

Chapter 4: Strategic



On the Tee! The **S** in PARS stands for **Strategic**. We feel that strategy is a pillar to success in distance education. The most important thing a (novice or experienced) instructor or administrator can do is be strategic about their process. Strategy is the key to the success or failure of an online course. If you take one thing from our entire book, we hope it is that you *must* have a strategy for the administration, instruction and design of your online writing courses!

Strategic OWI: Theory, Practice, and Significance to OWI

So much of online instruction is about strategy. We strongly believe that distance education could benefit from a stronger focus on strategy but not just any strategy, a strategy focused on the user experience of the students. Both of us have had terrible experiences in online courses and conferences (both teaching and taking). We can remember a time when we were participating in an online conference and we were both asked to be involved in developing and facilitating this conference. We experienced so much frustration during the process because no one had taken any time to develop a strategy for how the conference sessions would be given or how participants would get information on how to join the conference. Had there been a strategy in place that identified the target audience of the conference, what their needs/desires were for the sessions, and how the logistics were going to play out that the entire experience would've been better for everyone involved. This experience was an isolated one, but we feel that the

reason this was a problem, as with so many of our experiences with online events, is due to lack of planning and strategizing the experience. Whether you're designing an online web conference or an entire online writing course, you must spend time on the front end creating a strategy.

Strategic Design

When planning the content of an online writing course, it's important to be strategic in your course design. We encourage you to think about it like this: you're creating a user experience for your students (the users) and you need to consider/plan for all of the elements of this experience in order to make it successful. It helps to plan out the entire semester, whether or not you share the whole semester layout with your students. Make a semester map where you write out everything you want the students to do and how these activities and assignments connect with the learning objectives for the course. It's best to work backwards from the larger assignments and then fill in the rest. The main thing to consider when creating a course design is who are your student users. How will they be accessing the content? How comfortable are they with technology? What do they need to learn to move on to the next course? Considering larger questions like these will help you map out a successful course design.

There is a lot of research done on strategic course design and there are a lot of best practices out there to ensure your design is accessible to students. We tend to apply user-centered practices to our online courses because we too feel that, "In user-centered learning, the focus is not on what is being taught but rather on how students are being engaged. A user-centered mindset returns students to the center of the conversation, energizing and improving professional development in which teachers and students, not technology, shape learning experiences" (Greer & Harris, 2018, p. 23). We also know from experience that being strategic up front with our online courses yields better results the rest of the semester. We know some best practices are useful, such as "OWI teachers should employ redundancy in their OWCs in the content, instructional texts, and any documents students must read or ideas that are crucial to their writing growth" (Warnock, 2015, p. 161) but we feel that other best practices those of user-centered design can be useful. Approaching the online course in a way that makes you think about designing an entire experience for a very specific user is a way to strategize.

Designing your online course should be a process and it takes time to figure out your own individual process and what works. Because both of us have been teaching both face-to-face and online for a number of years now we've honed our own personal processes and we've found ways to integrate user research into our courses in order to keep our students moving forward in the course material and in their progress as writers. The online course environment has multiple moving parts. Potts and Salvo (2017) argue that "Experience architecture requires that we understand ecosystems of activity rather than simply considering single task

scenarios” (p. 4). Online writing courses are these complex ecosystems of activity, and user-experience design principles should be utilized to develop a more personalized view of learners’ experiences and needs.

Potts and Salvo (2017) further argue that “To understand these ecosystems, we must move beyond isolated tasks of writing, designing, and programming. We need to gain a stronger understanding of strategy and be willing to lead initiatives in the name of the participants who will use these systems and the organizations that want to engage users as contributors” (p. 5). We agree that strategy is one answer to the dilemma of engaging students in their own online course experience. In online courses, the instructor is responsible for architecting an experience for the student users in a very specific environment (an LMS or CMS) but the online instructional design experience is foreign to many instructors. Many instructors are thrown into online teaching, which requires a lot of strategy and planning to be successful, luxuries that require time, something many do not have. To further complicate things, elements of face-to-face courses can rarely be successfully migrated into online ones. We feel that many instructors lack a strategy and skill set to understand and design for their student users.

