

ITU SFL ADVANCED ENGLISH PROGRAM
ENGLISH 112A
ASSIGNMENT III: ARGUMENTATIVE ESSAY (25%)
SPRING 2022
QUESTION SHEET

WRITE A MAXIMUM 500 to 750-WORD ARGUMENTATIVE ESSAY ON THE FOLLOWING TOPIC:

“Online education is the most beneficial way of education.”

To prepare for the essay:

- Study the research material provided for the given topic and decide on your main premise.
- Make a list of FOR and AGAINST points.
- Formulate **an argumentative thesis statement** and prepare **an outline**.

To organize the essay (based on the outline):

- Write **an introduction paragraph**.
- Write **TWO body paragraphs** (Insert a paraphrase and a graph interpretation [ONE for each body paragraph – major support B] and provide in-text citations).
- Write **a conclusion paragraph**.
- Make sure your essay shows unity and coherence.

Note:

- Citations must be prepared according to **APA** in-text citation rules.
- **The outline template** is available on the answer sheet. You can delete the numbers and/or letters you will not use.
- All topic sentences must be your own sentences NOT taken from sources.
- Only use an online dictionary. **Other internet sources/applications** (e.g. Google translate, paraphrasing tools) must NOT be used.
- It is your responsibility **not to share your homework with another student in addition to not having someone else do your homework**.
- If your paraphrase and graph interpretation match someone else's with a high similarity report on Turnitin, this will be evaluated as plagiarism and you will be given a ZERO.

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SOURCE EXCERPTS

Source: K. Muller, K. Gradel, S. Deane, M. Forte, R. McCabe, M. Pickett, R. Piorkowski, K. Scalzo, & R. Sullivan. Student learning in the online modality, 2018, page 3

The number of students enrolled in online courses and degree programs has been growing steadily over the past decade. Online education is not the next big thing, it is the now big thing. In fall 2016, 31.6% of all students enrolled at U.S. institutions took at least one online course, and over 3 million took all of their courses online. Students generally choose online learning because it is more flexible and convenient, especially for those who have work responsibilities and/or other life factors that make it difficult to attend class in-person.

Source: D. Newton. Why college tuition is actually higher for online programs, 2018, page 16

Online college programs were supposed to be less expensive. With no physical campus to maintain, no limits on class sizes and the ability to recycle content, most people would think they should be. Yet most colleges charge the same or more for their online programs as they do for their traditional, in-person offerings. For example, the average per credit, in-state cost for an online bachelor's program was \$277, compared with \$243 per credit at brick-and-mortar schools based on. Arizona State University, for example, one of biggest advocates for, and largest providers of, online schooling, charges online students more. Estimated tuition for Arizona residents is \$6,219 per semester in the online program and \$5,396 for the same program at the Tempe campus.

Source: P. Piletic. Lower costs are making more students prefer online education, 2018, page 23 Online education is increasingly being considered a viable alternative to the traditional path of attending brick-and-mortar colleges as college students have more than just tuition fees to worry about. If they choose to live on campus, for example, their housing costs and meal plans will drastically increase the size of their student loans. Out-of-state students in the US, for instance, can expect to pay between \$10,000 to \$20,000 per year for room and board; this does not include application fees, off-campus entertainment, and other living expenses. Online education alleviates housing costs by letting students take advantage of their current living situation, thereby saving thousands of dollars each semester.

Source: B. Laryea, M. Money. Sneaky costs of college, 2017, page 5

Tuition and fees, which are between \$9000 to \$34000, don't make up the largest portion of the average cost of college attendance. In fact, non-tuition-related expenses at public four-year schools account for 61% of a total \$24,610 average cost of attendance. For example, the average college and university charges about \$4,500, or \$18.75 per day, for a three-meal-a-day dining contract for a typical 8- or 9-month academic year. Textbooks and class fees don't come cheap, either. The average full-time student at a four-year public institution will spend \$1,298 per year on books and supplies. For many courses, having a laptop or access to a personal computer is crucial to success. Be prepared to pay \$700 to \$1,500 for that success, depending on the specs you need to excel in your major. In addition, room and board make up about 42% of the total cost of attendance at four-year public institutions.

