Promoting Collaborative Writing through Google Docs
in A Paragraph Writing Class

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Abstract:
Technology has been used to aid students' writing skills, including the use of word processors alongside with email to exchange writing feedback for improvement. In practice, however, a major concern of email exchanges is it could not help students improve their writing significantly. Students received feedback via email, but they did not undertake revision. Consequently, the improvement did not take place within this technology-based writing approach. This might be caused that word processors with email exchanges did not provide any features to encourage students to undertake revision and there was no opportunity for the teacher to have control over their writing process, so they felt no obligation to revise their writing. Further, students may need to have a discussion with their peers in the collaborative environment, so they can help each other to improve their writing. Thus, it is important to figure out a potential means to aid students' writing improvement. This can be approached through collaborative writing. Some studies suggest that collaborative writing can engender better writing for students since it allows them to exchange ideas and work together to complete a writing process. In this scheme, Google Docs can be a potential means to promote collaborative writing since its features afford students the opportunity to compose writing jointly and undertake the writing process. This paper, therefore, is an attempt to critically scrutinise a writing approach to promoting collaborative writing through Google Docs in paragraph writing class.

Keywords: Collaborative Writing, Google Docs, Paragraph Writing

Introduction

Collaborative writing has become increasingly popular in language learning. Some studies suggest that collaborative writing can engender better writing for students since it allows them to negotiate meaning, i.e. to discuss language and work together to complete a writing task (Pae, 2011; Storch, 2005). Thanks to technology emerging in language learning, Google Docs can be an alternative means to promote collaborative writing among students since its features afford students the opportunity to compose writing jointly at the same time (Dekeyser & Watson, 2006; Pae, 2011; Suwantarathip & Wichadee, 2014). Hence, to help students improve their writing skills, promoting collaborative writing using Google Docs is a novel strategy that can possibly be applied. This paper is an attempt to promote collaborative writing using Google Docs in my paragraph writing class. Precisely, the remainder of this paper is organised in the following ways: establishing the teaching context; reflecting on literature in relation to collaborative writing through Google Docs; illustrating the lesson plan of collaborative writing and forming the expected learning outcomes.

Establishing Teaching Context

I taught a paragraph writing class to assist my professor at the State Islamic University of Surabaya. It was a prerequisite course which aims to help students develop their paragraph writing skills, such as descriptive and opinion paragraph. The coursework carried out two main assignments in which students should write a different paragraph for every two week and submit a certain paragraph for the final assignment. Students were first-year students who can be considered as novice writers since they started learning academic writing in this initial course. In response to this, I attempted to help students develop their paragraph writing skills through interactive activities, such as facilitating peer discussion on their paragraphs in the class. Furthermore, I tried to utilise technology in my classroom to facilitate their writing. A case in illustration, I utilised a word processor and email as means to assist students to perform their writing and to receive feedback for their writing improvement.

However, email exchanges in this context could not help students improve their writing significantly. Students received feedback via email, but they did not undertake revision. Therefore, the improvement did not take place when they were assigned to write another paragraph. This might be caused by the limitation that students did not have any media to conduct their revision, so they left their writing behind. In addition, there was no opportunity for me to have control over their writing process, so they felt no obligation to revise their writing. Further, students may need to have a discussion with their peers in the collaborative environment, so they can help each other to improve their writing. Thus, it is important to figure out a potential means to aid students' paragraph writing through collaborative writing where I will be able to monitor through all writing processes, especially to reinforce the revision and students can benefit from peer discussion in the collaborative environment. In this scheme, collaborative writing can be addressed using Google Docs.

Literature Review

Promoting collaborative writing through Google Docs in my paragraph writing class, calls for a discussion on what literature says about this approach. This section will

analyse the literature on certain concepts which cover collaborative writing, collaborative writing through Google Docs, writing process in collaborative writing through Google Docs and task-based approach for collaborative writing.

Collaborative writing

Writing may be commonly focused on a sole product which is orchestrated by an individual act of composing ideas. However, it is not necessary to base writing merely as an individual product, but it is also significant to approach writing as a social act (Weigle, 2002). A social interaction among students becomes very influential in knowledge construction (Liu & Lan, 2016). This is what Vygotsky (1978) defines as 'social constructivism' which suggests that knowledge development is enhanced through social activity. Thus, it is worth noting to involve students in social interaction to enhance their writing skills, such as assigning them to write in pairs or groups. Murray (1992) notes that when students are encouraged to learning writing in relation to the social act, collaborative writing may be well-placed to deal with it.

