

## Cell Phones in School

Phones are an essential gadget in the current world, and their roles are multiple depending on the place and person <sup>CHOICE</sup> having it. ~~The spread of technology has led to high diffusion rates of mobile phones.~~ <sup>REPETITIVE</sup> Phones have both <sup>FORM</sup> enhance the quality of life and business growth while damaging family relationships and opening room to insecurity (Alobiedat, 2012). <sup>NEED SOMETHING TO GIVE FLOW BETWEEN THESE 2 SENTENCES</sup> Some educational authorities seek to have a policy on permitting phones in schools, but such a provision could only worsen situations as a result of its negative impact.

( NO EXTRA SPACE HERE )

While cell phones in learning institutions have turned out to be a necessary aspect in <sup>THEY ARE? HOW SO?</sup> everyone's life, the issue of whether they ought to be allowed in schools has become a topic that is hotly debated. One suggestion into permitting the elementary school students to have phones in school is that many schools in diverse states in the USA have already allowed the learners to carry them. Parents argue that even though a policy does not exist to enable learners to take phones, <sup>→ THAT'S MUCH TOO BAD. I'M CERTAIN THERE WOULD BE SOME.</sup> none opposes the habit. Moreover, some proponents think if learners bring their phones to school, it is a move into digital time and instruction; hence the learners and teachers can find ease in using the gadgets during lessons (Keep cellphones in the classrooms, 2019). Besides, many parents feel the students should carry phones to school and use them when boarding <sup>?</sup> vehicles or during emergencies. <sup>STRUCTURE DOESN'T MAKE SENSE.</sup> According to a report from many children in America acquire phones once they are aged ten, and they would need to use them in such situations (George, 2016). Proponents of phone usage in elementary schools argue that these gadgets will open room for exploration of the potential to improve the access students will have to learn material off the school setting (Ngesi et al., 2018). Though a few advantages exist when they are allowed in schools, several disadvantages outweigh them.)

Generally, allowing cell phones in schools would be equated to inviting distraction because learners can perform various activities <sup>CHOICE</sup> in the gadget. Still, learners could indulge in unsuitable activities, thus deviating from the school's principal objective. The fact that they would be busy fiddling with their cell phones, it is possible that their concentration towards studies would deteriorate substantially. Educators are also likely to get distracted, given that cell phones would ring during class sessions, thus destroying the tempo of the entire class (Province

clamps down on cellphones, 2019). As such, phones would bring down the control of a class, the conducive learning environment, and the connection between the teacher and learner during lessons.

THIS IS COMMON SENSE

UTILIZE YOUR SOURCES FOR MORE COMPELLING & SUBSTANTIAL DATA TO CONVINCE YOUR READER.

WHAT IS THE "DISTRACTION" DATA

The majority of people do not support phone usage in elementary school. Based on a consultation that the Education Minister of Ontario conducted, 97% percent of respondents supported a ban on cell phones, for they encourage learners to use them in cheating during

examinations (Province clamps down on cellphones in school, 2019). Having the phones in the pockets helps the learners to text others or even externals seeking or even Google for answers in the course of the exam. Therefore, the policy would turn out as an undoing of progress to the quality education that is currently in America.

CANADA

WHO?

GOOD USE OF SOURCE

YOU HAVE TO CONNECT THE DATA TO U.S.A.

Teachers are uncomfortable with students having phones in schools. Some teachers like Catherine Carpela, who once taught a school where learners used phones, raises a concern that instead of focusing on teaching, preparing a lesson, or monitoring learners, teachers will have the task of monitoring inappropriate phone usage (George, 2016). Ngesi, Linda, et al. (2018) assert that reliance on phones as teaching aids or for learning subjects like English causes a deterioration in grammar, bad spelling, poor writing skills, and poor language use among the learners. Based on the argument of decline in learning as well as overwhelming teachers, phones

USE TRANSITION SIGNALS

TENSE

GOOD USE OF SOURCES

are inappropriate in elementary schools (Permission to have elementary school students carry phones to schools is in the consequences it would cause.) Bringing cell phones to school would also pave the way for theft because individual students would take them to sell and make money.

UNCLEAR SENTENCE

THIS COMES OUT OF NOWHERE

Phones are a potential object that can give rise to after school gang activities with learners collaborating to make prank calls, meet to explore prohibited activities and places, as well as ending up with pre-marital relationships. Besides, with phones of varied types, these would naturally pose unhealthy competition amongst users. Everyone would want to brag about their model or brand, and in case some students have low brands, they would develop an inferiority complex, which would fuel class differences.

