

Introduction: Reflectiveness Paves the Way for Action



This book is about online writing instruction (OWI), community and access. Like others that have come before us, we argue that due to the digital nature of writing in this day and age, **we're all online writing instructors** (we even made T-Shirts to reiterate this!). We say and believe this because we know that so many face-to-face (F2F) writing classes are pretty much hybrid or blended writing courses given their use of digital spaces (for turning in assignments, doing peer review, doing the readings, etc.). But there is a difference between putting content online and teaching online. Anyone can send an email, anyone can put things on a CMS, but teaching online requires more than using a technology tool to facilitate or enhance your teaching. Our experience led us to write this book. We saw that what we were doing in our online courses was architecting an experience for our students and for ourselves and because of this some patterns began to emerge. We began to see what we were doing in our own classes was leading to some very real insights about who we were as academics and teachers and we wanted to help others.

This book originates from our initial desire to help others by creating an on-line writing instructors' resources website. Our creation of this resources website, The Online Writing Instruction (OWI) Community: www.owicommunity.org, has helped online writing instructors across the country gain access to relevant OWI resources and be part of a larger community of online writing instructors

through our Twitter and Facebook social media outlets. This book expands on the website resources with a more in-depth discussion of practical application for online writing classes and provides useful tools for the instructors who teach them. We hope to equip readers of all circumstances a well-researched approach to OWI. We hope that readers will be inspired by our PARS (personal, accessible, responsive, strategic) approach and will join, and encourage others to join our community and contribute their knowledge to others:

Twitter: @theowicommunity

Facebook: facebook.com/groups/owicommunity

Creating The Online Writing Instruction Community Website

Following the 2015 *Conference on College Composition and Communication* (CCCC), an idea turned into a reality. While attending multiple conferences in previous years and serving as expert panelists to the former CCCC Committee for Effective Practices in Online Writing Instruction (OWI), we noticed something about the online writing instructors we interacted with: they were under-supported and said they wanted a central resource where they could go for help with administering, creating and teaching their online writing programs and courses.

Between the two of us, we had years of experience designing, maintaining and teaching online writing courses, and years of experience collaborating with some of the well-known scholars in OWI research. Along with other members of the former CCCC Committee for Effective Practices in OWI, we were continually advertising the work of these scholars and the work that the committee was doing to make OWI a legitimate sub-field in the field of writing studies. Based on our committee work and the needs expressed by the beleaguered writing instructors we met, we both felt that a huge hole existed in that there was no one single place, a “go to” resource that gathered all of this great scholarly work on OWI for instructors, especially for instructors without access to the conferences we were attending. So, in 2015, we created The Online Writing Instruction Community (www.owicommunity.org).

In order to give the website the ethos it deserved, we began working out our own approach to OWI. We wanted to develop a philosophy based on our experiences and we wanted this to be something quickly accessible for new or under supported online writing instructors. We desired to create something that would help encompass all of the approaches to OWI that many successful instructors and administrators take, and so (alongside the creation of The OWIC website/ social media group) the PARS approach to OWI was developed. PARS stands for:

- **Personal**
- **Accessible**

- **Responsive**
- **Strategic**

We feel these four concepts encompass the most important elements of past and current research and theory on OWI. We hope that by providing a specific OWI focused approach, one we call PARS (personal, accessible, responsive, strategic), administrators and instructors will be able to see that they can utilize skill sets they already possess and learn helpful strategies in order to face a potentially new landscape for them, the online writing course. With the PARS philosophy, we draw on some very basic but fundamental best practices of writing instruction. We, like many, hold the following beliefs:

- Instructors of any subject need to be **personal** and personable
- Instructors and content need(s) to be **accessible** to students
- Instructors have a duty to be **responsive** to student queries/requests for help
- Instructors should be creative and **strategic** in their pedagogy and with the design and administration of their writing courses

While these may seem like common knowledge and very simple best practices of instruction, we feel they are core keys to success for online instructors and we see the benefit that these elements (personal, accessible, responsive strategic) could offer administrators of online writing programs as well. We offer this book in the present state of the OWI field as a useful guide for new and seasoned online writing instructors, graduate students, and administrators. We have already seen our community reach many overwhelmed contingent online writing instructors and we have experienced the excitement they have expressed to have a place to go for help. We've witnessed some great conversations about OWI in our social media groups and we've networked with a lot of new scholars at conferences. We hope that this book will be useful and will help you think about the experiences you're creating for your students through the online writing courses you create, instruct, or administer. Up until this point, there has not been a book written with one distinct approach to OWI. We feel that providing a balanced and supported approach that encompasses the theory and practice from decades of previous research will help to develop a new generation of online writing instructors.

