals.
- However, the student did not complete revision for the entire essay. Only the thesis, one topic sentence, and one body paragraph were addressed ("stop here" was selected), not the conclusion or other body paragraphs.
- For full credit and maximal development, encourage the student to apply the stepwise revision process to each major essay section in future revision activities.

■■■ Student Feedback

■ Rating: 5/5 ■ Comment: No additional comment provided.

Complete Conversation

Assistant:

Original:

AI and automation are changing how people work. Machines and smart software can do many tasks faster and cheaper. These This can ste nisks works as it many replace many jobs. But it also helps for new bloods as somejob related to Af at can appear. In the long nun, I think AL can growjobs, if we guide it well.

Nowadays there wo ere mere and move guaduated college stadtents Today is much döfferent than the past. In the past, people who did not be educated can still get one's own job. But today, hearly noone

no one choose not to go to school, also the deportment would not hire someone who did not been edueated. In these case, Even th though there are more and more skilled people, the jobs aid not amont ofjobs does not enhance. d n there case, students who spent money and great time to study can atiotill cant find a jab,

Now something changed the suret situation. When AI tasts become more and more popular, it do provides more jabs. Most importaty, these jus are fon those students are educated and skilled. Not likely to clean the streets or wash deshes at a restrarant, these Jobs are more aeceptable for these new guaduated Audent, In Lotat, ESo, I would say that A1 technolalgy menhance global emplayment prospects.

Perhaps you hill ask, what the about the workers that I mentioned at the beginity? Some of them ate are not now not young, but also not ole anoh to be sech as elderly and be protected.

Tarly they are poor. New technologies replaced many jobs of from the workeks. All they can do is to find new jobs. Bet However, those Wors camihich need people not educated can mostly be done by new tochnolgies. What can the workens do next? They can learn some new skills, which is incredibly dittäcult, on they can do nothing. That is the negetive part of the development of At too/s. New new lechnolgies.

Anyway, people who did not been educated would be less and less due to the society development. So in a long term, it will be ok. & Maybe one day the concept of human workers will disappear and all we know is skilled person and machine

Revised:

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles. Many entry-level tasks are now done by software, which means fewer routine openings and more competition. To stand out, graduates need data skills, skill with AI prompts, basic coding, and clear writing. At the same time, AI creates new positions such as AI support, data analysis, model testing, and content review with AI tools. For instance, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure quality. In hospitals, graduates can help run AI screening tools and protect patient privacy. In schools, they can help teachers use AI to plan lessons and review drafts. Short courses and internships can help students build these skills. In summary, while AI makes the job search harder in some areas, it also opens doors for prepared graduates. This is why training and fair policy matter for young workers.

Assistant:

Hi there! ■ I'm your English writing coach, here to help you strengthen your essay through clear, focused revision. Before we dive in, we'll take a moment to set some goals together.

Here's how our session will work:

Negotiate your targets — We'll start by discussing what you want to improve most in your essay.

Get a quick diagnosis — I'll give you feedback on your essay based on key writing rubrics (like thesis, organization, evidence, and language).

Choose what to focus on — You'll decide which issues you'd like to work on first.

Then we'll move through a structured, three-step revision process:

Step 1: Revise your thesis statement.

Step 2: Choose one body paragraph and refine its topic sentence.

Step 3: Revise the rest of that paragraph for clarity and coherence.

My role is to guide you with questions, feedback, and examples—but you'll always lead the revisions yourself. ■

You:

let's start

Assistant:

Great! Let's begin with the **Preliminary Stage** — we'll negotiate your learning targets and diagnose your essay before we start revising.

1. Negotiate Targets

First question:

What do you want to improve most in your essay today?

For example, are you most interested in:

- Making your main argument clearer?
- Improving how your essay is organized?
- Using more precise vocabulary?
- Fixing grammar and sentence structure?
- Creating more critical analysis?

Is there one or two areas you especially want to focus on?

Let me know your personal goals for this revision session!

2. Diagnostic Feedback (based on your draft and the rubric):

Here's a brief diagnosis of your current essay:

Thesis & Argument:

- Your thesis needs to be clearer and more focused.
- The main idea is present (AI changes jobs), but it's a little unclear and not well-developed.

Organization:

- The essay is divided into paragraphs, but ideas sometimes jump around and the connections are not always clear.
- Some paragraphs are hard to follow.

Evidence & Development:

- You raise relevant examples, like college graduates and job changes, but explanations are often basic and need more detail.