Borgman and Dockter (2018) offer the following strategies to address accessibility and focus on the user when designing online courses:

- Soliciting student feedback on the course and course design early
- Utilizing student feedback in course design and operations
- Present content in multiple ways; utilize various learning methods
- Build in repetition of content throughout the course; scaffold learning
- Include captions on videos and offer transcripts
- Use structured (built-in) headings in Word documents and PDFs
- Include alternative text to describe images used in the class.
- Work with the university’s accessibility office to ensure content is able to be accessed by all students
- Attend accessibility trainings/webinars when offered
- Frequently visit this site: <https://www.usability.gov/what-and-why/user-centered-design.html> (Borgman & Dockter, 2018, pp. 102-103).

Strategic Instruction

Most online instructors want to make “a real impact” on their students and being communicative is one of the best ways to help students understand what is expected and what they can expect from you, the instructor. Girardi (2016) argues that one of the reasons for frustration is because student and instructor expectations rarely align completely,

Quite often, the expectations were that online courses should somehow be simpler than F2F courses, and online learners

were supposed to learn my course was significantly challenging. Therefore, a potential cause of student disappointment and attrition is a lack of alignment between expectations and experience, both for the instructor and the students in a given course. To combat this, I suggest an honest discussion to discover, reveal and share expectations in the first week of the course. (pp. 72-73)

In other words, often a lot of the headaches that occur in online courses happen because of the gap in understanding of what is expected from each party involved, instructor and student. Setting up expectations through a myriad of ways (announcements, video, audio, phone chats, IM chats, email communication, etc.) is a great first step in helping students understand how you'll act and how they're expected to act in the digital space you share. Strategizing your instruction is essential. We can't stress this enough.

There are so many elements of being a strategic instructor and we discussed many of these in previous chapters but as a reminder these include: responding to students in the discussion forums, responding to student writing, responding to daily student communication, such as posted questions or email. However, we also feel being a strategic instructor includes knowing who you're teaching, knowing your student users. The student demographic in higher education, especially in distance courses, looks much way different than it did 50 years ago. The National Center for Education Statistics (NCES) has reported a growing trend in older, non-traditional students noting that among part-timers, "some 55 percent were young adults, 24 percent were ages 25-34, and 21 percent were age 35 and older" (Characteristics of Postsecondary Students, para. 5). With older non-traditional students comprising a majority of the student population, challenges of mixed age classes and proper support for these working adult students becomes concerning. Knowing who your students are is a large part of strategy. You need to design for these students. For example, the NCES indicates in recent years the trend of non-traditional student enrollment will continue and that by 2022–2023, the increase of students over 25 will be 20 percent (Cited in Olson, 2016, p. 130). This is true of both traditional face-to-face courses and online ones but many older students opt to take online courses or seek online degrees because of the flexibility it allows them to continue to work and support their families. So, if you know that most of your students will be older and will have packed schedules you can strategize your instruction to best suit their needs.

We have experienced mixed age student groups first hand in our own online writing courses. We're teaching students who are older than us. We're teaching students who are younger than us. We have classes that consist of 16- and 17-year-olds doing college transfer credit courses in high school and those same courses also include 40–50 year old students who are starting a new career. While research suggests that mixed-age courses, especially in digital environ-

ments, yields positive results, to get those results requires designing a program and its courses to support this diverse mix of learners (Olson, 2016, pp. 131-132). In addition to more older students, there is also a shift in minority attendance in secondary education. Joseph Williams (2014) reports that “Young people seeking higher education these days, they say, are less likely to be white or male, more likely to be Hispanic, may be the first person in their family to continue an education past high school, and will likely need help paying for it” (College of Tomorrow, para. 2). As economic data in the public sphere shows that people with college degrees do better financially, more and more students are returning to school to secure better employment. Again, knowing your students’ motivations and possible distractions can help you put together a great student experience as you teach your course. If your students are older or don’t have access to computers, you may, for example, need to build in a few lessons on how to use the technologies in your class, or you may need to build in more time for assignments so that the students can go to campus and use the campus computers to complete their assignments.

