Transparency Statement

This project was imagined as a suite of resources to help instructors in the Writing & Rhetoric Program at the University of Virginia (UVa) as they transition into teaching online for the fall 2020 semester.

The resource was researched, written, edited, and compiled by a group of late-stage graduate students in, and contingent faculty who graduated from, the Department of English at UVa: Sophie Abramowitz, Thomas Berenato, Kelly Fleming, Casey Ireland, Eva Latterner, Indu Ohri, and Kelli Shermeyer. The team was assembled by Professor Victor Luftig. The project came together over the course of two weeks in June of 2020, with each member contributing 11 hours of work. The project coordinators, Sophie and Eva, contributed 17.5 hours each. The project represents a combination of local knowledge gleaned from a survey of UVa ENWR instructors, the teaching experience of the project's team members, and research in writing studies scholarship related to online writing instruction. Team members engaged with contemporary conversations on their subjects of choice, drawing their research from peer-reviewed journals and popular sources, edited volumes, instructional videos and guides compiled at the University of Virginia and at other institutions, and the ENWR instructors survey. It is organized around common elements and frameworks of writing instruction, and provides some suggested best practices for translating them to online modalities.

We compiled this resource quickly and in the interest of accessibility, as a starting point for ongoing discussion and resource creation. In the future, additional resources might include sample lesson plans and activities for online writing instruction, expansion of the current content, and the addition of more pedagogical topics.

We also acknowledge that the process of going online has demanded an excess of uncompensated labor that has been and will be particularly detrimental to instructors who already face adversity in the university, including (but not limited to) graduate students, contingent faculty, instructors of color, and disabled instructors. In producing this resource, our intention is not to prescribe extra work. We hope instead that the resource can be useful to instructors as they begin to reimagine their courses in a digital or hybrid format.