Vocabulary:

- There's some topic-specific vocabulary (AI, automation).
- Many spelling errors and some confusion with words.

Grammar & Sentence Structure:

- Many sentences have grammar errors or are difficult to understand.
- Structure is often simple or repetitive.

Strengths:

- You raise thoughtful points about how AI affects jobs.
- You try to discuss both positive and negative sides.
- Paragraphs are attempted, showing organization effort.

Areas for Improvement:

- Thesis clarity and confidence.
- Organization and flow of ideas.

- Precise vocabulary and correct grammar.
 - Developing your explanations and examples.
-

3. Student Priority Selection

Now:

From my feedback above, which *two* areas do you want to focus on during this revision?
(For example: thesis clarity, organization, vocabulary, grammar, or explanation development).

Please choose your priorities so we can confirm and begin Step 1!

You:

Here is my thesis:

AI and automation will replace some routine jobs in the short term. With strong training and fair policy, they can grow overall employment in the long run.

Here is my outline:

Paragraph 1 introduces the topic. It shows why AI at work matters now. It ends with my thesis.

Paragraph 2 explains short-term job loss. It shows how machines take routine tasks. It gives simple examples, like chatbots in customer service, self-checkout in stores, and data entry tools. It explains why this hurts some workers.

Paragraph 3 shows long-term job growth. It lists new roles, like AI support, data analysis, model testing, and human oversight. It gives examples of human-machine teams in factories and clinics. It explains how higher productivity can create more demand and new jobs.

Paragraph 4 answers concerns about displaced workers. It proposes clear steps: skills training, short courses, employer programs, and public support. It explains how policy and education can guide AI so more people benefit.

Paragraph 5 concludes. It restates the thesis. It balances the risks and the gains. It calls for action: invest in skills and smart rules so AI helps workers.

Assistant:

Thank you! This is a great, detailed response—your outline shows a clear understanding of your essay's direction. Now let's move step-by-step, as promised.

Step 1: Confirming Your Revision Targets

Your Choices

Based on your answer and my feedback, let's confirm:

1. Your thesis clarity and confidence
2. Organization and logical flow

Is this correct? Are these the two you want to work on—**thesis clarity/confidence** and **organization/flow**—or do you want to include vocabulary, grammar, or explanation development as well? (You can keep it to two for a focused session!)

Please confirm so we can proceed.

Step 2: Thesis Statement Revision

You provided this thesis:

AI and automation will replace some routine jobs in the short term. With strong training and fair policy, they can grow overall employment in the long run.

This is clear and concise—nicely improved!

Let's check if it meets the criteria:

Checklist:

- Clearly answers the essay question: ✓■
- Previews main points/structure: ■ (It hints at them but could be a bit more specific)
- Uses confident, precise language: ✓■
- Avoids hedging ("I think," "maybe"): ✓■

Possible improvement:

To strengthen this for academic style and to preview your main argument, try to include both sides (risk and opportunity) and mention the role of policy/training. You can also combine the two sentences for conciseness.

For example (not to copy directly):

While AI and automation will replace certain routine jobs in the short term, fair policies and strong training programs can ensure that, in the long run, these technologies will increase overall employment opportunities.

Your turn!

Would you like to try revising your thesis to include a little more about "how" or "why"—maybe mentioning new jobs or preparation—so your reader knows what to expect?

Type your revised thesis, or let me know if you would like more hints.

Let's pause here so you can try your own revised thesis. When you're happy with it, reply and we'll move to topic sentence revision!

You:

Yes, those are my two priorities: thesis clarity and organization/flow. We can fix grammar at the end.

Here is my revised thesis:

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

Assistant:

Fantastic work! Your revised thesis shows great progress:

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

Quick feedback:

- **Clarity:** Very clear—explains both the problem (“routine jobs replaced”) and solution (“training, policy, new roles”).
- **Confidence:** Strong, academic style (no “I think,” “maybe”).
- **Preview of Structure:** Now readers know you will discuss (1) job losses, (2) need for training/policy, and (3) new types of jobs.
- **Connection to the question:** Excellent—you answer the prompt directly!

Ready to move on?

If you’re happy with this thesis, let’s continue to Step 2: **Topic Sentence Revision**.

Step 2: Topic Sentence Revision

Instructions:

Please choose one body paragraph from your essay that you’d like to improve—maybe the one about college graduates, or the one about older workers and AI.