One of the challenges that this new student demographic brings to instructors is that now instructors need to work with varying degrees of skill level as well as varying degrees of English speaking and varying degrees of preparation for college level learning. Very often many of these returning students have been out of formal education for some time. Their skills as students have atrophied; what they remember from prior formal education courses might be forgotten. Thus, many students are entering college underprepared:

... more than a third of all incoming college students are taking remedial classes, according to the 2012 NCES statistics, Latinos and African-Americans are more likely to need the extra help. Just over 41 percent of black freshmen need catch-up classes, compared to about 37 percent of Latinos and 31 percent of whites. (Williams, 2014, para. 18)

In addition to needing remedial courses, many students choose online courses because they mistakenly believe they’ll be easier than going to campus. But online courses require time-management and computer skills that many returning students will need to learn, on top of the skills required to be a student again. Thus, when a college offers remedial courses or introductory courses online, the learning demand for these students is higher, causing higher dropout rates. Thinking about what level your students are at when they enter the course will determine the strategy you take in guiding them through the course assignments and the navigation of the course. You’ll want to strategize your content to meet them where they are at, and trust us, from our experience, a lot of your students will be under-prepared. Many schools allow all students to take online courses whether or not they are suited to taking courses in a digital environment so you need to be prepared to work with this student demographic.

Instructors feel the challenge of dropout rates first-hand and we know from experience that instructors may feel very overwhelmed at times trying to “save” everyone in their course and help them be the best writers they can be. We have experienced countless challenges in facilitating a course with varying student skill and interest levels. We have taught many online courses at various levels and one of the biggest challenges we have seen has been working with international students who go home for the summer. This is not a learning wall, but a functional wall we run into. Casey used to live in Google Docs as his CMS, but that doesn’t work if just under half of his students reside in a country that denies access to Google. He can’t ask his students to download a VPN to circumvent the laws of their nation, so he has to improvise and create alternative learning spaces for all students, not just a few. If he divided his content up for different sections of the class for different students, he denies them the learning space of interacting and providing feedback to one another, which is part of the learning process. To avoid this, he has to be strategic ahead of time so all students can access and contribute to the class. We know how challenging it can feel to be faced with an online course full of “newbies” but we also agree that “Online writing instruction as a discipline stands to benefit from a deeper engagement with the practices and mindset of user experience design because of the changing dynamics of our students” (Greer & Harris, 2018, p. 15). Instructors need to understand their users. Doing so will only help in lessening anxiety (of the instructor and student) about the online course experience.

One of the schools Jessie works for is a community college. This school has a varied student demographic. Some of the students taking her online 101 and 102 composition courses are taking them as high school students while others are in their mid-to-late 30s getting training to start a different career. There is also a high percentage of students who are first generation and minority. Many of the students attending this community college dropped out of high school and completed a G.E.D. or they completed high school but went directly into the workforce because they didn’t like school. Knowing the types of students that she can have in her courses allows her to plan for the roadblocks to learning that might occur. It is important to avoid, “approaching the development of an online course based upon what design and teaching methods might be easiest and favored by the teacher [because this approach] is problematic and fails to consider the uniqueness of the students within the online course” (Borgman & Dockter, 2018, p. 103). One of the challenges that online instructors often face is strategizing the use of instructional tools and knowing who you’re teaching helps you to successfully select the best tools available.