Why PARS?: The Merging of Golf and OWI

The PARS philosophy to OWI was created initially out of a shared interest in the game of golf. We both play and watch televised golf a lot. We're not saying we're good (well Casey is!), we just like to watch it on TV and play for fun! We wanted a term that would support our philosophy of OWI because we feel that no one needs to be an expert going into teaching online, but everyone can improve his or her online teaching/administration/course design game with proper support.

We also wanted to create an acronym (because academics love acronyms!) that would encompass our strategy and approach to OWI, but one that would be easily remembered.

In golf, the term “par” stands for the number of strokes a golfer is expected to take on a particular hole; it’s the score a scratch golfer with a zero handicap (i.e., a really good player, not like us!) would expect to make. The total sum of pars on a typical 18-hole golf course is 72, though some can be 71 or 70 (these are usually *really* hard courses). Shooting a par score is a goal for many experienced and inexperienced golfers because it means you had a really good day; you did what was expected, but what was expected was a high level of play. Shooting par on a round of 18 holes means you scored really well and that you’re shooting for expert level, but many golfers never reach expert level and that’s okay.

Golf is a great game for novices to learn. It’s low impact (unless you are trying to swing out of your shoes!), easy to walk or ride (golf carts are fun to drive!), and people hopefully enjoy the game for what it is—a game against yourself. And over time, people who play golf get good enough at the game that a PAR on a hole becomes a reality; with practice everyone gets better. The same can be said for online writing instruction, administration, and course design. When we play (teach, administer, or design an OWI course) and get small “wins” we want to keep going and make ourselves better. When we golf, and when we teach writing in an online setting, we aim to be “par for the course” (pun intended), so the acronym seemed like a good fit, albeit a little cheesy.

As experienced writing instructors, we found that sometimes just setting up an online writing course can be difficult. There are a number of things to contend with such as the Course Management System (CMS) or Learning Management System (LMS) one will use, the documentation, delivery, and translation of pedagogy into the online space. However, we’ve also found that there are a few things that instructors can do to help streamline the semester and make online classes a better knowledge-making space for their students. The PARS approach is flexible enough to apply to the administration of an online writing program, the creation of online courses and the instruction of online courses. The elements of PARS approach center on the user and their experience which we feel is so important in OWI. Additionally, the PARS approach allowed for an easy way to remember a set of effective best practices.

So why one specific approach to OWI? (or why the PARS approach is relevant!)

As noted, the PARS approach to OWI offers one specific approach to online writing courses, instruction and administration. This approach encompasses a lot of moving elements of the online writing classroom and doesn’t aim to provide solutions to every single thing one might encounter in an online writing course. But

it does provide guidance on how to tackle some of the more challenging aspects of teaching online and it offers an approach specifically focused on the entire experience (the student and faculty experience of OWI). The combined elements of the PARS approach (personal, accessible, responsive, strategic) allow novice online instructors to develop instructional strategies and course design strategies that help them with navigating the unfamiliar or new aspects of teaching online that are perhaps easier to address in F2F teaching:

- Cultivating relationships virtually with students (Personal)
- Creating an identity and presence as an online instructor (Personal)
- Setting boundaries for instruction/grading/virtual availability (Responsive)
- Handling the extra written communication (Accessible/Responsive/Strategic)
- Responding to student writing in digital environment (Responsive/Strategic)
- Creating an entire course prior to the class ever meeting (Accessible/Responsive/Strategic)
- Being strategic in pedagogy and facilitation of a course (Personal/Strategic)
- Cultivating support from the WPA or department chair (Personal/Responsive/Strategic)

When the four elements of the PARS approach get combined, our hope is that being an online writing instructor can seem more manageable. Similarly to Cargile Cook's (2007) argument that training future online writing instructors in a digital environment is vital, we feel that providing future online instructors with a concrete approach to OWI is just as important (Immersion in a Digital Pool). Having both been thrown into OWI with very little training, we know the value of having specific tools that one can fall back on when some of the more challenging aspects of online instruction arise. We hope the PARS approach and The OWI Community resources website and social media give you some specific tools and a supportive network to do the work you do and create an amazing online learning experience for your students.

Why Community Focused OWI? (or why community is so important to us!)

