**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, Brad! I am Cassandra E., and I look forward to working with you on this **Essay Center Review**to improve your writing today. Let's get started!

**\*Writing Strength:**   
Your paragraphs contain topic sentences that clearly state the focus of each of your paragraphs’ discussions. for example, in your 1st paragraph, you state, “The lack of face-to-face classroom discussions can lead to online courses hurting low-achieving students through the lack of feedback” before proceeding to your discussion. Therefore, you help readers understand clearly the contents of your discussions. Well done, Brad!

**\*Joo Ho 11429955, you requested help with Content Development:**     
Some of your discussions about the effects of the lack of self-regulation skills are unclear. Therefore, you need to provide additional details about these in your 2nd paragraph. Consider this excerpt:

* These skills are vital to managing distractions in online classes because students can easily get distracted from using a computer, such as watching YouTube videos. But low-achieving students cannot stay on track.

By providing additional details, you help readers understand these effects better. What are these distractions? What tempts students to watch videos instead?

**\*Joo Ho 11429955, you requested help with Organization:**     
Some of your discussions about the effects of the lack of feedback in online classes are also unclear. Therefore, you need to provide additional details about these in your 1st paragraph. Look at this excerpt:

* The lack of face-to-face classroom discussions can lead to online courses hurting low-achieving students through the lack of feedback. The teachers can learn about their students’ learning and reasoning capacities by talking to them in class. The observations can lead to praises and criticisms that low performing students can use to improve themselves. However, online underachievers do not get face-to-face time due to the physical separation of pupils and teachers. The divide hurts them because teachers can't observe and learn about their students. Online courses have discussion platforms built-in to overcome the disconnection, but it's not enough for underachievers.

By providing additional details, you help readers understand the effects of lack of feedback better. How is a feedback gained? How can teachers can learn about their students’ learning and reasoning capacities by talking to them in class? What are these discussion platforms? Why are these not enough?   
  
**Transitions**:  
Some of your sentences do not clearly relate to each other. Therefore, you need to use transition elements in some of your sentences. Here’s an example:

* I learned less, leading to failing all over again. My failing grades in CS50 shows underperformers in online courses are more susceptible to distractions

Remember that using an effective transition element is important because it helps readers see the connection between the previous sentence and the new sentence. Study this example:

I wanted to pass. Therefore, I attended lectures.

In your second sentence, what transition element should you use? For more information on the use of transitions, visit this lesson: [Smooth Transitions](https://services.smarthinking.com/static/document_library/docs/writeman/3_05.cfm).

**Summary of Next Steps:**

* Provide additional details about the effects of the lack of self-regulation skills.
* Add more details about the lack of feedback in online classes.
* Use transition elements in some of your sentences.

Thank you for submitting your essay for a review, Brad. I enjoyed helping you with this step in the revision process. Have a good day! ~Cassandra E.

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).

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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 classroom discussions can lead to online courses hurting low-achieving students through the lack of feedback. The teachers can learn about their students’ learning and reasoning capacities by talking to them in class. The observations can lead to praises and criticisms that low performing students can use to improve themselves. However, online underachievers do not get face-to-face time due to the physical separation of pupils and teachers. The divide hurts them because teachers can't observe and learn about their students. Online courses have discussion platforms built-in to overcome the disconnection, but it's not enough for underachievers. Instructors have trouble responding to discussion forums since they have to deal with a flood of student questions. The delay discourages the underperformers from seeking feedback, causing low-achievers’ failure to improve. **[This part is unclear and needs to be further elaborated. What makes the delay discourage students?]** A study in Chicago high schools highlights the outcome. Online credit recovery courses or their classroom counterparts were assigned to failing students(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 flaws are keeping them from allowing face-to-face discussions with the instructors.

Besides the limiting instructors’ feedback, 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 classes because students can easily get distracted from using a computer, such as watching YouTube videos. But low-achieving students cannot stay on track. My experience with Harvard’s introductory online Computer Science course called 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. **[You need to elaborate this experience further to help readers understand this better. What is included in this class? Why does it take up to 120 minutes? What made you struggle with traditional 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