Strategic Administration

Digital technologies have changed the way we write and collaborate. As faculty, we now compose and design texts with technical skills and tools that did

not exist when we were undergraduate students. We have learned to adapt our practices to these new tools. The same will happen for our students, who will greet new writing challenges with tools we can no more imagine now than the professors who taught us ten, twenty, or thirty years ago could imagine the technologies we use today. Many students are entering fields where not only writing skills, but also a vast range of composing and designing skills will be expected. As an administrator of a program, you must recognize that technology and workplace demands are going to drive the content of your program. Programs and faculty have an ethical imperative to design courses and pedagogies to meet the needs of the students they enroll and to meet the needs of increasingly diverse student populations. Working with diverse populations and varied reading audiences is a key skill that all workers must possess as Leijten, et al. (2014) remind us “Like most writing today—whether at school or in the workplace—professional writing takes place in a digital context . . . writing processes are now more than ever characterized by features of the digital workplace. [This] communication involves intense collaborations with others (both face-to-face and electronic) . . . These interactions involved constructing and reconstructing one’s own and others’ texts—refashion and reusing content from multiple sources” (p. 286). Students need to know how to communicate digitally in their workplaces and work across time zones/countries, and work with many different types of people.

As administrators, you need to strategize how you’ll prepare your online instructors for the student demographic they’ll face. Online courses and degrees have an appeal that reaches diverse students—the returning full-time working student with a family, the part-time student with a family, the military student stationed overseas, the former college student dropout who is returning to school after a large break spent working. In the most basic sense, we now teach anyone who has the desire to learn and the hope of an advanced degree (Friedman, 2018, 2017; Smith, 2014). Because of this massive shift to serving online students,

[w]ith the rise of online learning in all forms, academia must continue to change with societal demands and student needs. Nonetheless, for the most part, the composition field’s approach to teacher training has not evolved to include the pedagogies of online education, particularly that of teaching writing—regardless of genre—online. Rhetoric and Composition [as a field] needs to train GTAs [and others] to teach such composing—indeed, all writing—in online settings, including blended, hybrid, and fully online. (Bourelle, 2016, p. 91)

We agree with this sentiment and have both experienced this first hand. Neither of us had any formal online teaching training and both figured it out as we continued doing it. We both had teacher training in our master’s programs

but none that focused on writing in online environments such as online courses.

We find it difficult to deny the desire for more online courses with the recent explosion of EdX style massive online courses being added at universities across the country. What is true of student populations overall in higher education holds for online writing courses: “OWI students are adolescents entering college from high school, young adult students with a few years of work between high school and college, mature adults who tried college earlier and—for a wide range of reasons—stopped and decided to return later in life, and other adults whom college is a brand-new opportunity” (Hewett, 2015, p. 14). Distance education offers these students the best option to merge their home and work lives in pursuit of an advanced degree and beyond the appeal of flexibility, there are many other appeals to learning online, including the lack of travel time (a variety of learning spaces such as home, office, etc.), the convenience of asynchronous work (one can work at his/her own pace and time), the ability for students to focus course projects on topics relevant to their current job (applicable work), and several other benefits that are unique to each individual student. These demands have changed the way that writing programs handle their curriculum and the skills they attempt to teach in their writing courses. And these demands have spurred many students to return to school to support their workplace growth:

Today’s workplaces require you to understand and adapt to many communication challenges, such as global communication, cross-functional and cross-cultural teaming, fluctuating information environments and technologies, rapid writing assignments; short turnarounds or deadlines, and client development in project development and implementation. (Baehr & Cargile Cook, 2016, p. 1)

In many cases, these students are returning to finish a degree they started. In other cases, returning students want to improve existing skills and to learn the new skills their life and career requires for their personal and professional growth. These students often seek recognized programs that have a history of traditional, face-to-face graduates succeeding in their fields. Program administrators and instructors have to be flexible to changing demands brought on by technology and need to adapt writing courses to work in digital environments in order to teach transferable skills.

Having some industry experience gives us an excellent view of academic spaces that would normally be missed. We can’t tell you how many meetings we’ve attended that could have been handled with an email or went 30 minutes too long. The administration of OWI faculty and students takes even more time as you are working in distributed groups. These groups might be scattered around the region, country, and even world. You have groups of faculty, groups

of students, groups of staff, and groups of technical support. Think about the digital dance that has to happen to get all of these groups in tune so everyone can be on task.

