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| Nota di contenuto | List of Figures List of Tables Laura Gray-Rosendale/Steven Rosendale: Introduction Patricia R. Webb: Designing for Connection in the Online Classroom: Lessons Learned in the Time of a Pandemic Kathryn A. Broyles: Disrupting Writing and Systemic Disruption Michael Harker/Keaton Lamle/Rachel Woods: Presence as Participation: Reflections on COVID-19's Impact on a Graduate Seminar at an Urban Research University Tara Moore: Flipping Composition Instruction: Amplifying Flexibility, Increasing Delight Abby Schroering: Writing as a Team Sport: Cultivating Community in the Online Writing Classroom Lynee Lewis Gaillet: Doing Archival Research from Home Lance Cummings: Avoiding Zoom Doom: Creating Online Workshops with Design Thinking Peaches Hash: Expressive Arts Curriculum in Online Writing Courses Bonnie S. Sunstein/Michael Goldberg/Claudia Pozzobon Potratz: Red Pen or Cursor? Assimilation and Resistance in a Digital Writing Workshop Nicholas R. Werse: Practical and Transferable: The Quest to Design Online Writing Instruction for Mentoring Professional Doctoral Students Melissa Toomey/Jill M. Swirsky: Making a P-A-T-H to Transformation: Showcasing the Need for Culturally Inclusive Discussion-Based Teaching in the Online Classroom Dennis Koyama/Ghada Gherwash: Reconfiguring Peer Feedback for the Virtual Composition Classroom Brian Le Lay: Rhetoric, Empathy, and Service: Cultivating a Craft of Access in (and Beyond) Course Design About the Contributors Index. |
| Sommario/riassunto | COVID-19's impacts revealed that teaching writing online was no |

longer merely an issue of convenience or economic necessity-it was critical to public health and equity concerns as well. Now higher education faces one of its greatest historical challenges, expanding online offerings to fully engage and support students around the world. Gathering together educators who teach writing at college and graduate levels using creative hybrid, blended, and online/remote/virtual modes, this book should be required reading for all teachers and administrators. The volume features those new to online teaching alongside experienced online writing teachers. Referencing the latest research in online teaching and writing, contributors share stories of crucial successes as well as unforeseen difficulties. Essays address compelling concerns such as engaging diversity and cultural inclusivity, social justice, as well as global learning in online writing courses; radically reshaping graduate seminars for online delivery; flipping classrooms to promote more successful writing instruction; fostering greater community within online writing classrooms; examining the problems and possibilities of Learning Management Systems for teaching writing; sustaining remote writing-centered archival research; avoiding Zoom fatigue in writing classes by using design thinking; utilizing expressive arts in online writing classes; mentoring doctoral students online; constructing meaningful approaches to online peer writing feedback; as well as making access and inclusivity central to online writing course design.