Collaborative writing is defined as a joint writing activity which encourages students to integrate their ideas to produce a piece of writing through reflecting on the target language and negotiation process (Hirvela, 1999; Storch, 2005; Dobao, 2012). Hirvela (1999) asserts that carrying out tasks in pairs or groups work can yield better outcome rather than performing tasks individually since, as Storch (2005) suggests, it facilitates students to engage in peer response where students can provide each other with feedback. More essentially, Storch (2005) ascertains that collaborative writing aids the writing process. A case in point, students will go through the process from sharing ideas, negotiation of meaning, composing and revising during collaborative work with their peers. Further, Suwantarathip and Wichadee (2014) acknowledge that it also can be perceived as an interesting technique which spurs students to engage more in the learning process. Thus, it can be underlined that collaborative writing is a shared writing activity which can increase the productivity of writing since it scaffolds the writing process which aids students the opportunity to negotiate their understanding and learn from each other's responses.

Collaborative Writing through Google Docs

Conventionally, collaborative writing can be carried out through email (Mansor, 2011) as a tool for communication which enables students to exchange their ideas out of the writing activity (Slaouti, Pennells & Weatherhead, 2000). However, this means may not serve the synchronous interface among collaborators while they are working on their writing. Hence, it is necessary to figure out a beneficial tool which can afford the real interface among collaborators to share ideas and write texts at once. This can be addressed by the use of Web 2.0, for example, wikis and Google Docs (Suwantarathip & Wichadee, 2014).

There have been a lot of research whose focal point is wikis as one of the Web 2.0 tools which can facilitate collaborative writing activity (Lai, Lei & Liu, 2016; Chao & Lo, 2009; Woo, Chu & Li, 2013; Hadjerrouit, 2014). Wikis, so these studies reveal, can be used to set up collaborative space where students can write, share and construct knowledge with other peers to achieve writing improvement. It is, therefore, inevitable that wikis have been popular among teachers to foster collaborative

writing. However, wikis seem to be a new platform for students in this context, in which they have not been familiar with the features. This unfamiliarity can accordingly lead to liability of students' resistance to participating in group work. In addition, wikis may not address synchronous interaction, which can facilitate students to collaborate live (Yang, 2010). Therefore, it is essential to utilise a collaborative tool which can ease students with its familiarity and afford both asynchronous and synchronous interaction among collaborators.

In response to this, Google Docs can be a viable alternative to promoting collaborative writing since it can support students to work collectively in concurrent time (Dekeyser & Watson, 2006; Suwantarathip & Wichadee, 2014). This tool can solve potential conflicts, which may occur when students negotiate at a distance (Woo & Reeves, 2007). In addition, Google Docs is an online form of a word processor which allows students to access features of the word processor at any time and places with the internet connection (Suwantarathip & Wichadee, 2014). This similarity with the word processor provides the ease for students to work collaboratively with the features that they have been common with. Apart from wikis, therefore Google Docs is a more useful collaborating tool which is appropriate for promoting collaborative writing in my classroom.