Source: J. Young. Do online courses really save money?, 2018, page 12

Many college leaders have looked to online course delivery as a way to reach more students at a reduced cost, in hopes of increasing access to higher education. Online education is like a rising tide, it's going to lift all boats and improve education. But so far questions remain about whether high-quality online programs can be delivered for less cost than traditional classes. A new study released by Arizona State University this year takes a deep dive into the return on investment of large-scale online efforts at six colleges and universities. All of these colleges set up extensive centralized staffs to support online offerings, which the report identifies as a key component to their success. University of Central Florida, for example, has a 90-person team that includes instructional designers, media support resources, faculty professional development staff, and quality assurance staff. With that kind of large-scale and strategic effort, the report suggests that the costs of delivering education can be reduced. When the overall costs of online courses with average costs at four of the institutions in the study are compared, the savings for online courses ranged from \$12 to \$66 per credit hour. Digital learning can help institutions reduce costs and pass along savings to students.

Source: N. Kasraie. Economies of e-learning in the 21st century, 2010, page 6

E-learning is cost effective for schools because they don't have to spend as much on training or supplies. Due to simplified logistics and lowered travel costs, among other factors, learning institutions who utilize e-Learning can expect to save 50% to 70% on overall training costs. In addition, online education can be a lifeline to those who have obstacles. For example, following an economic downturn in Nigeria and in the third world generally, a number of self-sponsored students would opt for distance learning as it would avail them the opportunity to earn a living even while studying.

Source: V. Vassilev. The hidden cost of online education, 2020, page 21

The discourse is often based on the belief that online education is considerably cheaper than traditional face-to-face courses. But is it, really? The answer is yes, in general, traditional programmes are more expensive, yet there are exceptions. Some institutions set the same price for both their online and traditional MBA programmes. A case in point is Indiana University's Kelley School of Business (US), whose online MBA course costs USD 74,520. This is because online instruction actually requires teaching staff to work harder. While professors still need to grade papers and initiate and maintain discussions, they also need to adapt their material for online delivery and make it more engaging to keep the attention of participants. In addition, professors need to make more effort to assess how students are responding and whether they are learning effectively. One of the biggest problems schools faced when transitioning to online delivery amid the Covid19 outbreak was the necessity to train teaching staff quickly to deliver quality education in the new environment, which brought along costs. Training their faculty is essential if schools are keen on maintaining a high standard of teaching. In addition, online courses require a higher degree of technical support than traditional programmes. Online platforms are not cheap to build and maintain. This means that for schools which already have physical facilities, offering an online programme incurs additional fixed costs. Therefore, ensuring a quality education and learning experience always requires an investment, whatever the format.

Source: A. Deshmukh. Online classes are getting messy, 2020, page 43

For schools, conducting online classes has become a question of survival. All stakeholders, school managements, teachers, students, and parents, were caught unaware and largely unprepared amid the pandemic. Most parents are adamant that since the child has not gone to school, they need not pay the fee. Managements claim that they do not have funds to pay teachers and staff salaries, leave alone invest in new training, software, and content which will equip schools to deal with the situation more efficiently. Salary deductions, potential layoffs, and mental blocks towards technology are making it difficult for teachers to put in their best or learn new skills. With new restrictions on teaching hours, to limit screen time, it is likely that more teacher dismissals are in the offing, as many of them will not be needed. Many schools will simply collapse and close. There is so much pressure to conform to the online teaching "solution" that schools across all socio-economic levels are attempting to do this. The online class movement has bared the digital divide like nothing else before, including for students from the economically weaker sections. However, many families do not own laptops or even smartphones and a proper access to the internet.

Source: University of Illinois. Online education, no date, page 33

Before any online program can hope to succeed, it must have students who are able to access the online learning environment. Lack of access, whether it be for economic or logistic reasons, will exclude otherwise eligible students from the course. This is a significant issue in rural and lower socioeconomic neighborhoods. Furthermore, speaking from an administrative point of view, if students cannot afford the technology the institution employs, they are lost as customers. As far as Internet accessibility is concerned, Internet access poses a significant cost to the user. If the participants' time online is limited by the amount of Internet access

they can afford, then instruction and participation in the online program will not be equitable for all students in the course.

