

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 a clear understanding of the problem and the two main viewpoints (government/corporate action and individual efforts). To improve your thesis statement, focus on making it concise and clearly stating your position with the two key points that will guide your essay.

Here's a simple revision example based on your ideas:

Example Thesis:

"Although government and corporate actions are crucial to combating climate change, I believe that individuals also play an important role through influencing policymakers and adopting environmentally friendly habits."

You might try writing a similar sentence yourself, focusing on:

- Your agreement or partial agreement with the statement.
- The two ways individuals can help (influence government + personal lifestyle changes).

Would you like to try writing a revised thesis statement now? If you want, I can help you step-by-step!

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: 21/25 – The essay presents two main perspectives (individuals vs. government/corporations), acknowledges complexity, and applies relevant examples, though some ideas could be more fully developed.
- Organization: 20/25 – Clear paragraph structure; logical progression from topic to examples is generally maintained but transitions and paragraph unity could be improved.
- Vocabulary: 17/25 – Adequate range with some topic-specific expressions (“green companies,” “carbon emissions”), but lacks variety and precision; some awkward phrasing.
- Grammar: 17/25 – Mainly simple sentences, with noticeable lapses in verb usage and agreement (“so is not always working well,” “so nothing happen”) that affect clarity.
- Original Essay Total: 75/100**

Revised Essay Scores:

(Note: The revised essay provided is identical to the original. No changes were made.) - Content and Ideas: 21/25 – No additional content or ideas were added or clarified. - Organization: 20/25 – No restructuring or improvements observed. - Vocabulary: 17/25 – No vocabulary enhancements. - Grammar: 17/25 – No corrections apparent. - **Revised Essay Total: 75/100**

Essay Improvement Analysis:

- Overall Improvement: +0 points**
- Key Improvements Made:**
 - No meaningful revision was completed.
- Missed Opportunities:**

- Thesis statement was not revised for clarity and focus.
- No topic sentence or body paragraph was revised.
- Grammar errors and vague vocabulary remain unaddressed.

HUMAN-AI INTERACTION ASSESSMENT

Chat History Analysis:

- **Total Exchanges:** 5
- **Conversation Quality:** Initial exchanges show engagement with the prompt, but student responses were repetitive and did not progress to revision. The assistant provided feedback and guidance, but student did not attempt actual revision or follow AI advice.

Interaction Scores:

- **In-Depth Conversation:** 2/5 – Basic exchanges with some guidance from AI; student did not ask clarifying questions or demonstrate deeper engagement.
- **Critical Review of AI Suggestions:** 1/5 – No evidence that student critically considered, applied, or discussed AI suggestions.
- **Refining Process:** 1/5 – No meaningful revision; student did not attempt any iterative edits based on feedback.
- **Human-AI Interaction Total:** 4/15

OVERALL PERFORMANCE SUMMARY

Strengths Demonstrated:

- Student was able to identify the thesis statement when prompted.

- Initial willingness to share content and engage.
- Some understanding of the essay question is apparent in responses.

Areas for Improvement:

- Need to actively revise essay sections as instructed.
- Should interact more deeply with AI feedback—ask clarifying questions, consider suggestions.
- Missing critical analysis and independent editing steps in collaboration.

AI Collaboration Skills Assessment:

- **Context Provision:** Needs Improvement – Student supplied text upon request but did not provide further context or clarify intentions.
- **Strategic Planning:** Needs Improvement – No evidence of planning or reviewing revision strategies with the AI.
- **Critical Evaluation:** Needs Improvement – Did not engage with, evaluate, or discuss feedback.
- **Independent Editing:** Needs Improvement – No attempt at actual revision.

RECOMMENDATIONS FOR FUTURE DEVELOPMENT

1. **Essay Writing:** Proactively revise specific essay elements (thesis, topic sentences, body paragraphs) using AI feedback for structured improvement.
2. **AI Collaboration:** Engage more with the writing assistant; ask follow-up questions, try suggested changes, and discuss reasoning behind choices.
3. **Overall:** Treat revision sessions as active learning; plan edits, reflect on feedback, and iterate with support.

INSTRUCTOR NOTES

- Student did not complete required revision tasks; may need more support in understanding the revision process and expectations.
- Consider reinforcing the purpose of revision and providing scaffolded steps to encourage deeper collaboration with AI.
- Recommend a follow-up session focused on applying feedback to revise thesis statement, topic sentences, and a body paragraph with visible editing efforts.

■■■ 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:

Climate change is a very serious problem in the world today. the actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea .influencing the government and politicians can help fight climate change.public opinion and pressure from normal people can have a big effect, even if individuals alone do not have much power.government sometimes not always working well.individuals can also make small changes in their own lives.But also, sometimes people don't care Or maybe only a few people do green things .In conclusion,everyone—governments, companies, and individuals—needs to work together to fight this problem.

Assistant:

Great—let's begin with Step 1: **Thesis Statement Revision**.

Step 1: Thesis Statement Revision

Can you please share the thesis statement from your essay? (It is usually at the end of your introduction and should clearly answer the essay question.)

Here's your first paragraph for reference:

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.

Tasks:

1. Please paste your current thesis statement.
2. I'll give you targeted feedback on **clarity, strength, and focus**.
3. You'll try rewriting it based on my advice.

Ready to share your thesis statement?

You:

Climate change is a very serious problem in the world today. The actions of individuals do not matter much compared to what governments and big companies can do. I partly agree with this idea .influencing the government and politicians can help fight climate change.public opinion and pressure from normal people can have a big effect, even if individuals alone do not have much power.government sometimes not always working well.individuals can also make small changes in their own lives.But also, sometimes people don't care Or maybe only a few people do green things .In conclusion,everyone—governments, companies, and individuals—needs to work together to fight this problem.

Assistant:

Thank you for sharing your thesis statement! Here's what I see:

Feedback on your thesis:

- **Clarity:** The thesis could be more concise and focused. Currently, it mixes several ideas and is a bit hard to follow.
- **Strength:** Phrases like "I partly agree," while useful, should be more direct. Try to avoid vague language.
- **Focus:** The thesis should clearly say what your main position is and what points you'll discuss. Right now, it jumps between individual actions, government influence, and group cooperation.

Suggestions:

- Try combining your main position in one confident sentence.
- Preview the main points you will explore in your body paragraphs (e.g., government influence, individual actions).
- Use clear, formal vocabulary (avoid "I think" or "maybe").

Guiding Questions:

- What do you think is the MOST important way individuals can help with climate change?
- Do you agree that government action is more important, or do you think individual action matters just as much?

Would you like to try revising your thesis statement now based on this feedback? (Just write one or two sentences for your thesis!) Let me know if you need a little more help or an example before you try.