To aid collaborative writing, Google Docs offers a sharing tool which supports the accessibility of sharing documents with other people (Mori, Buzzi, M.C., Buzzi, M., Leporini, & Penichet, 2011). This tool allows collaborators to be editors who can view and edit the document or viewers who can view the document only *(See figure 1)*. In this scheme, the role of collaborators will serve as editors who can participate to share ideas and work together to produce a written outcome. This is in accordance with the objective of collaborative writing which is to share ideas and to carry out a joint writing activity (Murray, 1992; Storch, 2005).
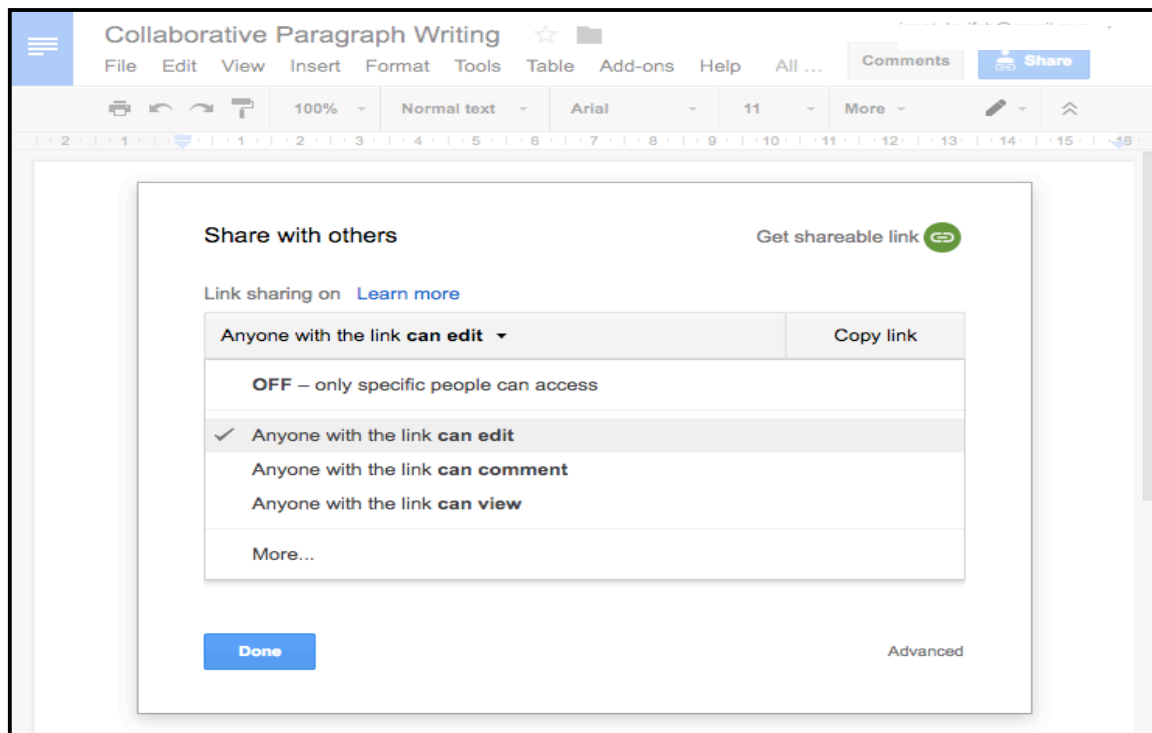

Figure 1. A sharing tool in Google Docs

Besides its sharing functionality, Google Docs also allows multiple students to edit in concurrent time (Dekeyser & Watson, 2006; Suwantarathip & Wichadee, 2014; Zhou, Simpson & Domizi, 2012). This is illustrated in figure 2 that concurrent editing among collaborators can be traced by different cursor movements in the doc.
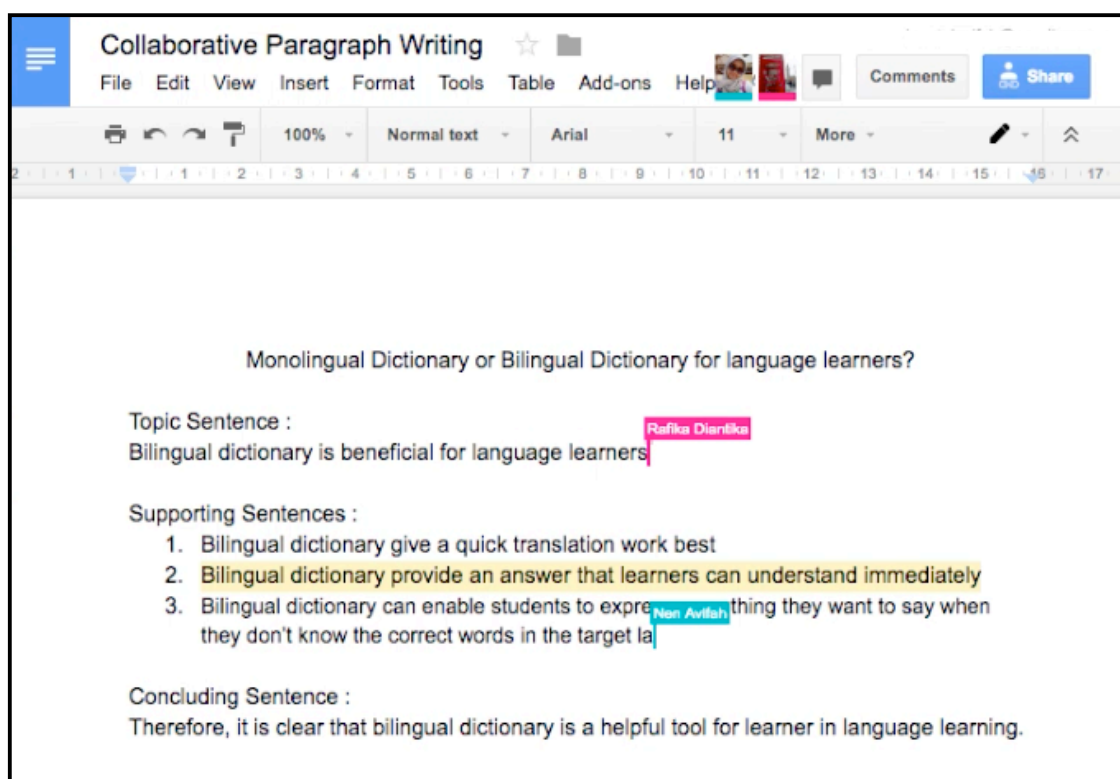