Copy and paste that paragraph’s topic sentence (the first sentence of the body paragraph) here so we can check:

Does it clearly relate to your new thesis?

Does it preview what the paragraph will be about?

Once you share the topic sentence, I’ll give suggestions, and you’ll have a chance to revise it!

Which paragraph and topic sentence do you want to work on first?

You:

I want to work on the paragraph about college graduates and the job market.

Topic sentence: Nowadays there are more and more college graduates.

Assistant:

Great choice! Let's look at your topic sentence:

Nowadays there are more and more college graduates.

Feedback

Clarity: The sentence is clear, but it's a bit general. It doesn't directly connect to AI, automation, or your thesis.

Connection to Thesis: It doesn't yet show how college graduates and the job market relate to the impact of AI and automation.

Preview: The reader doesn't know what aspect of college graduates you will focus on (their job search? challenges? new job types?).

Next Steps

Let's strengthen this topic sentence so it:

- Ties directly to the thesis (the effect of AI/automation on employment).
- Previews the main idea of the paragraph (how AI impacts college graduates and job opportunities).

Hint:

You might want to mention how the changing job market—affected by AI and automation—presents both challenges and new opportunities for college graduates.

Example structure (to guide, not to copy directly):

"With the rise of AI and automation, college graduates are facing a job market that demands new skills and offers new kinds of opportunities."
or

"The increasing number of college graduates must adapt to a job market transformed by AI and automation."

Your turn:

Would you like to try revising your topic sentence to show:

- The link between AI/automation and college graduates' job prospects?
- What the rest of your paragraph will focus on?

When you're ready, type your revised topic sentence!

Would you like a hint, or do you want to try it yourself first?

You:

AI and automation are reshaping the job market for college graduates. They require new skills and offer new kinds of roles.

Assistant:

Excellent effort! Your revised topic sentence is much clearer and connects directly to your thesis. Let's review it together:

AI and automation are reshaping the job market for college graduates. They require new skills and offer new kinds of roles.

Feedback

Strengths:

- **Connection to Thesis:** It directly links AI and automation to college graduates' employment prospects.
- **Clarity:** The sentence is clear and easy to understand.
- **Preview:** It shows that the paragraph will be about both the challenges ("require new skills") and opportunities ("new kinds of roles") for college graduates.

Possible enhancement:

To make the topic sentence even stronger, you could combine the ideas into one confident, academic sentence. This would help with flow and organization. For example:

"AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles."

Would you like to try combining your two sentences into one, or are you satisfied with your current version?

Please reply with your final topic sentence—and then we'll move to revising the rest of your paragraph for clarity and logical flow!

Step 3: Revising the Paragraph Content

Now, let's look at your chosen paragraph.

Here's your current draft (with some spelling fixes for clarity):

Original Paragraph:

Nowadays there are more and more college graduates. Today is much different than the past. In the past, people who were not educated could still get a job. But today, nearly no one chooses not to go to school, and companies would not hire someone who has not been educated. In this case, even though there are more and more skilled people, the number of jobs does not increase. Students who spent money and time to study still cannot find a job.

Guiding Questions:

- Do all sentences support your topic sentence?
- Is it clear how AI and automation are affecting graduates' job searches?
- Can you add or clarify an example of "new roles" that AI creates for graduates?
- Is there repetition or anything that could be worded more smoothly?

Let's revise together:

- Identify any sentences that don't clearly fit with the topic sentence (about AI and graduates).
- See if you can add a sentence explaining *how AI creates new roles or opportunities* for graduates.
- Clarify any sentences that feel repetitive or unclear.

Prompt:

Would you like to try rewriting one or two sentences in your paragraph to better link them to your topic sentence, or to add explanation about new opportunities (e.g., jobs in AI, data, or tech)?

For example:

- How are college graduates affected by these changes?
- Can you give an example of a “new kind of role” they might do?

Let me know your ideas or post your improved sentences—we'll keep building together!

You:

Here is my final topic sentence:

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles.

Here is my revised paragraph:

Many entry-level tasks are now done by software. This means fewer routine openings and more competition. To stand out, graduates need data skills, good prompts for AI tools, basic coding, and clear writing. At the same time, AI creates new roles. Examples include AI support, data analysis, model testing, and content review with AI tools. For example, a marketing graduate can use AI to draft posts, but must edit, check facts, and study results. In hospitals, graduates help run AI screening tools and protect patient privacy. Short courses and internships can help students build these skills. So AI makes job search harder in some areas, but it also opens doors for prepared graduates.