Source: C. Li, F. Lalani. The COVID-19 pandemic has changed education forever, 2020, page 2

Some students without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries. For example, whilst 95% of students in Switzerland, Norway, and Austria have a computer to use for their schoolwork, only 34% in Indonesia do. In the US, there is a significant gap between those from privileged and disadvantaged backgrounds: whilst virtually all 15-year-olds from a privileged background said they had a computer to work on, nearly 25% of those from disadvantaged backgrounds did not.

Source: R. Bernard. The hidden expenses of remote teaching, 2020, page 2

Recently, several colleges and universities have issued guidance on how to appear professional while teaching online. For many faculty members, the redesign has been far more expensive than envisioned, with little to no financial support from the institutions. The sudden extra costs incurred from teaching remotely were so high that some faculty members thought about resigning from their teaching post altogether. In order to handle all the digital requirements, such as Zoom and Google Classroom; headphones; a desk chair; chair mat; router; and keyboard are necessary and they cost a total of nearly \$2,000 in a single purchase. A faculty member finds herself purchasing reams of paper as digital reading negatively impacts her vision. Broader financial strains can also impact faculty members. One faculty member described how her electric bill skyrocketed to over \$600 across the summer months, because she has been home and using much more electricity while teaching. Her husband's university ran short of computers to distribute and stopped approving these kinds of purchases, requiring him to personally buy a computer, printer, scanner, and Wi-Fi service just to effectively teach his two classes. They have both increased their mobile phone packages to include more minutes, further coverage and more data capacity.

Source: E. A. Hanushek, L. Woessmann. The economic impacts of learning losses, 2020, page 4

Previous studies have uniformly shown that more schooling is associated with higher individual earnings. The accumulated evidence from analyses of economic outcomes is that the quality of education – measured on an outcome basis of cognitive skills – has powerful effects. Individual earnings are systematically related to cognitive skills. The distribution of skills in society appears closely related to the distribution of income. And, perhaps most importantly, economic growth is strongly affected by the skills of workers.

The worldwide school closures in early 2020 led to losses in learning that will not easily be made up for even if schools quickly return to their prior performance levels. These losses will have lasting economic impacts both on the affected students and on each nation unless they are effectively remediated. While the precise learning losses are not yet known, existing research suggests that the students in grades 1-12 affected by the closures might expect some 3 percent lower income over their entire lifetimes. For nations, the lower longterm growth related to such losses might yield an average of 1.5 percent lower annual GDP for the remainder of the century. These economic losses would grow if schools are unable to re-start or re-design their courses quickly. The economic losses will be more deeply felt by disadvantaged students. All indications are that students whose families are less able to support out-of-school learning will face larger learning losses than their more advantaged peers, which in turn will translate into deeper losses of lifetime earnings. Therefore, quality in education and in continuous education is the key to positive economic outcomes.

Source: J. Star. Online learning has negative impact, 2020, page 5

A new survey in Canada has found that university professors and students feel isolated and stressed by online learning during the pandemic and are worried the quality of post-secondary education has deteriorated. The survey found that while everyone on campus understands the need to hold online classes during the COVID19 pandemic, they are concerned students are being put at a disadvantage because of it. The poll of 2,700 students, professors and post-secondary librarians found that 62% of students and 76% of faculty believe online learning has had a “negative impact on education quality”. Some 77% of students feel there has been a “negative impact on my ability to learn course material” with online learning, and 80% of faculty say there has been a “negative

