Handbook of Research on Writing and Composing in the Age of MOOCs

Table of Contents

**Foreword**
Ben McCorkle, The Ohio State University—Marion Campus, USA

**Preface**
Elizabeth A. Monske, Northern Michigan University, USA
Kristine L. Blair, Youngstown State University, USA

**Acknowledgment**

**Chapter 1**
Typology of MOOCs
Richard Colby, University of Denver, USA

**Chapter 2**
Writing MOOEEs?: Reconsidering MOOCs in Light of the OWI Principles
Beth L. Hewett, Defend & Publish, LCC, USA
Scott Warnock, Drexel University, USA

**Chapter 3**
MOOCs in the Global Context
Sushil K. Oswal, University of Washington, USA

**Chapter 4**
Digital Citizens as Writers: New Literacies and New Responsibilities
Valerie Hill, University of Washington, USA

**Chapter 5**
Principled/Digital: Composition’s “Ethics of Attunement” and the Writing MOOC
Matthew Overstreet, University of Pittsburgh, USA

**Chapter 6**
Getting “Girly” Online: The case for gendering online spaces
Jen Almjeld, James Madison University, USA

**Chapter 7**
Arguing for Proactiveness: Talking Points for Owning Accessibility in Online Writing Instruction
Patricia Jenkins, University of Alaska-Anchorage, USA

**Chapter 8**
Connecting Writing Studies with Online Programs: UTEP’s Graduate Technical and Professional Writing Certificate Program
*Teresa Quezada, University of Texas at El Paso, USA*
*Beth Brunk-Chavez, University of Texas at El Paso, USA*
*Evelyn Posey, University of Texas at El Paso, USA*

**Chapter 9**
Contact and Interactivity in Televised Learning: 15 Years Later
*Virginia Tucker Steffen, Old Dominion University, USA*

**Chapter 10**
Developmental Writing and MOOCs: Reconsidering Access, Remediation, and Development in Large-Scale Online Writing Instruction
*Krista Petrosino, Georgia Southern University, USA*

**Chapter 11**
Problematic Partnerships: An Analysis of Three Composition MOOCs funded by the Gates Foundation
*Tyler Branson, University of California-Santa Barbara, USA*

**Chapter 12**
The Online Writing Program Administrator (OWPA): Maintaining a Brand in the Age of MOOCs
*Jessie Borgman, Texas Tech University, USA*

**Chapter 13**
Reshaping Institutional Mission: OWI and Writing Program Administration
*Jacob Babb, Indiana University Southeast, USA*

**Chapter 14**
What’s a “Technician” to Do?: Theorizing and Articulating MOOC Maintenance Concerns
*Thomas Patrick Henry, Utah Valley University, USA*

**Chapter 15**
A (Critical) Distance: Contingent Labor, MOOCs, and Teaching Online
*Laura Howard, Kennesaw State University, USA*

**Chapter 16**
Audience, User, Producer: MOOCs as Activity Systems
*Jason Chew Kit Tham, University of Minnesota-Twin Cities, USA*

**Chapter 17**
What Online Writing Spaces Afford Us in the Age of Campus Carry, 'Wall-Building,' and Orlando’s Pulse
*Travis Webster, University of Houston, USA*
Chapter 18
Introduction Discussion Board Forums in Online Writing Courses Are Essential: No, Really. They Are.
Jennifer Stewart, University of Tennessee at Chattanooga, USA

Chapter 19
Using Online Writing Communities to Teach Writing MOOCs
Rebekah Shultz Colby, University of Denver, USA

Chapter 20
Hacking the Lecture: Transgressive Praxis and Presence Using Online Video
Stephanie Odom, University of Texas at Tyler, USA
Leslie Lindsey, University of Texas at Tyler, USA

Chapter 21
Training Instructors to Teach Multimodal Composition in Online Courses
Tiffany Bourelle, University of New Mexico, USA
Beth L. Hewett, Defend & Publish, LLC, USA

Chapter 22
Challenging Evaluation: The Complexity of Grading Writing in Hybrid MOOCs
Robert McEachern, Southern Connecticut State University, USA

Chapter 23
Conducting Programmatic Assessments of Online Writing Instruction: CCCC’s OWI Principles in Practice
Nicki Litherland Baker, Ball State University, USA
Elisabeth H. Buck, Ball State University, USA

Compilation of References

About the Contributors

Index