YOUR DETAILS DON'T TRANSLATE TO "GANG" ACTIVITIES.

AMONGST ELEMENTARY?

JUST TYPICAL MISBEHAVIORS.

ANY SOURCES TO SUPPORT THESE POINTS?

Overall, phones have negative effects on students in elementary schools. Phones could be teaching aids, and they could enhance the digital wave, connect parents with their children, serve as a tool for logistics, and conducting after school tasks. However, the points mentioned above show that students in elementary schools should not carry cellphones in schools. With phones, theft cases, distracted lessons, misuse by learners and exam cheating could be a resultant case.

DON'T USE PHRASES LIKE THIS

GOOD SUMMARY OF MAIN IDEAS. NO EXTENSION OF IDEAS

NOT INDICATED IN THESIS.

DO ALL THE DATA/SOURCES SPECIFY ELEMENTARY?

## References

← Alobiedat, A. (2012). Faculty and student perception and the appropriate and inappropriate use of mobile phones in the classroom at the University of Granada. *Int'l J of Instructional Media*.39(1). 3-17. WHERE IS RETRIEVAL LINK?

George, D. S. (2016, December 7). Should children get to have cellphones in elementary school? Washington Post. Retrieved from <https://link-gale-com.mylibrary.wilmu.edu/apps/doc/A473087357/ITBC?u=new90507&sid=ITBC&xid=b314a909>

Keep cellphones in the classrooms, education group says; Most secondary schools encourage students to bring their own devices. (2019, April 9). Toronto Star [Toronto, Ontario], p. A5. Retrieved from <https://link-gale-com.mylibrary.wilmu.edu/apps/doc/A581734673/STND?u=new90507&sid=STND&xid=305392a9>

Ngesi, N., Landa, N., Mandikiza, N., Tshotsho, B. & Walters, L.N. (2018). Use of mobile phones as supplementary teaching and learning tools to learners in South Africa. *Reading & Writing - Journal of the Reading Association of South Africa*. 1-12. WHERE IS RETRIEVAL LINK?

Province clamps down on cellphones in school; Ban on using devices in class unless for educational use criticized as hard to enforce. (2019, March 13). Toronto Star [Toronto, Ontario], p. A1. Retrieved from <https://link-gale-com.mylibrary.wilmu.edu/apps/doc/A578162140/STND?u=new90507&sid=STND&xid=78870548>

# Student Refutation Writing Evaluation Form

Assignment	Student Name
	Date
	Course/Instructor

REWRITER DRAFT

WETTER

Criteria	Unsatisfactory (1)	Marginal (2)	Satisfactory (3)	Good (4)	Excellent (5)
1. Contains a thesis statement that captures the reader's attention, presents a clear and specific argument, and provides a framework for the essay.	The thesis statement does not capture the reader's attention, preview the paper, or contain an argument. (<5 points)	The thesis statement does little to capture the reader's attention, preview the paper, and express an argument. (6 points)	The thesis statement somewhat captures the reader's attention, previews the paper, and contains an argument. (7 points)	The thesis statement mostly captures the reader's attention, previews the paper, and contains an argument. (8-9 points)	The thesis statement strongly captures the reader's attention, previews the paper, and contains an argument. (10 points)
2. Each paragraph supports the argument and provides sound logic.	The content of the paper does not support and explain the argument or use sound logic. (8+ errors) (<5 points)	The content of the paper does little to support and explain the argument with sound logic. (6-7 errors) (6 points)	The content of the paper somewhat supports and explains the argument with sound logic. (4-5 errors) (7 points)	The content of the paper mostly supports and explains the argument with sound logic. (2-3 errors) (8-9 points)	The content of the paper completely supports and explains the argument with sound logic. (0-1 errors) (10 points)
3. Plentiful and specific details are used to summarize the opposing views, make any necessary concessions, challenge the opposing views, and present a new approach/perspective if appropriate. (This column is worth double.)	Details are not specific or plentiful. A summary of the opposing views, necessary concessions, challenges to the opposing views, and a new approach/perspective are not adequately covered. Details are irrelevant and information is incorrect. (8+ errors) (<11 points)	Details offered are rarely specific and not plentiful. They rarely summarize the opposing views, make any necessary concessions, challenge the opposing views, and present a new approach/perspective. Information is rarely correct. (6-7 errors) (12-13 points)	Details offered are somewhat specific and plentiful. They somewhat summarize the opposing views, make any necessary concessions, challenge the opposing views, and present a new approach/perspective. Information is somewhat correct. (4-5 errors) (14-15 points)	Details offered are mostly specific and plentiful. They mostly summarize the opposing views, make any necessary concessions, challenge the opposing views, and present a new approach/perspective. Information is mostly correct. (2-3 errors) (16-18 points)	Details offered are specific and plentiful. They summarize the opposing views, make any necessary concessions, challenge the opposing views, and present a new approach/perspective. Information is correct. (0-1 errors) (19-20 points)
4. Demonstrates unity and coherence: transitions are used between paragraphs and between ideas in the same paragraph.	Ideas in paragraphs are disjointed. Paragraphs are not connected logically. (8+ errors) (<5 points)	Ideas in paragraphs are mostly disjointed. Paragraphs are vaguely connected logically. (6-7 errors) (6 points)	Ideas in paragraphs are somewhat well connected. Somewhat effective transitions are used between paragraphs. (4-5 errors) (7 points)	Ideas in paragraphs are mostly well connected. Mostly effective transitions are used between paragraphs. (2-3 errors) (8-9 points)	Ideas in paragraphs are well connected. Effective transitions are used between paragraphs. (0-1 errors) (10 points)