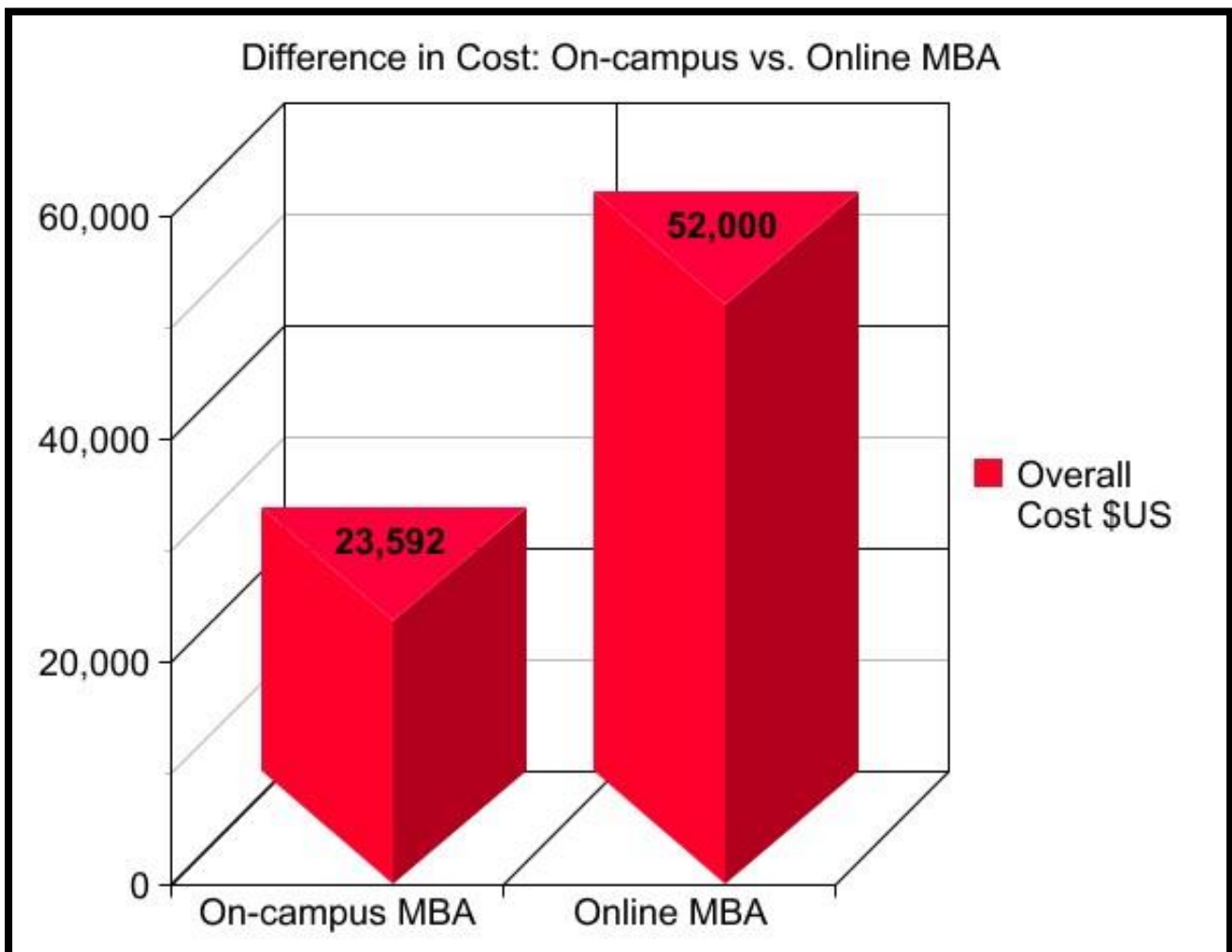
impact on my teaching ability or ability to convey important learning material to students”, in part because of bigger classes and increased workload.