Figure 2. Multiple users edit in Google Docs at the same time

In addition, Google Docs enables collaborators to chat with others directly inside the document and insert comments or suggest the change to other collaborators *(See figure 3)*. Comments can be placed in a specific area within a text by selecting certain sentences and inserting the comment box (Suwantarathip & Wichadee, 2014). This affords students with the opportunity to provide and receive each other feedback during the writing process (Liu & Lan, 2016). Another ease of Google Docs for collaborative writing is the great convenience of the tool which can be accessed either via desktop or as apps on handheld gadgets, such as smartphones, tablets, and iPad. Such flexibility can maintain collaborative writing without any restriction of place and time (Suwantarathip & Wichadee, 2014).
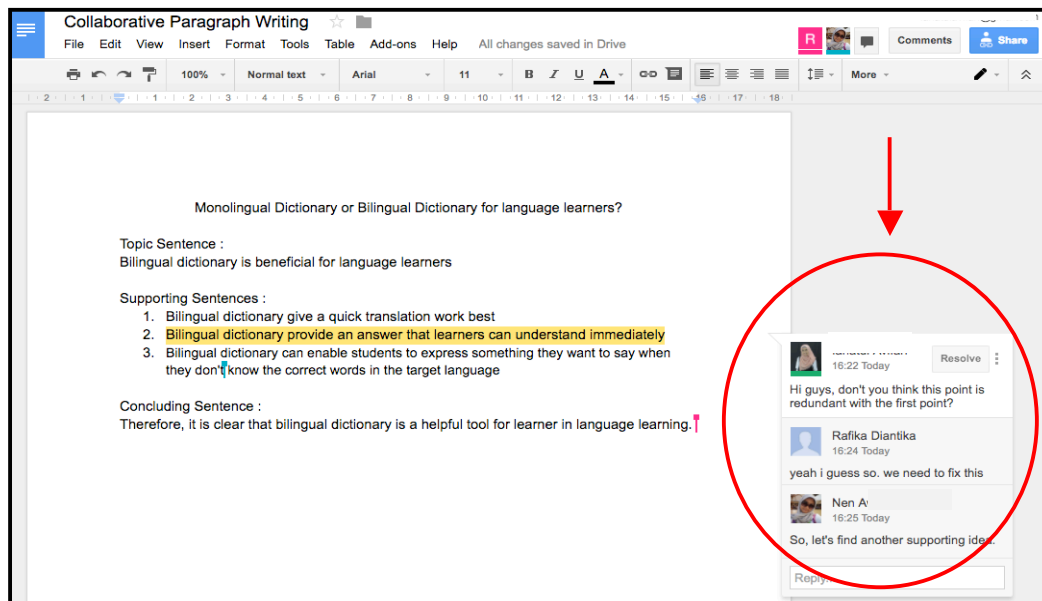
Figure 3. Comments in Google Docs