With The OWIC website (www.owicommunity.org) and social media outlets (Twitter: @theowicommunity, Facebook: [facebook.com/groups/owicommunity](https://www.facebook.com/groups/owicommunity)) we wanted to reach some specific audiences: people who couldn't attend annual writing conferences; people who didn't have existing professional relationships with the OWI scholars; and administrators with little means to train their in-

structors in OWI scholarship and pedagogy. We wanted to “make the distance not distant” for online writing instructors across the country (Harris, Weber, Borgman, 2016, p. 17).

We wanted to create a community, but not just any community, an online writing instructors’ community of new and old, talented, underrepresented, and amazing OWI scholars who could collaborate and share their experiences. We desired to create a community dedicated to fostering connections, sharing challenges, being supported by other online writing instructors, sharing ideas, learning from more experienced online writing instructors, having discussions about the future of OWI, making personal connections through virtual/face-to-face gatherings, and so much more!

Instructor networks like The OWI Community are not a new thing, many exist across the country and within the field of writing studies. Instructor networks “are generally defined as professional communities of educators unified around common concerns that are pedagogical, disciplinary, or reform-oriented in nature, although, upon occasion, networks may address more than one of these” (Swenson, 2003, p. 277). These instructor networks, or communities, offer many benefits to their members, including opportunities for professional development, opportunities to learn from others’ professional experience, networking for employment or graduate school, and sharing ideas and instructional strategies to name a few.

There is a rich history of OWI in the writing studies field that dates back more than thirty years. The surge in online writing instruction has been made possible by a group of folks that saw the potential of taking writing online and experimenting with early adaptations of mixed or hybrid courses. We were both inspired by and influenced by some of these early adopters and have had the pleasure of working with them for many years. Discussions about community in online writing instruction have been happening for thirty plus years as well but community has always been a challenge for instructors teaching online writing courses. In fact, the conversation of creating a supportive community for instructors using computer-based writing instruction began as early as 2000 in Harrington et al.’s *The Online Writing Classroom*, and this call for a supportive community has been discussed as recently as 2015 in Hewett and DePew’s *Foundational Practices of Online Writing Instruction (OWI)*. In his book *Teaching Writing Online: How & Why*, Warnock (2009) notes that composition as a field has a long history of idea sharing, “Education, and writing instruction in particular, is dynamic: people are inventing new ways daily to help students learn” and he suggest that the online environment is an ideal space to share resources across departments and the whole discipline because it can “leverage. . . technology while saving costs by the use of what Marsh, McFadden, and Price call reusable learning objects (ROL)” (pp. 163-164).

In noting this long history of writing instructors learning from other writing instructors, Warnock (2009) argued for the need for a digital community

space for online writing instructors to “share our resources as teachers so as to maximize the best practices of instruction and to refine our own approaches” (p. 166). These types of community spaces appear present in OWI scholar discussions from 2000 to 2015. The concept of community spaces is noted in a 2000 piece that discusses a 1995 *Computers and Writing* workshop where leaders of the workshop used a MOO (Massive Open Online space) to involve people outside of the conference in their workshop discussion, “Our goal was to compile strategies for survival in the often-wild world of the computer classroom” (Coffield et al., 2000, p.286). Following the conference, the conversation continued, “we have continued that workshop’s conversation on national electronic discussion groups, as well as on World Wide Web” (Coffield et al., 2000, p. 286). But online community discussions came even earlier than this with Fred Kemp’s alliance for computers and writing founded in 1990, which attracted graduate students, professors and others doing work with computers and composition. This type of network facilitated and sustained a discussion that happened at the conference and further allowed for a continued support network of the individuals present at that conference.

Adding to the potential of community spaces, others have addressed how these spaces can help address sustainability, “Increasing the knowledge flow about teaching practices has the potential to alleviate issues with teaching online as well as improving teaching practices in all courses, thus leading to sustainable pedagogical practices that will enhance programs and curricula” (Meloncon & Arduser, 2013, p. 88). Sustained pedagogical practices allow for seasoned online writing instructors to train new online writing instructors who are often faced with a multitude of challenges related to moving to the online domain. Pedagogy and professional support are challenges that are never ending. These are an ongoing struggle for many departments that need constant reinvention due to new audiences emerging. The growth of OWI instructors exploded in the past fifteen years and the older communities are not enough to support this new OWI instructor audience. Many scholars have discussed various options for these shared instructor spaces (Coffield et al., 2000; Hewett & Ehmann, 2004; Mechenbier, 2015; Meloncon & Arduser, 2013; Warnock, 2009) and some of the options discussed include: instant messaging, synchronous group chats, email and listservs as ideal virtual spaces that help instructors to talk about the work they do on a daily basis.