The most important thing to do is create a plan. Casey has been the Associate Chair for Undergraduate Studies at Michigan State University where he has had to administer two programs, Professional and Public Writing and Experience Architecture—that's roughly 30 some faculty and around 300 students. Both programs average a total of eight online classes in the summer with each compressed into a six and a half week window that is normally 15 weeks. Working with faculty to get them prepared stems from a strategic plan that is created in early spring in preparation for the summer. Based on his experience he's created a quick checklist for you to go over as you get prepared to support your faculty:

1. Hardware
2. Software
3. Orientation
4. Support documents

First on the list is to find out what hardware your faculty might need. You do hardware first because it takes longer than software—software you can download, hardware not so much. Make sure your faculty have the hardware to successfully host and teach the class. Do they need webcams? Microphones? Headphones? A larger hard drive (internal or external) for video storage? Sent out this email to all faculty who are teaching online for the next cycle and ask for requests. Give yourself the time you need to meet their needs.

Second on the list is software or access to CMS or other online spaces. Do they need video editing software? Sound editing software? Video conferencing software? Do you need to pay for a subscription service they want to use like Eli Review? Get as many of these issues out of the way as soon as you can so you are doing more pedagogical support for your faculty in the summer than technical support.

Third on the list is having a small orientation with them online. We recommend Zoom because it operates at a low bandwidth, which means faculty who don't have access to reliable internet can use it and also call in. In this orientation you should guide them through specific goals you want them to meet for the teaching cycle they will be in. This list can vary from program to program, but be sure to cover assignments, accessibility issues, functional issues, and availability concerns. Casey always runs through his time management pitch when working with faculty and quick workarounds to various technologies. For example, he doesn't email students large files anymore. Depending on the systems in place at your school, he creates folders either in the CMS or in another cloud storage spaces and adds and removes files there. With only a few clicks he can share files with comments and grades rather than sending thirty separate emails to thirty separate students.

Fourth on the list is running your faculty through some support emails that mimic the PARS approach. Keeping several documents nearby you can send out at a moment's notice is ideal so faculty can get the help they need as soon as possible. What works for us is a good Google Doc that has links to recent articles on OWI pedagogy, campus resources, and help/tutorial videos on common problems you have found while teaching online. Casey has a long, but he believes a well-organized, Google Doc that acts like a check-list for faculty to go through when it comes to either answering technical problems or providing links on how to better use your Google Drive (as in, be more strategic with the tools you have so you don't have to try and learn an entirely new one within a few days!). You need to let your faculty know you are there for them, that you are available to help them, that you will respond as needed, and that you are strategic with your support, and that it is consistent.

Traditionally, admins establish the content and philosophy of a writing program. However, with the upsurge in courses moving from face-to-face to online, this can get lost. Administrators can be at a loss for who to assign the online writing courses he/she must offer. Oftentimes, these courses get assigned to faculty with little experience or interest in OWI and the administrator usually has little resources to provide professional development opportunities in OWI to the instructors assigned to teach the OWCs. There are a lot of ways that administrators can be strategic, from the planning and developing of OWCs, to the instructor assignments, assessment and evaluation practices used.

As we mentioned in the responsive chapter, many of the ideas we shared about being a strategic instructor can also be applied to being a strategic administrator. As you've seen from the examples above, there is a lot to think about when you administer a program with online writing courses. Not only are you just doing regular administration jobs but when your program has online courses, you're also in theory either becoming an instructional designer and/or helping your instructors become instructional designers or working together in some sort of team to take your face-to-face courses online with success. Therefore, strategy is a must. As the administrator you're going to want to create a strategy that helps you create the same quality online courses as you have face-to-face courses. You'll need a strategy to help you train and support the instructors who teach these courses and you'll need to figure out a strategy for how you're going to assess you instructors' teaching effectiveness in the online environment. Attempting to do any of this without a strategy will only result in disaster for the users (students and faculty) and you won't get the results you want either.