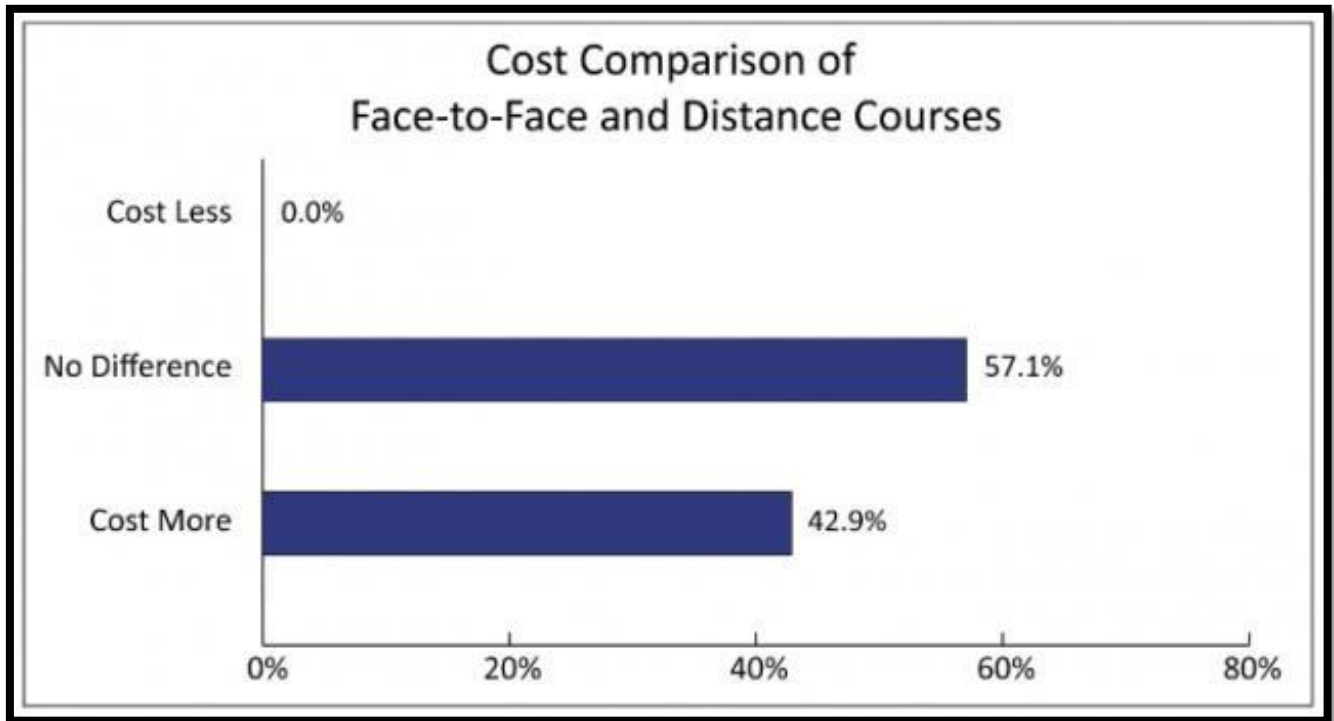
Source: E. Garcia, E. Weiss, L. Engdahl. Access to online learning, 2020, page 16

The move to e-learning prompted by school closures has exposed the technology divides with K–12 students who lack the resources they now need to learn at home facing long-term academic disadvantages. in the District of Columbia, about one in four eighth-graders who are poor do not have a desktop computer or laptop (23.7%), and almost one in three (29.4%) do not have a tablet, which are essential if students are to be able to follow instruction online. Indeed, 7.0% of eighth-graders who are poor do not have home internet, the other essential instrument for remote study. Providing all these instruments is costly.

GRAPHS & CHARTS

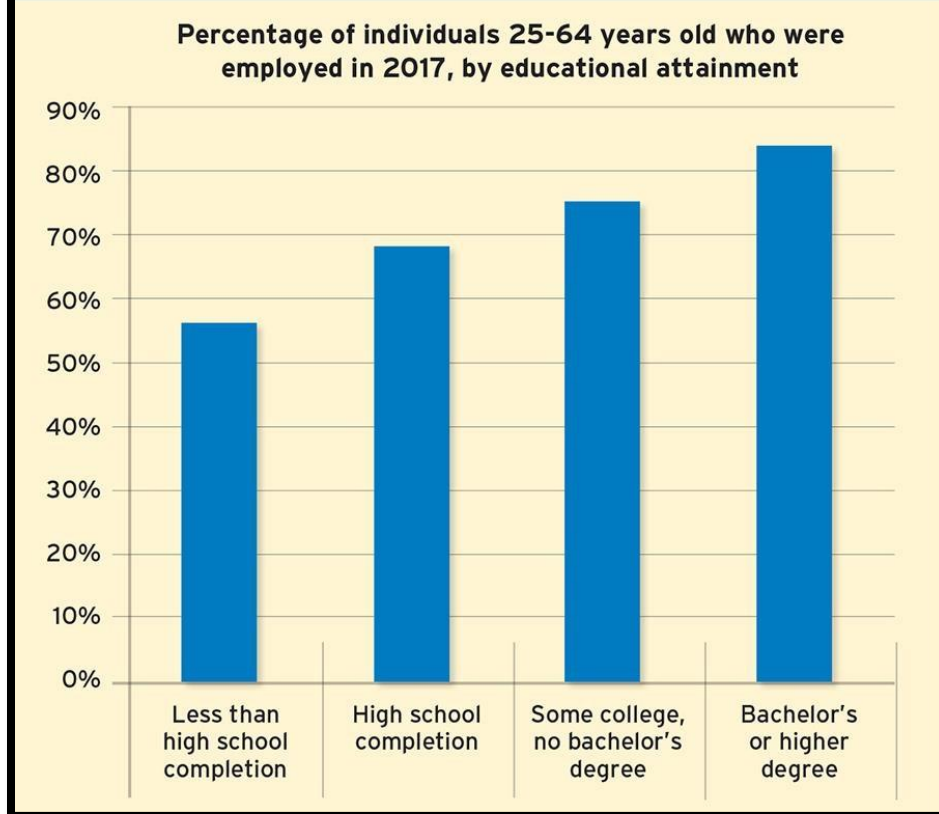
Source: K. Kersey. Cost of a master degree at Indiana University, 2021, page 4