In crafting The OWI Community and social media space we aimed to fill this gap of lack of community support for online writing instructors, especially those that are contingent and work for multiple institutions. Both of us get annoyed at the pretension of academia so we wanted to create a site that was inclusive for everyone, a site that reiterated that everyone mattered. Tenured, non-tenured, contingent, two-year college, whatever one’s status, we wanted people to feel welcome to join our site and our larger conversations about OWI. We wanted to become the go-to place for online writing instructors. We wanted to be the an-

swer to the question: are there any resources for online writing instructors that I can access and maybe connect with the people who created the content? The two of us had a strong desire to offer open access resources and not charge for our services. So many people try to capitalize on their good ideas, but we just wanted to help others like ourselves and reduce the frustration and anxiety of being a new online writing instructor. We've been there. We've both jumped into our first online writing course head first and we knew how challenging it is and how lonely it can feel to be out in cyberland. We tell our students to find resources to help them, and when they can't, then they should try to create them. So, we did that! Our site comes down to the basic idea that we want people to know they are not alone. Our aim is to provide a space for people to share ideas, pedagogies, and tools regarding OWI, and start conversations on where OWI is going. Our colleagues have referred to us and our site as "grassroots" and we take this as a huge compliment. It means that we've met our goal for the site, that we've created a safe inclusive space for all instructors who teach writing online to share ideas, glean new insights about OWI and feel a part of something bigger, to feel like the belong to a community who shares their passion and interest in OWI.

Timing is Important: Resistance and Acceptance of OWI

The turn of the century brought fears of the Y2K virus, an election where one candidate was teased for inventing the Internet, and the beginning of the surge in online higher education courses and degree programs. In the early days, many were hesitant to sing the praises of online courses, especially writing instructors and administrators. Teaching writing has always been personal for faculty and learning to write has always been personal for students. Sometimes the connections that students make with faculty members are pure and honest while other times they are fraught, but there is no denying that the feedback-driven nature of writing instruction brings students and faculty together in a way that makes it more personal than other courses. For many writing instructors the sheer act of teaching is personal because writing instructors learn to teach writing by doing and by failing forward (teaching for the first time and then repeating the process with new knowledge). Most writing instructors start their first class having never had the opportunity to teach much of anything in terms of topics and content. Writing instruction becomes a process of growth where novice instructors are honing their pedagogy alongside the student who is growing their own writing skills. Both instruction and learning to write are a collaborative process, a team effort of give and take (like an alternate shot contest in golf!). Teaching someone else to write is a huge undertaking just as writing well is difficult, and learning to write better is a personal journey and can be a struggle. Because of this, so many instructors value the F2F time to help coach students and encourage them to have more confidence in their ability to write—this can also give the instructor more confidence as well.

For many instructors, the classroom workshop model is not something one can digitize—it is organic and incompatible with anything that might become a barrier to peer-to-peer, student-to-instructor learning. However, while many writing instructors have embraced the technological advancements of computers to facilitate word processing (information dissemination), and thus allowing digital technologies to impact their writing instruction, many are hesitant to see writing instruction go entirely online.

We know from experience that it is difficult to shift F2F instruction to a digital space and we both have our reasons for becoming online writing instructors and supporting the OWI sub-field of writing studies with our own research. But while the acceptance among some faculty of online courses remains skeptical, more faculty are open to teaching online, some even eager to do so (especially contingent faculty). Some faculty have a desire to teach online because they see it as a way to try out new ways of teaching or they feel there are better ways to teach certain concepts digitally versus F2F. Others choose to teach online because they are the only ones in their department with the willingness to try, and others begin teaching online because they desire a more flexible schedule for accessibility reasons. But no matter where faculty stand—from skeptic to enthusiast—researchers agree on one thing: faculty acceptance of online courses is imperative to success and there “is a strong relationship between the reported level of acceptance among faculty members and the number of distance education students at that institution, with faculty at institutions with larger numbers of distance students being more accepting” (Online Report Card, 2015, p. 26). The field of writing studies as a whole is moving towards acceptance, but it has a long way to go in making quality online writing courses a priority.