Final Thoughts

Distance education courses have literally changed the face of higher education. They've brought education to those that may have never even dreamed of a col-

lege degree. Designing, instructing and administering online writing courses have become a new focus of some writing programs but as we noted above this move to online requires a clearly thought out strategy that keeps the student users as the focus. It has become clear that

[t]he institutional structure has shifted with the addition of on-line courses. These have materialized rapidly as a way to balance the budget, to offer great accessibility to college education and to solve classroom space concerns . . . Online education is the victim of its own success; it is the situation where a municipality builds a huge shopping mall, and then after the grand opening, the city sends a construction crew to widen the road that leads to the mall. (Mechenbier, 2015, p. 239)

Sadly, too many programs fail to offer the necessary professional development support faculty need. When combined with a lack of student support, it increases the likelihood that online and hybrid courses will become cycles of despair and dysfunction, where faculty blame underprepared students and students give up on poorly executed online courses. We've experienced this first hand at our own institutions and we've talked with a lot of our colleagues who have experienced it too.

We have seen a lot of schools across the country have be a victim of their own success because they've jumped on board, adding online courses and degrees, but failed to consider or better yet, plan for the various "roadblocks" to success (Mechenbier, 2015, p. 239). Or to borrow from Mechenbier's (2015) analogy, the support lanes haven't been added to the roads online learning relies on. Online learning requires two new crucial support lanes, one for students, one for faculty.

For students, many schools and departments fail to realize that if they're taking their courses online they need to provide online tutoring and writing support. Students need support for learning how to learn online, being prepared for the course's intellectual demands, and balancing life's demands with educational demands (DePew, 2015). For faculty, many programs fail to realize that teaching online, while rewarding, requires careful preparation and attention to practice. And it requires the professional development support, including the time necessary to help faculty redesign their face-to-face teaching practices for online environments. We know that this support is not always there, so we hope this book will help. Because of this huge influx of new distance education students, many schools are relying on contingent faculty to teach their online courses. Yet they offer them little to no training and due to their resilience, many contingent faculty "figure it out" and create successful online writing courses, but this happens with more extra work and headaches than would occur were professional development support made available.

Think about how strategic you are with your face-to-face courses. Think about how long you take to plan each day's lesson and activities. When you teach online, you also have to negotiate the digital space as well—your pedagogy may work face-to-face, but does it work solely online? Being strategic with your time and pedagogy will create a more viable learning space for students so you don't have to worry so much about functional issues and you can focus more on working with students so they can learn the topics related to the course. Think about the goals and learning outcomes of the course - how can being strategic help your students meet and exceed them?

For the Hole in One!

Planning is essential to being a successful online writing instructor or administrator.

Instructors:

Before the semester begins spend some time strategizing how it will go. Spending some time on the front end of teaching will save you time during the semester. With a little strategy you'll be able to carve out a plan for success.

- Plan out your assignments so that they're not all due at one time or due during a busy week in your personal life.
- Plan out your teaching. Where in the course can you best insert yourself as a teacher and make the most impact?
- Map out your instruction goals and how you're going to accomplish them.
- Review your course materials to ensure you're providing information through various channels and including all learning styles.
- Devise a strategy for making your presence known and connecting with the students so that they see you as a real live person and not just a computer.
- Reflect on the PARS elements and ensure you've addressed: being **Personal**, making you and your course materials **Accessible**, setting expectations for **Responsiveness** and creating a **Strategy** to help you and your students succeed.

Administrators:

Make an online teaching strategy survival guide for your online instructors. This could be as simple as listing out the weeks in the semester and indicating what instructors should be doing or focusing on, as shown in the following example.

For more practice and application examples, please visit our site: www.owicommunity.org.