Writing Process in Collaborative Writing through Google Docs

Writing is perceived as a set of phases to complete writing which includes prewriting, writing, and rewriting (Barnett, 1989; Murray, 1997). In line with it, the nature of collaborative writing approach affords students to go through the writing process (Hirvela, 1999) from brainstorming ideas, discussion, and giving each other feedback which pave the way for better writing (Storch, 2005). As for enabling collaborative approach, Google Docs offers promising tools which go hand in hand with the nature of the writing process. Seyyedrezaie, Ghonsooly, Shahriari and Fatemi (2016) state that Google Docs can facilitate the writing process to help students produce far better writing from the initial draft. This is consistent with the nature of writing on a computer by Pennington (1996) which notes that the development of writing on a computer emanates consecutive phases of writing, such as writing differently. This concept suggests that computer-based writing can serve the sequential process of writing which generate better writing from the early composition.

Preceding to writing, students need to activate their minds by developing ideas and designing logical plans to compose texts (Rohman, 1965). Storch (2005) reveals that the planning stage in collaborative writing encompasses the endeavour of conceptualising ideas, perusing, defining tasks as well as structuring writing. This reinforces the essence of writing on a computer which enables students to employ a 'bottom-up' approach in which writing is generated from sequential episodes started from planning and composing the draft to revising the content (Pennington, 1996, p.133). In the same light, Google Docs facilitates students to prepare writing by pooling their ideas on it and negotiate agreements with each other to organise the structure of writing (Suwantarathip & Wichadee, 2014; Elola & Oskoz, 2010). Through the modalities offered by Google Docs such as editing tools (delete, save, undo, redo, etc.), students will find it easier to devise prewriting on Google Docs.

The essential process of collaborative writing is the act of writing itself. This process serves as the process of developing the draft (Murray, 1997) where students work together to compose writing. In this phase, students work collaboratively through peer

discussion to complete writing. The constructive discussion during this phase embarks on a review of their writing knowledge (Hirvela, 1999) as well as an improvement of their language acquisition (Elola & Oskoz, 2010). The contribution of Google Docs to undertake this writing process is enabling multiple students to discuss while they are composing the texts on the same document and time (Dekeyser & Watson, 2006; Pae, 2011). This will manage the objective of collaborative writing to generate the sense of joint responsibility among students over the writing production by giving and receiving immediate feedback which takes account of content, organisation and language of the text (Storch, 2005).

Through the act of writing collaboratively, Google Docs can spur students to undertake a rewriting process which can improve their writing. Suwantarathip & Wichadee (2014) pinpoint that the comment feature in Google Docs serves students with the feasibility for executing revision. This affords both peer comments (Yang, 2010) and teacher's feedback (Forment, Casañ, Poch, Galanis, Mayol, Conde & García-Peñalvo, 2013). In this online collaborative scheme, students will be able to address their peer comments as well as teacher's feedback to enhance their writing. By the same token, Pennington (1996) asserts that through computer-assisted writing, students are led to better-quality writing. In sum, writing is a continuous process which draws students through the initial planning, refining and revising for improved writing. In this scheme, the essence of collaborative approach assisted with Google Docs is reasonable to administer the writing process.

Task-based approach for collaborative writing using Google Docs

Promoting collaborative writing among students is a novel strategy in this context. It is, therefore, necessary to carry out this approach with ample consideration of stages which can help teachers prepare an appropriate task (Ellis, 2003). This is what Ellis (2003) refers to the notion of task-based teaching which has the general aim to facilitate language learning and skill improvement through collaborative knowledge construction. In light of it, to obtain the nature of collaborative writing, it is important to design a collaborative lesson based on the task-based methodology. Devising task-based collaborative writing needs to select appropriate work schemes (Ellis, 2003). This design, he asserts, commonly highlights three principle chronologies, i.e 'pre-task, during-task, and post-task' (p.243). The aforesaid phases can be helpful for designing the procedure of the collaborative writing task in my paragraph writing class.