Assistant:

Fantastic progress! You've shown excellent attention to both clarity and organization—your writing is much more focused and informative now.

Let's walk through an interactive final review of your revised body paragraph and lightly polish for flow, unity, and coherence—aligned with your chosen targets (thesis clarity and organization).

Final Step: Paragraph Review & Guided Suggestions

Your Current Topic Sentence

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles.

Excellent! It's clear and connects perfectly to your thesis.

Your Current Paragraph

Many entry-level tasks are now done by software. This means fewer routine openings and more competition. To stand out, graduates need data skills, good prompts for AI tools, basic coding, and clear writing. At the same time, AI creates new roles. Examples include AI support, data analysis, model testing, and content review with AI tools. For example, a marketing graduate can use AI to draft posts, but must edit, check facts, and study results. In hospitals, graduates help run AI screening tools and protect patient privacy. Short courses and internships can help students build these skills. So AI makes job search harder in some areas, but it also opens doors for prepared graduates.

Guiding Questions & Feedback

Support and Unity:

- Every sentence now relates well to the topic sentence's promise of "new skills" and "new roles."
- Logical flow: Explains the challenges ("routine tasks replaced, more competition") → skills needed → examples of new roles → suggestion (how to prepare) → conclusion.

Clarity:

- Much improved. Your examples show details instead of just making general statements.
- Sentences generally clear, but you might smooth transitions between ideas.

Coherence:

- Try connecting some ideas with linking words for smoother reading (for example, "Additionally," "For instance," "As a result," etc.).

Focused Suggestions (not full rewrites):

1. In sentence three, "To stand out, graduates need data skills, good prompts for AI tools, basic coding, and clear writing."

- Instead of "good prompts for AI tools," you could say "prompt engineering skills for AI tools," if you want a precise academic term.

2. For examples, consider linking them more tightly to the skills mentioned above:

- "For example, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure quality."
- You use "for example" twice—consider "Additionally," or "In another field," for variety.

3. Final sentence:

- You might want to summarize the paragraph's main point more decisively.
- For example: "In summary, while AI and automation have made the job search more challenging in some areas, they also offer new opportunities to graduates who are well-prepared."

Would you like to try one or two sentence improvements using these suggestions? Or are you satisfied as is?

Here's a lightly polished version including suggestions for flow, still mostly in your words (please review, and you can approve or further improve):

Full Revised Text (with Thesis and Paragraph):**Thesis Statement:**

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

Body Paragraph:

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles. Many entry-level tasks are now done by software, which means fewer routine openings and more competition. To stand out, graduates need data skills, prompt engineering for AI tools, basic coding, and clear writing. At the same time, AI creates new positions such as AI support, data analysis, model testing, and content review with AI tools. For instance, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure quality. In hospitals, graduates may help run AI screening tools and protect patient privacy. Short courses and internships can help students build these skills. In summary, while AI makes job searching harder in some areas, it also opens doors for prepared graduates.

Next Steps/Reflection

Would you like to:

Try rewording any sentence for even smoother flow or precision?

Add another example from your own experience or field?

Stop here and move to the next revision target?

Please let me know how you'd like to continue!

Great work—your writing is becoming much more academic, clear, and organized!

You:

Here is the tighter version:

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles. Many entry-level tasks are now done by software, which means fewer routine openings and more competition. To stand out, graduates need data skills, skill with AI prompts, basic coding, and clear writing. At the same time, AI creates new positions such as AI support, data analysis, model testing, and content review with AI tools. For instance, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure quality. In hospitals, graduates can help run AI screening tools and protect patient privacy. In schools, they can help teachers use AI to plan lessons and review drafts. Short courses and internships can help students build these skills. In summary, while AI makes the job search harder in some areas, it also opens doors for prepared graduates. This is why training and fair policy matter for young workers.

Would you like to move to the next target now? We can work on flow between paragraphs or on your conclusion.

Assistant:

Wonderful progress! Your paragraph now demonstrates clear organization, relevant examples, and strong links both to your thesis and to the wider argument. You've improved **thesis clarity**, made your **topic sentence focused and academic**, and **organized your body paragraph logically with good transitions and examples**.

