

This is a pre-print version of Bouelle 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/bouelle-et-al>

# Conversation:

Online, Course "Talk" Can Become Writing  
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# Step 1: Setting the Rules

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





## Step 2: Starting the conversation: discussion prompts

### o 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)

### o 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:

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





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

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

# Other types of conversation

- Listserv
- Chat
- Voice (audio & video conferencing)
- MOO environments