Classroom Illustration of Collaborative Writing through Google Docs

Regarding the teaching context, I would like to design the task-based collaborative writing where students are guided sequentially through the writing process to produce improved paragraph writing. In detail, performing collaborative writing task through Google Docs will be situated with a complete phase of tasks which Ellis (2003) notes as pre-task, during-task, and post-task *(See also the lesson plan on appendix 1)*.

Pre-task

In the preparation level, students will be exposed to the idea of collaboration to help them get started with collaborative learning. This pre-task will be carried out in the

classroom. First, I will establish the aim of collaborative writing to ensure the task clarity, so students know what they should do and what outcome they will gain (Lee, 2000, as cited in Ellis, 2003). Next, students will be taught how to use Google Docs and carry out a simple collaborative task (Zhou et al., 2012), such as writing a short opinion paragraph. This strategy of performing a similar task can scaffold students to activate their 'self-regulation' which is beneficial for carrying out the core task (Ellis, 2003, p.245). In this phase, students will be divided into several groups of 3 where each of them is encouraged to create a Google account (except for those who already signed up). Then, I will demonstrate a short video about Google Docs (LeFever, 2007; Trainingmultco, 2016) and simultaneously provide clear screen instructions on how to use Google Docs. Afterwards, I will create blank Google Docs and share with each group and assign a sample task for them to write a short opinion paragraph under a given topic using Google Docs. After completing the model task, each group leader will be instructed to create Google Docs to share with its respective group members and me. This doc will be the main platform for the collaborative writing task. To guide students through the collaborative writing task, a guideline on this task also will be administered in the class *(See appendix 2)*.

During-task

In this main phase, students will be assigned to carry out a process of the collaborative writing task on opinion paragraph under a specific theme using Google Docs. In terms of task performance option (Ellis, 2003), I will set a time limit for students since it can bring effect on the nature of language output (Lee, 2000, as cited in Ellis, 2003). Since this task is novel for students, they will have two weeks outside of class to process their joint writing. First and foremost, this collaborative writing task is divided into two stages, which are completing the first draft and undertaking revision (the final draft). The revision is emphasized because it expedites writing improvement (Suwantarathip & Wichadee 2014) which my students have missed. In the first draft, students will be encouraged to generate ideas about the topic for their paragraph on Google Docs. In this phase, they need to decide a topic sentence and frame an outline for their paragraph which includes a topic, supporting details and a concluding sentence. Next, students can move to the composing stage where they can work simultaneously to complete the first draft in the same document without waiting for other students to finish their parts (Dekeysor & Watson, 2006; Pae, 2011). During this phase, students will also need to refine the quality of paragraph by maintaining its unity and coherence and, in addition, to edit the conventions. I will also play a part in monitoring students' contribution and offering helps during the writing process. After finishing the first draft, I will give feedback on content, structure and language. In response to feedback, students will be directed to undertake the revision to improve their paragraph. This approach will purposively address the revision problem which did not take place in my teaching practice.

Post-task

In a class, students will be asked to distribute their final writing to other groups by sharing the link, so other groups can view their docs. In this activity, each group will be assigned to give comment on other groups' writing. Next, I will invite students to reflect on what they have written and what specific areas of paragraph writing or language they have had issue with and how Google Docs influenced their writing

improvement. Ellis (2003) points out that evaluation may also include how students reflect on their own performances during the task. He suggests that this kind reflection may also lead students to think about what strategy they can employ for a better outcome. This view is also shared by O'Malley and Chamot (1990) who agree that evaluation of task performance can activate students' metacognitive strategies such as planning, monitoring, and evaluating which are essential for learning development. Hence, it is inevitably significant to ask students report how they carried out collaborative writing and what they learned from this task. I will also give overall feedback and sum up the discussion on collaborative writing using Google Docs.

