This is a pre-print version of Bourelle et al's webtext, "Reflections in Online Writing Instruction: Pathways to Professional Development," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy,* 20(1), available at http://kairos.technorhetoric.net/20.1/praxis/bourelle-et-al

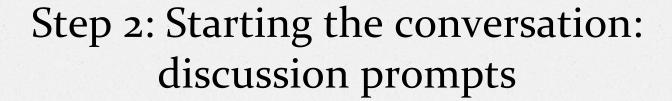
Conversation:

Online, Course "Talk" Can Become Writing
By Erin Fitzgerald, Mariya Tseptsura, and
Breanne Potter



- 1. Expectations for the posts:
 - a. Length (word count)
 - b. Level of formality
 - c. References
 - d. Courtesy
- 2. Grading
- 3. Reading
- 4. Posting shorter posts
- 5. Staying up to date
- 6. Extra credit





- Teacher-generated discussion prompts:
 - Can address the readings, students' progress, or other course material and questions
 - One prompt for all students
 - Keep the prompts simple; if you want to include multiple questions, reveal them gradually in the discussion
 - Save your prompts! (for later use)
- Student-generated discussion prompts
 - Students can generate prompts and moderate discussions
 - Students can also evaluate each other's posts



Step 3: **Creating a persona** and participating in online discussions

Options for teacher persona:

- Generative guide
- Conceptual facilitator
- Reflective guide
- Personal muse
- Mediator
- Role play





Step 3: Creating a persona and participating in online discussions

- Raise a question
- Respond to a direct address
- State my position
- Model
- Summarize a variety of posts or positions
- Offer correction



- *o*Listserv
- **OChat**
- oVoice (audio & video conferencing)
- MOO environments

