**Smarthinking Tutor Response Form**

Your tutor has written overview comments about your essay in the form below. Your tutor has also embedded comments **[in bold and in brackets]** within your essay. Thank you for choosing Smarthinking to help you improve your writing!

Hello, JooHo! I’m Susan J. I look forward to working with you on this **Essay Center Review**to improve your writing today. Let's get started!

**\*Writing Strength:**

Well done for developing a separate body paragraph for each reason why online courses hurt low-achieving students. By doing so, the overall organization of your paper makes sense to your reader.

**\*Joo Ho 11429955, you requested help with Organization:**

**Assuming that this is an academic argumentative paper in which you are arguing two reasons why online courses are hurting low-achieving students, your topic sentences will be stronger if you clearly state your argument followed by the reason to support it. In the following topic sentence, your reader might find it difficult to distinguish between your main argument and your reason for supporting it:**

*The lack of face-to-face time can lead to online courses hurting low-achieving students*

**Let’s say I was writing an argumentative paper about the reasons why global change is causing problems for planet Earth. One of my topic sentences will be as follows:**

***Global change is causing problems for planet Earth because it’s altering earth’s main cycles.***

**Here, I’ve clearly stated my argument: global change is causing problems for planet Earth. Now, I can add my reason for supporting my argument: it’s altering earth’s main cycles. Consider the following model for your topic sentence:**

***Online courses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (main argument about online courses) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (reason for supporting argument).***

**For more information, have a look at the handbook discussion on** [Clear Topic Sentences](http://services.smarthinking.com/static/document_library/docs/writeman/3_03.cfm).

**Content Development**

You are trying to convince your reader that online courses are hurting low-achieving students. Therefore, your explanations and examples need to be very clear and direct and explain your line of thought in detail so that your reader can agree with your argument. Have a look at the following sentence:

*However, online underachievers do not get face-to-face time due to physical separation of pupils and teachers.*

You state that online underachievers do not get face-to-face time, but what is face-to-face time, exactly? Why will underachievers benefit from face-to-fact time? What type of discussions can these students have with their teachers that they will not be able to have with online courses?

**\*Joo Ho 11429955, you requested help with Transitions:**

**Now that you’ve created clear and direct topic sentences to your paragraphs about the reasons why online courses are hurting low-achieving students as discussed under “Organization,” it’s time to add some transition words to these sentences. Transition words will help creating a natural flow between your discussions about these reasons.**

You can include transitions (linking words) in your topic sentences by including the following information:

* A reference to the previous paragraph
* A preview of the current paragraph
* A reminder of the overall point

Have a look at the following example:

*Apart from altering earth’s main cycles, another reason why global change is causing problems for planet Earth is because it influences the behavior of people.*

Here, I’ve reminded my reader of the reason discussed in my previous paragraph: global change is altering earth’s main cycles. I’ve also reminded my reader of my main argument: global change is causing problems for planet Earth. Last, I’ve reflected the reason that I will focus on in this second body paragraph: global change is influencing the behavior of people. Have a look at your second topic sentence, for instance. What information can you add to this sentence so that you effectively transition between your two paragraphs, JooHo?

**Summary of Next Steps:**

* Revise your topic sentences.
* Ensure to add clear explanations to your statements.
* Add transitions to your topic sentences.

Thank you for submitting your essay for a review, JooHo. I enjoyed helping you with this step in the revision process. Have a good day! Susan J.

You can find more information about writing, grammar, and usage in the [Smarthinking Writer's Handbook](https://services.smarthinking.com/static/Document_Library/docs/writeman/contents.cfm" \t "_blank).

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Please look for comments **[in bold and in brackets]** in your essay below.  
Thank you for submitting your work to Smarthinking! We hope to see you again soon.

ESL 263

Draft # 3

Title: “Online Courses’ Limitations Hurt Students”

Name: Brad

The lack of face-to-face time can lead to online courses hurting low-achieving students. Classroom teachers can observe the students’ behavior in classroom. The observations can lead to praises and criticisms help low performing students to improve themselves. However, online underachievers do not get face-to-face time due to physical separation of pupils and teachers. Online courses have discussion platforms built-in to overcome the separation but it’s not enough for underachievers. **[When using a coordinate conjunction to join two complete sentences, you need to add a comma before the coordinate conjunction so that your reader can see where one idea about online courses end and another begins. *Example: Students can benefit from in-class experiences, but they need to be willing to talk to their teachers*. Where should you add your comma?]** Discussion forums take time to respond for instructors since they have to deal with a flood of student questions. The delay demotivates the underperformers and discourage them from seeking feedback, causing low-achievers’ failure to improve. This outcome is best described by a study in Chicago high schools. Failing students were randomly put in online credit recovery courses or their classroom counterparts (Dynarski 2). Online students recovered 10 percent less than the former’s students (Rickles 4). Online students’ reduced achievement suggests online courses’ limitations lead to hurting underachievers. Online courses hurt them because their limitations are keeping them from allowing face-to-face time with the instructors. **[Who are the “them” that you are referring to in this sentence? By reminding your reader, in your concluding line, of the specific group of people that forms the focus of your argument, your paragraph will have unity.]**

Online courses also hurt low-achieving students since they lack self-regulation skills to stay focused. These skills are vital to managing distractions in online courses because students can easily get distracted from using a computer. **[What types of things can distract these students? As explained in the TRF, your reader needs to be able to easily follow your line of thinking so that he/she can ultimately agree that online courses hurt low-achieving students.]** But low-achieving students lack the ability to stay on track. My experience with Harvard’s introductory online Computer Science course, CS50 is a prime example. A CS50 class can last up to 120 minutes. I took CS50 because I was struggling in my traditional college coding classes. However, I found myself constantly distracted after 30 minutes and looking at Netflix videos. Watching Netflix videos meant that it took longer to finish lectures. I learned less, leading to failing all over again. My failing grades in CS50 shows underperformers in online courses are more susceptible to distractions. Since the lack of self-control makes them more vulnerable to getting sidetracked, online courses fail underachievers rather than helping them.

Original Sentences: Students who had failed algebra were randomly assigned either to online or to face-to-face recovery courses. The results were clear: Students in the online algebra courses learned much less than those who worked with a teacher in a classroom.

Works Cited

Dynarski, Susan. “Online Courses Fail Those Who Need Help.” *New York Times*, 21 January. 2018, p.BU3.

Rickles, Jordan, et al. “The Effect of Online Versus Face-to-Face Credit Recovery in Algebra I on High School Credit Accumulation and Graduation” *UChicago Consortium on School Research,* June 2017