The Expected Learning Outcome

Through collaborative writing on Google Docs, it is expected that students will arrive at a better learning outcome which accentuates the process, product and attitudes. During the process, it is projected that students will be able to learn how to communicate with group members (Pae, 2011), how to generate ideas, negotiate meaning with group members and become more open-minded to peer comments (Storch, 2005). Moreover, collaborative writing through Google Docs aids students with the writing process which they may miss when they write individually. With the act of writing collaboratively through Google Docs, it is also projected to point up the importance of undertaking revision which students have missed during writing through email. In the product level, it is predicted that paragraphs produced collaboratively will have better quality in terms of content, organisation and language use. Some studies reveal that collaborative writing produced better texts than individual writing in fluency, accuracy, and complexity (Storch, 2005; Pae, 2011). This can be clearly justified by the affordance of collaborative writing which allows students to give and receive feedback (Storch, 2005). Regarding students' attitudes, the use of Google Docs in collaborative writing is also expected to bring about the enjoyment of writing which can foster students' motivation to write (Yang, 2010). This is projected to conform the result of some studies (Storch, 2005; Zhou et al., 2012) which suggest that students have positive attitudes towards collaborative writing through Google Docs. Taken together, the expectancy of promoting collaborative writing through Google Docs can be placed to enhance collaborative work among students, facilitate writing process, especially revision and improve paragraph writing as well as foster students' encouragement in writing.

Conclusion

This paper has discussed the attempt of promoting collaborative writing through Google Docs in paragraph writing. Some justifiable groundwork underpinnings collaborative writing through Google Docs has been examined as well as how to practically implement this approach in my paragraph writing class. However, there may be some possible challenges which may hinder the nature of collaborative writing. For example, since this writing approach is a novelty in my context, some students may be reluctant to perform the task collaboratively in which it can affect their writing performance. It is, therefore, necessary to acknowledge this issue by, for instance, asserting the importance of joint writing to the students. This also may be a concern for others who are willing to promote collaborative writing using online tools, such as Google Docs in their classes.

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Appendix 1
LESSON PLAN

Topic:
Collaborative Paragraph Writing

Teaching Strategy:
Task-based Approach

General Aims:
a.   To promote collaborative writing among students to produce a piece of paragraph writing.
b.   To afford students the opportunity to utilise writing process through collaborative writing using Google Docs.
c.   To encourage students to share their final paragraph through Google Docs.

Objective:
a. Students will be able to work collaboratively in a group which covers how to negotiate the ideas with peers and how to be open-minded to peer comments.
b. Students will be able to produce a paragraph which has better qualities in content, organisation and language use.
c. Students will be able to devise writing process with their groups which can encourage them to refine the first draft and carry out the final draft (revision).

Grade Level:
First-year undergraduate students of English Education and Teacher Training

Time:
Pre-task: 3x50 minutes in class
During-task: 2 weeks out of class
Post-task: 50 minutes in class

Materials and Technology:
Computer Laboratory / Personal computers with Internet Connection
Google Account
Collaborative Writing Project Guidelines
How-to Video of Google Docs for Collaborative Work (YouTube):
-                                    Google Docs in plain English. Available at: https://www.youtube.com/watch?v=eRqUE6IHTEA
-                                    Google Docs: Collaboration tools. Available at: https://www.youtube.com/watch?v=omm4cQQ62AQ

Introduction:
In this lesson, students will learn how to write collaboratively through Google Docs to complete a two-week collaborative writing project to produce a paragraph with a better quality in term of content, organisation and language structures.

Procedure:
The procedure of this lesson will be categorised in threefold, which are pre-task, during-task, and post-task stages.

Pre-Task (In-class Activities = 3x50 minutes):

No	Stages	Time	Procedures
1	Lead-in	10'	In pairs, students are encouraged to brainstorm ideas about collaborative writing The teacher collects the ideas from the whole class then discuss it with students Then the teacher draws students' attention on collaborative writing as the topic of the lesson.
2	Pre-activities	35'	The teacher establishes the description and aim of collaborative writing task The teacher introduces Google Docs to students Students are divided into several groups consisting of 3 students Each of them is encouraged to create a Google account, except those who had one The teacher demonstrates a short video about Google Docs The teacher demonstrates clear screen instructions on how to use Google Docs for collaborative writing
3	Performing Similar Task	60'	Still in groups, students are asked to carry out a simple collaborative task using Google Docs. Each student is asked to jointly compose a short opinion paragraph about writing class. The teacher will create blank Google Docs and share to each group. During the writing task, students are asked to give and receive comments within the group. Their collaborative work is situated within 30 minutes in the classroom.
4	Post Activity	45'	After completing the model task, the teacher encourages students to evaluate how collaborative model task they have carried out. The teacher will highlight that this similar task is a model to perform a collaborative writing project outside the classroom. Each group leader is instructed to create a Google Docs to share with its respective group members and the teacher. The teacher instructs to students to carry out a collaborative writing task to produce an opinion paragraph under the theme, for example 'Monolingual vs Bilingual Dictionaries for Language Students'. The teacher helps students to brainstorm this theme besides they will also generate their ideas within groups through Google Docs. The teacher gives students the guideline for the collaborative writing project.