Before the course begins	<p>Email students to inform them that they are taking a distance education course</p> <p>Provide resources for the students on how to access the school's learning management system (LMS) and take the online trainings (if available) so that the students can prepare to navigate the LMS</p> <p>Inform students of the support systems available to distance students (tutoring hours, writing center, etc.)</p>
Week 1	<p>Email students a welcome email</p> <p>Participate in the introductory/ice breaker discussion</p> <p>Halfway through the week reach out to students who've not logged in yet</p> <p>Offer virtual office hours or meet and greet using a web conferencing platform like Zoom or GoTo Meeting</p>
Week 2	<p>Email students a welcome to Week 2 message and give them a preview of what's due that week</p> <p>Phone or email the students who didn't participate in Week 1</p> <p>Provide feedback on the assignments from Week 1</p> <p>Send out a reminder about the campus and online resources available</p> <p>Hold another virtual office hours session</p>
Week 3	<p>Email students a welcome to Week 3 message and give them a preview of what's due that week</p> <p>Contact the advisors for the students who aren't participating</p> <p>Provide feedback on the assignments from Week 2</p>
And so on for the rest of the semester...	

Drive for Show, Putt for Dough!

The following screenshot is for one of Casey's Eli Review summer writing classes. You can see all of the tasks are lined up like dominoes. All of these are linked in the syllabus and ready for the students to access and complete. It took a few hours to set up all of these tasks, upload the assignment text, insert peer review rubrics, and provide language and videos on what makes good feedback—but it is all worth it. As the semester moves on, students can see what is expected of them, when things are due, how they will be assessed on the assignment, and how they will be assessed on the peer review.

By being strategic with this schedule, it ensures that everyone will be on task for the duration of the classes and students, and instructors, will know what is expected of them. For an example, view the following figure.

Task Type	Task Name	Due Date	Progress
Resubmit	Revision of Project #5 Direction Draft		93%
Revision	Revision Report for Project #5 Direction Draft		93%
Review	Project #5 Direction Draft Review		85%
Writing	Project #5 Direction Draft		93%
Resubmit	Revision of Outline for Project #5		93%
Revision	Revision Report for Outline for Project #5		93%
Review	Review of Outline for Project #5		82%
Writing	Outline for Project #5		93%
Resubmit	Revision of Project #4 Direction Draft		11%
Resubmit	Revision of Revision of Project #4 Direction Draft		0%
Revision	Revision Report for Revision of Project #4 Direction Draft		0%
Review	Project #4 Direction Draft Review		77%
Writing	Project #4 Direction Draft		89%
Resubmit	Revision of Outline for Project #4		85%
Revision	Revision Report for Outline for Project #4		85%
Review	Review of Outline for Project #4		86%
Writing	Outline for Project #4		96%
Resubmit	Revision of Project #3 Direction Draft		93%
Revision	Revision Report for Project #3 Direction Draft		94%
Review	Project #3 Direction Draft Review		86%
Writing	Project #3 Direction Draft		93%
Resubmit	Revision of Project #2 Direction Draft		100%
Review	Review of Interview Questions		99%
Review	Review of Outline for Project #3		88%
Revision	Revision Report for Project #2 Direction Draft		100%
Writing	Interview Questions		100%
Writing	Outline for Project #3		96%
Review	Project #2 Direction Draft Review		100%
Writing	Project #2 Direction Draft		100%
Resubmit	Revision of Outline for Project #2		100%
Revision	Revision Report for Outline for Project #2		100%
Review	Review of Outline for Project #2		100%
Writing	Outline for Project #2		100%
Resubmit	Revision of Project #1 Direction Draft		100%
Revision	Revision Report for Project #1 Direction Draft		100%
Review	Project #1 Direction Draft Review		100%
Writing	Project #1 Direction Draft		100%
Resubmit	Revision of Outline for Project #1		100%
Revision	Revision Report for Outline for Project #1		100%
Review	Review for Response to "The Importance of Feedback" (#FRC1)		100%
Review	Review of Outline for Project #1		100%
Writing	Outline for Project #1		100%
Writing	Respond to "Feedback and Improvement" (#FRC1)		100%

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