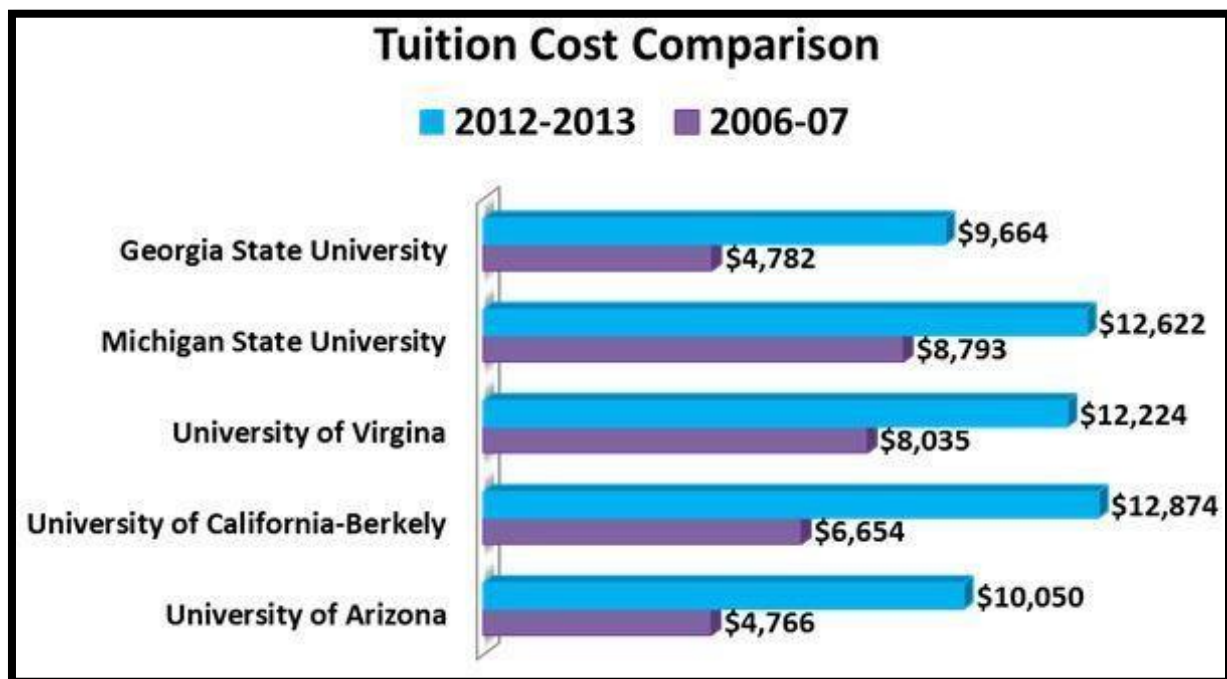


College Remains a Key Driver of Labor-Force Participation (Figure 1)

Just 68 percent of working-age adults with only a high school degree were employed in 2017, as compared to 84 percent of those with at least a bachelor's degree.



Source: The rising cost of traditional education, 2020, page 4



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