Additional Comments:

1 2 1 2

Criteria	Unsatisfactory (1)	Marginal (2)	Satisfactory (3)	Good (4)	Excellent (5)
5. Conclusion is correctly drawn from the body of the paper and is not simply repetitive.	Conclusion is not logically related to the thesis statement and the body of the paper (8+ errors) (6 points or less)	Conclusion is vaguely logically related to the thesis statement and the body of the paper (6-7 errors) (7 points)	Conclusion somewhat supports/resolves the logic of the thesis statement and the body of the paper. (4-5 errors) (8 points)	Conclusion mostly supports/resolves the logic of the thesis statement and the body of the paper. (2-3 errors) (9 points)	Conclusion supports/resolves the logic of the thesis statement and the body of the paper. (0-1 errors) (10 points)
6. Language is concise and clear; word choice is appropriate.	Language is vague and wordy. Words are used incorrectly. Tone is inappropriate. (8+ errors) (<5 points)	Language is mostly vague and wordy. Many words are used incorrectly. Inappropriate tone is used in many areas of the paper. (6-7 errors) (6 points)	Language is somewhat specific and concise, words are somewhat used correctly, appropriate tone is somewhat used. (4-5 errors) (7 points)	Language is mostly specific and concise, words are mostly used correctly, appropriate tone is mostly used. (2-3 errors) (8-9 points)	Language is specific and concise, words are used correctly, appropriate tone is used. (0-1 errors) (10 points)
7. Outside sources are carefully selected and integrated into the essay. All sources are cited correctly.	Sources are not reliable. Sources are not integrated and/or cited correctly. (8+ errors) (<5 points)	Most sources are not reliable. Most sources are not integrated and/or cited correctly. (4-5 errors) (6 points)	Reliable sources are somewhat used. Sources are somewhat integrated and cited correctly. (4-5 errors) (7 points)	Reliable sources are mostly used. Sources are mostly integrated and cited correctly. (2-3 errors) (8-9 points)	Reliable sources are used. Sources are integrated and cited correctly. (0-1 errors) (10 points)
8. Writing is grammatically correct and free of typos (MLCs*) *Mechanics, Usage, and Grammar	Numerous grammatical errors and readability is very difficult; paper has numerous typos. (8+ errors) (<5 points)	Several grammatical errors and readability is somewhat difficult; paper has several typos. (6-7 errors) (6 points)	Some grammatical or spelling errors, somewhat interfering with readability; paper has some typos. (4-5 errors) (7 points)	Some grammatical or spelling errors but does not interfere with readability; paper is mostly free of typos. (2-3 errors) (8-9 points)	Minimal grammatical and spelling errors; paper is free of typos. (0-1 errors) (10 points)
9. Paper formatting and other requirements are met.	Formatting and other requirements have 8+ errors. (<5 points)	Formatting and other requirements have 6-7 errors. (6 points)	Formatting and other requirements have 4-5 errors. (7 points)	Formatting and other requirements have 2-3 errors. (8-9 points)	Formatting or other requirements have 0-1 errors. (10 points)
Total					

APR GLEN PALE WOODRICK

Additional Comments:

Grand Total:

12/20

100%

2

1

1

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