FOUNDATIONAL PRACTICES OF OWI

Foundational Practices of Online Writing Instruction (OWI) addresses the questions and decisions that administrators and instructors most need to consider when developing online writing programs and courses. The contributors to this collection explain the foundations of the recently published (2013) “A Position Statement of Principles and Examples Effective Practices for OWI” and provide illustrative practical applications. The editors offer this collection in the hope that it will encourage readers to join a conversation about designing practices, contributing to the data about OWI, and reshaping its theory.

Beth L. Hewett has written numerous articles and books, including Reading to Learn and Writing to Teach: Literacy Strategies for Online Writing Instruction, The Online Writing Conference: A Guide for Teachers and Tutors, and Preparing Educators for Online Writing Instruction: Principles and Practices. Dr. Hewett’s other interests include the characteristics of college-level writing, the public rhetoric of eulogies, and connections between postsecondary writing and the world-at-large. She also writes about grief and works as a bereavement coach and facilitator trainer.

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Perspectives on Writing
Series Editor, Susan H. McLeod

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Fort Collins, CO 80523-1052
http://wac.colostate.edu

Parlor Press
3015 Brackenberry Drive
Anderson, SC 29621
www.parlorpress.com
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The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide-ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

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FOUNDATIONAL PRACTICES OF
ONLINE WRITING INSTRUCTION

Beth L. Hewett and Kevin Eric DePew, Editors
Elif Guler and Robbin Zeff Warner, Assistant Editors

The WAC Clearinghouse
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Fort Collins, Colorado

Parlor Press
www.parlorpress.com
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DEDICATION

This book is dedicated to the early pioneers in online writing instruction (OWI), who excitedly and doggedly explored the practices, pedagogies, and theories involved with moving composition to computer labs/classrooms and then into cyberspace. In particular, we wish to honor such innovators and thinkers as Cynthia Selfe; Gail Hawisher; Hugh Burns; Patricia Sullivan; Beth Kolko; Carolyn Handa; Deborah Holdstein; John Slatin; Fred Kemp and the entire Texas Tech crew that engaged computer technology for writing instruction in highly practical ways; the establishing creators and editors of Kairos: A Journal of Rhetoric, Pedagogy, and Technology (Mick Doherty, James Inman, Douglas Eyman, Cheryl Ball, and many other intrepid adventurers) who understood the creative and collaborative values of asking scholars to write in multimodal, online spaces; and the many other rhetoricians, technorhetoricians, scholars, and educators who have taken OWI from its earliest inceptions and brought it into the twenty-first century as a vital and nearly ubiquitous environment for teaching and learning writing.
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