Both of us started out as hybrid or blended instructors (teaching F2F with so much of our content and student interaction happening online), really, as we used e-Learning components in our early F2F courses. While in graduate school at Western Michigan University, Jessie used a hybrid course structure by combining regular class meetings with online discussion boards in her F2F courses of first-year writing. Moving the discussion outside of class allowed for more enriched discussion during their scheduled meetings. It also forced students to really digest readings they were assigned because they were engaging with them in multiple ways. As a graduate student at Ball State University, Casey centered all of his student feedback and peer review within course blogs so students could review writing online and use class time for discussion. By moving the initial peer review discussion online, it gave him an opportunity to see feedback students were providing each other at an early stage in writing and focus the next lesson plan around what he saw in the responses.

We saw, and still see, such digital technology as an opportunity to take advantage of online spaces already being used by students and refocusing them for improving writing. We saw what Warnock (2009) pointed out in his book, *Teaching Writing Online: How & Why*, “As composition teachers, we may have an inherent

advantage, which is another reason that we, among all teachers, should be at the forefront of investigating online teaching possibilities: we are already accustomed to student-centered courses” (p.29). We see this advantage and we hope that you will too.

We’ve self-taught ourselves one too many times on basic skills and strategies. We’ve been contingent laborers. And so, we offer this book by no means as a panacea for the many issues so many people believe ails online writing instruction, however, we view this text as an aid for new and under-supported instructors everywhere (like us) who are trying to figure out how to move their writing instruction and writing courses from F2F to the digital environment in a way that helps students. We have both been under-supported instructors at one point in our careers and so we write from our own experience and the struggles we endured. Based on those struggles, we believe that having a specific OWI approach or philosophy and a supportive community can help address the missing support that leaves many new and experienced OWI instructors bereft. As we have attended conferences and worked with influential OWI scholars over the years, we know the value of getting involved with like-minded individuals, but we also know that collaboration is not available to everyone, so thinking back to those days we decided we needed to create a new opportunity to provide this type of community support to individuals who were not able to attend conferences or network with OWI scholars as we have done.

You’re not alone! Let’s craft an identity together!

The classrooms discussed in the 2000 piece above (about the 1995 *Computers and Writing* workshop, Coffield et al.) were facilitated by instructors using some of the first computer-based instruction models of modern online writing courses. The authors note how these “early adopters” were often forging the “road not taken” and “feeling isolated and alone” (Coffield et al., 2000, p. 285). Feelings of isolation can affect online writing instructors more than F2F ones due to the nature of working remotely or the nature of teaching solely with computers. This feeling of being alone is not far off from a current view of OWI in some departments across the country; as not everyone has bought into online courses. Many educators around the country who teach online feel a sense of isolation in their quest to teach writing online and often many feel like they need to defend their choice to teach online over traditional face-to-face instruction. We’ve also felt this way from time to time in our own careers as online writing instructors and contingent laborers.

It’s a known fact that contingent faculty are often relied upon to teach online writing courses more frequently than full-time or tenured faculty. Contingent faculty are an overused and underappreciated demographic of instructors used heavily for online teaching and unfortunately their status within a department can sometimes prevent them from feeling a part of the department. “They exist

on the periphery of the campus community, they often do not know each other personally, and they are competing with each other for courses (and income). Developing a community—even a virtual community—will promote collegiality and a sense of being *part* of the department” (Mechenbier, 2015, p. 238). Add to this job uncertainty and fluctuating enrollment and a contingent faculty member might be less inclined to ask for help or seek support from those who may or may not renew their contract.

In creating our site and social media groups, we found that there has been a long discussion in the field of writing studies that those who do work with computers and writing have felt isolated or outcast in their department; this is an ever-present feeling for online writing instructors and most apparent for contingent faculty as noted above. As people who enjoy computers and were early adopters of some of the first ever learning management systems, we have felt this isolation. Leaning on others who shared our passion for technology helped us grow our knowledge. We wanted to be that type of support for those who have never taught online but were interested in it, or those that who were forced to take the online course because no one else wanted it. We really feel that learning from experienced online writing instructors helps inexperienced instructors learn and grow their ability to teach students in online contexts. This type of mentorship model is used as graduate students learn to teach writing courses in their first year of a program, and while it’s not currently used for all new online writing instructors, a community is essential in supporting those that don’t have this type of mentorship to learn from experienced online writing instructors. We felt that we could recreate this model with our OWI Community site and social media groups.