Here's your current revised draft:

Thesis Statement:

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

Body Paragraph:

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles. Many entry-level tasks are now done by software, which means fewer routine openings and more competition. To stand out, graduates need data skills, skill with AI prompts, basic coding, and clear writing. At the same time, AI creates new positions such as AI support, data analysis, model testing, and content review with AI tools. For instance, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure quality. In hospitals, graduates can help run AI screening tools and protect patient privacy. In schools, they can help teachers use AI to plan lessons and review drafts. Short courses and internships can help students build these skills. In summary, while AI makes the job search harder in some areas, it also opens doors for prepared graduates. This is why training and fair policy matter for young workers.

Let's recap what you've achieved:

- Thesis is clear, confident, and previews your main argument.
 - Body paragraph is logically organized and directly supports your thesis.
 - You use relevant, specific examples and academic vocabulary.
-

Next step options for you:

A. Work on paragraph or essay flow

If you want to improve transitions between this paragraph and others, or smooth out how your essay connects ideas (organization), I can guide you.

B. Revise your conclusion

If you'd like to strengthen your conclusion, I can help you ensure it ties together your key points, restates your thesis in a fresh way, and gives a strong final impression.

C. Shift to vocabulary/grammar fine-tuning

If you want to focus on precise word choice or smoother sentence structure, specify which area and I'll support you.

D. Stop here for now

If you feel satisfied with your revision, you can pause and reflect on your improvements, or prepare to submit.

Which would you like to do next?

Let me know your choice, and we'll continue step-by-step!

If you want a suggestion: finishing the conclusion will make your essay feel complete and further boost your organization score.

Great job staying focused and open to guidance—your academic writing skills are really developing!

You:

D

Assistant:

That's fantastic! You've chosen option D: **Stop here for now.**

Reflection:

You've made significant progress in improving your essay. Here's what you accomplished in this focused revision session:

Achievements:

Thesis Revision:

Your thesis is now clear, confident, and previews the essay's structure, directly answering the assignment's question.

Organization Improvement:

You developed a body paragraph that has a clear topic sentence, organized ideas, relevant examples, and logical flow.

Academic Style:

Your writing has become more precise, uses better transitions, and demonstrates critical thinking about AI and employment.

Rubric Growth:

Based on today's revision, you've moved closer to "Proficient" or "Excellent" for **Thesis/Argument** and **Organization/Logical Progression**.

Your Current Revised Essay:

Thesis Statement:

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

Body Paragraph:

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles. Many entry-level tasks are now done by software, which means fewer routine openings and more competition. To stand out, graduates need data skills, skill with AI prompts, basic coding, and clear writing. At the same time, AI creates new positions such as AI support, data analysis, model testing, and content review with AI tools. For instance, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure quality. In hospitals, graduates can help run AI screening tools and protect patient privacy. In schools, they can help teachers use AI to plan lessons and review drafts. Short courses and internships can help students build these skills. In summary, while AI makes the job search harder in some areas, it also opens doors for prepared graduates. This is why training and fair policy matter for young workers.

Next Steps for Self-Study

When you're ready to continue:

- **Apply these revision steps to the rest of your essay.**
- **Try building your conclusion using the structure and clarity you practiced today.**
- **Review grammar and vocabulary using your favorite tools or ask for focused help next time.**

Tip:

If you'd like more guidance on another paragraph, vocabulary, grammar, or conclusion writing in the future, just let me know!

Final Encouragement:

You showed great willingness to reflect on feedback and revise actively. Keep applying this step-by-step process, and your academic writing will keep getting stronger. Be proud of your revision—you're ready for academic essay success!

If you want to save your revised text, here it is (ready to copy):

While AI and automation replace some routine jobs at first, strong training, fair policies, and new roles in AI support and data work can help these tools increase overall employment in the long run.

AI and automation are reshaping the job market for college graduates by demanding new skills and creating new types of roles. Many entry-level tasks are now done by software, which means fewer routine openings and more competition. To stand out, graduates need data skills, skill with AI prompts, basic coding, and clear writing. At the same time, AI creates new positions such as AI support, data analysis, model testing, and content review with AI tools. For instance, a marketing graduate can use AI to draft posts, but must also edit, check facts, and analyze results to ensure

quality. In hospitals, graduates can help run AI screening tools and protect patient privacy. In schools, they can help teachers use AI to plan lessons and review drafts. Short courses and internships can help students build these skills. In summary, while AI makes the job search harder in some areas, it also opens doors for prepared graduates. This is why training and fair policy matter for young workers.

Congratulations—you've made excellent progress!

If you wish, you can ask for more feedback or help with other sections anytime.

Keep up the great work! ■