During-task (Out-class Activities = Two Weeks):

No	Stages	Time	Procedures
1	Generating Ideas	Day 1	In groups, students are encouraged to start writing collaboratively by generating ideas about the topic. Then, students are asked to decide the topic sentence for their paragraph.
2	Outlining	Day 2-4	Afterwards, students should write an outline about what they are going to write for paragraph writing. This outline includes the topic sentence, supporting sentences and the concluding sentence.
3	Composing First Draft	Day 5-10	In this phase, students can work simultaneously to compose the first draft without waiting for other group members to finish their parts. Students should Develop their ideas from the outline to complete a full paragraph which has a topic, supporting and concluding sentences. After composing the draft, students are encouraged to refine the draft for unity and coherence as well as to correct the draft for conventions.
4	Undertaking Revision (Final Draft)	Day 13-14	Next, the teacher will give feedback on students' paragraphs in terms of content, organisation and language use. After receiving feedback from the teacher, students in groups are directed to undertake the revision to improve their paragraph based on feedback.

Post-task (In-class Activities = 50 minutes):

No	Stages	Time	Procedures
1	Sharing	15'	The teacher assigns each group to distribute their final writing to other groups by sharing the link. Each group should comment on every paragraph
2	Evaluation	25'	The teacher invites students to reflect on what they have written and what specific areas of paragraph writing or language they have had issue with and how Google Docs influenced their writing improvement.
3	Closing	10'	The teacher gives overall feedback to students and sum up the discussion on collaborative writing using Google Docs.

Appendix 2
Guidelines on Collaborative Writing Task

In this task, you are asked to work collaboratively with your group to compose an opinion paragraph using Google Docs. You can finish this task within two weeks online. Collaborative writing offers you the opportunity to go through writing process to improve your writing. These processes are:

1. **Generating Ideas (Day 1)**
   Generating Ideas is a kind of prewriting activities which incorporates the process of creating ideas of the general topic for writing the paragraph. In this task, the topic is 'Monolingual vs Bilingual Dictionaries for Language Students'.
   • *Brainstorm ideas of the general topic above to define your topic sentence.*
   • *Decide the topic sentence that your group want to write, for example, "Bilingual dictionary is beneficial for language students".*

2. **Outlining (Day 2-4)**
   Outlining is also a prewriting activity which encourages a writer to devise a writing framework containing necessary elements for a good paragraph.
   • *Organise a writing outline into a logical sequence which consists of a topic sentence, supporting sentences, and the concluding sentence.*

3. **Composing First Draft (Day 5-10)**
   This involves the process of developing ideas that have been organised from outlining.
   • *Develop your ideas from the outline to complete a full paragraph which has a topic, supporting and concluding sentences.*
   • *After composing this draft, with your group try to carry out refining the draft for unity and coherence as well as correcting the draft for conventions.*
   Refining
   • *Evaluate the draft for use of ideas and content, organisation and language use.*
   • *Add explanation or examples to support your sentences.*
   • *Delete irrelevant sentences on the draft.*
   • *Add transitional phrases to build coherence between sentences.*
   • *Maintain your paragraph is well-developed, in unity and coherent.*
   Editing
   • *Identify convention errors such as misspelling and grammar errors.*
   • *While working through an online portal, you may use grammar checker online, such as Grammarly.*

4. **Undertaking Revision/Final Draft (Day 13-14)**
   The final draft is just important as the first draft to improve the quality of paragraph based on feedback given by the teacher on content, organisation, and language use.
   • *After finishing the first draft, the teacher will give you feedback soon.*
   • *You should address feedback from the teacher in the final draft.*

5. **Sharing (In the class)**
   This stage is to share the revised draft to the class to see the improvement of your writing.
   - *After undertaking the revision, you should share your google docs link to the other groups (view only).*
   - *Give comments on paragraphs of other groups.*