As we continued to research, we found that underlying the various calls for community (in OWI or community for those who teach with computers) seemed to be a desire to share knowledge, but also something more—a need to feel validated/legitimized for the work one is doing; a need to be a part of something. These shared spaces can be ideal to share strategies and practices for OWI, as well as sharing content and sharing dialogue about the challenges and successes of online writing courses. Those without a home institution or those stringing together work at multiple institutions especially benefit from instructor to instructor camaraderie, “contingent online faculty also benefit from [a] sense of community and connection with other instructors; teacher satisfaction improves when faculty have a sense of contribution . . .” (Mechenbier, 2015, p. 239). This need for a sense of belonging or working together as a team underlies a lot of the conversations we’ve had with online instructors at conferences. Online writing instructors want to share information, course content and strategies, and work with others to alleviate some of the burdens faced by new online instructors. We wanted to do this too but even more so we wanted to help people feel like they belonged to a community that reiterates that their work has real value.

A call for community spaces in online writing instruction is present and has been present in the past, but what remains is a real question of do people want

it? This helped guide us as we sought to answer this question and we found early on as we advertised our site, that yes, indeed, people want to be a part of a community, even if it is virtual. This desire for a sense of community has created the need for such spaces and has called on educators and administrators to provide them and/or interact within them. There have been countless ways that those community spaces can be realized and/or assembled, and there have been multiple discussions on the benefits that these community spaces offer to faculty of all levels, but specifically contingent faculty. With The OWI Community (www.owicommunity.org) and the PARS approach to OWI, we hope to offer an opportunity where we can learn and grow together.

Structure of the Book

This book was designed with several audiences in mind. We want to provide a practical guidebook that includes a distinct approach to OWI for new and/or existing online writing instructors who are under supported in their current position and don't have a lot of time to devote to learning more about OWI theory and practice. And in doing so, our book can also be used to inform administrators how to add online courses (or sustain the ones they have already added) to their writing program with success. We envision this book being used by instructors of graduate level courses who are teaching students how to teach writing online. We see the potential for this book to be used in classrooms to introduce graduate students to a specific OWI approach and philosophy and even prepare them for becoming Online Writing Program Administrators (OWPAs) (Borgman, 2016). We feel these audiences will benefit the most from a book that focuses on a specific approach to OWI. We feel that offering a book specifically on The PARS approach to OWI can offer a fresh perspective to the sub-field of OWI and really compliment what has already been written on the subject. While a lot of valuable books exist on OWI, the goal of our text is to offer one specific approach to OWI (the PARS approach: personal, accessible, responsive, strategic), which instructors and administrators can easily use and integrate into their online classrooms.

The book format is simple and includes: a foreword (which hopefully you've already read!), this introduction chapter, a chapter for every element of the PARS (personal, accessible, responsive, and strategic) approach, a conclusion chapter, and an afterword (which we hope you will read!). Spoiler alert! You will find that once you finish the book, the PARS approach is based in user experience (UX) and we'll argue throughout that really, the key to OWI is designing a great user experience for instructors and students alike.

We have put in some stories along the way, some examples of our own experience so you can see you are not alone in fumbling your way through online teaching. Each of the PARS approach chapters begins with "On the Tee!" a quick chapter preview to define the PARS letter for that chapter. Each of the PARS chapters provides many brief personal vignettes about our own experience being an

online student or an online instructor and in each PARS chapter we attempt to ground the concept in the Theory, Practice, and Significance to OWI, in which we discuss the theory and research behind the concept, why the concept matters to OWI, and illustrate how the concept can be applied to the online writing classroom or inform online writing instructor pedagogy. The remainder of the PARS chapters are divided into three sections: design, instruction, and administration, and in these subsections, we outline how the specific PARS concept works with regard to the design, instruction and administration of online writing course. The PARS chapters also include a bonus “Drive for Show, Putt for Dough” segment in which we discuss bonus activities or strategies we utilize in our own individual online writing courses. We call it that because in golf anyone can hit it really far, but the short game, like putting and chipping, is where you really make your money and save your game in the long run. Hence, drive for show (hit it a mile, it looks nice), putt for dough (this is where the golfers show their skill). Essentially, the more precise and focused you are with your short game, the more successful you will be in the long run.

At the end of each chapter, is a key takeaway, titled “For the hole in one!” in which one specific element of the chapter discussion is reiterated. We call it “For the hole in one!” because that’s every golfer’s dream (to hit a hole in one shot) especially new inexperienced golfers. This title also puts the focus on one, one key thing. We envisioned our reading audiences in need of quick practical advice, so we sought to provide quick and easy “if you do this one thing” approaches at the end of each chapter to drive home the most important point of the chapter and address this need for practical tools. We included this final key takeaway in order to provide readers with quick solutions to common OWI challenges and to highlight ways to enact each of the PARS concepts in an online writing course.

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