

HKBU LANG 0036 Learning Session Report

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Section: 20

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

I see you would like to move on to Step 2. Before proceeding, please confirm if you are satisfied with your revised thesis statement or if you want to make any final adjustments.

If you're happy with your thesis, please say:
"Yes, I'm happy with my revised thesis!"

Once you confirm, we can move on to selecting and revising a topic sentence for either the paragraph about government influence or the paragraph about personal lifestyle choices.

Which paragraph would you like to work on for your topic sentence revision?

Grading Result (Hidden from students)

not finished

STUDENT ASSESSMENT REPORT

Course: LANG 0036 - Enhancing English through Global Citizenship

Module: AI for Revising Essays

PROGRESS STATUS

Required tasks completed:

- Revised the thesis statement ■
- Revised one topic sentence ■
- Revised one body paragraph ■

Student has NOT completed all required revision steps.

Progress Status: *not finished*

Student must revise a topic sentence and a body paragraph to fully meet training module requirements.

AI COLLABORATION & TRAINING PROGRESS REPORT

STAGES COMPLETED:

- **Thesis Statement Revision:**
- Student successfully located and revised the thesis statement in collaboration with the AI assistant.
- Iterative feedback provided by the AI; student responded with drafts and queries.

AI modeled academic tone and technical precision for thesis writing.

Next Steps Needed:

- **Revise one topic sentence:** Student has not yet selected or revised a topic sentence from either body paragraph.
- **Revise one body paragraph:** No evidence of body paragraph revision or AI feedback on paragraph-level content.

AI Collaboration Skills Demonstrated:**Initiating Revision Sessions:**

- Student actively participated by sharing thesis drafts and responding to AI prompts.

Responding to Feedback:

- Implemented initial suggestions to improve thesis clarity and confidence.

- **Seeking Guidance:**

- Asked to progress to the next step, indicating engagement and procedural awareness.

Collaboration Highlights

- **Strength:**

- Good initial responsiveness: Student provided thesis drafts and considered feedback.
- Willingness to engage in multi-step processes with the AI assistant.

- **Area for Growth:**

- Process not yet completed; student did not attempt topic sentence or paragraph revision within current session.
- No critiquing or questioning of AI suggestions observed so far.
- Minimal context about course goals and rationale.

Recommendations for Effective AI Revision Training

1. **Complete All Revision Tasks:**

2. Return to the module and revise at least one topic sentence and one body paragraph with AI feedback.

3. **Engage Critically with AI Suggestions:**

4. Ask clarifying questions, challenge feedback, and seek deeper explanations to strengthen both writing and collaboration skills.

5. **Provide Context and Reasoning:**

6. As practice, offer reasons for your revision choices—help the AI understand your essay purpose and your learning goals.

7. Iterate and Reflect:

8. Use at least one additional revision cycle per section to achieve smoother, more effective academic writing.

INSTRUCTOR NOTES

- Student has shown basic engagement and responsiveness in thesis revision but did not progress to later required sections (topic sentence, paragraph revision).
- Encourage the student to revisit the assignment, complete all steps, and utilize the AI for in-depth revision and feedback cycles.
- Further training on critical thinking and revision strategy with AI is recommended.

Summary:

The student has partially completed the AI-assisted revision module, with a successful start in thesis collaboration but incomplete topic sentence and body paragraph revisions. Progress is marked as *not finished*. Please ensure the student returns to finish all steps for full assessment and skill 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 agree that citizens can still influence the government, which is very important, but at the same time, I think personal green lifestyle choices are less impactful, they 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.

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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, 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.

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Assistant:

Great! Let's begin with Step 1 of our revision process: **the thesis statement**.

Please copy and paste your current thesis statement below.

(Tip: It's usually the last sentence of your introduction.)

Once you share it, I'll give you feedback on how to make it clearer, stronger, and more focused.

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:

Thanks for sharing your thesis statement! Here it is again for easy reference:

"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's my feedback for you:

Clarity: Your main point is clear—you partly agree that individual actions matter less, but you also feel citizens can influence governments and that personal choices are still relevant.

Strength: The phrasing is a bit wordy and uses some "soft" language ("I partly agree," "I also think," etc.). Try making it more direct and confident.

Focus: You mention two main ideas—1) citizens can influence governments, and 2) personal lifestyle choices still matter. That's good! To make this even stronger, briefly mention these two points as your main arguments.

Preview: Aim for a statement that previews the body paragraph structure (influence on government, then personal habits).

Language: Avoid "I think/I believe/I partly agree..." and try to make a direct claim. Use confident language.

Here are a few guiding questions to help you revise:

Can you make your position clear without "I think/I believe/I partly agree"?

Can you explicitly mention your two main reasons/points?

Can you make it one clear, direct sentence?

Would you like to try revising your thesis statement now? I'm happy to look at your new version and give you more tips!

You:

I agree that citizens can still influence the government, which is very important, but at the same time, I think personal green lifestyle choices are less impactful, they still have a role to play.

Assistant:

Great job giving it a try! Let's take a closer look:

Feedback:

- The thesis is clearer, and you identified your two points (influence on government, role of personal choices).
- There's still an "I think" that we can remove for a stronger, more academic tone.
- The sentence could be a bit more concise. Try to directly preview the order of your arguments (government influence first, then individual lifestyle).
- Also, see if you can combine your ideas into a single fluent sentence.

Here are a few guiding prompts:

- How can you make your opinion sound more direct and academic (for example, "Citizens play a vital role...")?
- Can you clarify that individual lifestyle choices play a smaller, but still important, role?
- Aim to mention both arguments in a balanced way.

Would you like to try revising it one more time based on this feedback?

(Remember, leave out "I think" and make it one confident, clear claim!)

You:

Can I move to step 2?

Assistant:

Thanks for your hard work on revising! Before we move on to Step 2, let's make sure you're completely satisfied with your thesis statement.

Please review your latest thesis version (after my previous feedback) and let me know:

Do you feel it is now clear, direct, and academic?

Does it clearly present your two main arguments (1. Influence on government, 2. Individual lifestyle choices)?

Are you happy with how it sounds, or would you like to try making another small change before we go on?

If you're happy, just say "Yes, I'm happy with my revised thesis!"

Or, if you'd like one more round of improvement, let me know and we can keep working on it.

Once you confirm you're satisfied, we'll move on to Step 2—updating a topic sentence in one of your body paragraphs. Which would you like to choose: the paragraph about government influence, or the one about personal lifestyle choices?