
5 Tips for Teaching Hybrid Writing Courses

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5 Tips for Teaching Hybrid:

1. Start from an online template
 2. “Braid” activities across online and FTF lessons
 3. Prioritize feedback over content delivery in FTF classes
 4. Build in redundancies between online & FTF classes for students who are unable to attend class
 5. “Unbraid” modules if *you* are unable to attend class
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Drafting the Preliminary Research Question (Week 5)

READINGS & RESOURCES:

- **2 VIDEO PRESENTATIONS:**
 - “Writing Rhetorically: Moving from ‘Object of Study’ to Research Question”
 - “Revising Your Research Question”
- **1 READING:**
 - Comer, “Effective Questions”
- **1 HANDOUT (optional):**
 - GMU Writing Center Guide: How To Write a Research Question

COLLABORATIVE ACTIVITY:

- **1 DISCUSSION BOARD:**
 - DB 05: Draft & Peer Review of Preliminary Research Question

INSTRUCTOR FEEDBACK:

- **3 OPPORTUNITIES FOR FEEDBACK:**
 - Global feedback on class drafts
 - Individual feedback/approval on each student’s draft
 - Additional individual feedback for all students who don’t get approval in DB 05 through ungraded DB forum



ENGH 302 Week 5 Online

LESSON 08

READINGS & RESOURCES:

- **WATCH** “Writing Rhetorically: Moving from ‘object of study’ to research question” video presentation
- **READ** Comer, “Effective Questions”
- **REVIEW** GMU Writing Center Guide: How To Write a Research Question Handout (optional)

COURSEWORK:

- **WRITE DB 05 (Post):** Draft your preliminary research question

LESSON 09

READINGS & RESOURCES:

- **WATCH** “Revising Your Research Question” video presentation

COURSEWORK:

- **WRITE DB 05 (Reply):** Guided peer review of two classmates’ research questions
- **COMPLETE Research Question Revisions:** If you didn’t get approval in DB 05, **post your revision in the ungraded forum**. All students must have an approved question by the end of Week 6.

BRAIDING for Hybrid Courses

LESSON 12–Online

READINGS & RESOURCES:

- **WATCH** “Writing Rhetorically: Moving from ‘Object of Study’ to Research Question” video presentation
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- **REVIEW** GMU Writing Center Guide: How To Write a Research Question handout (optional)

COURSEWORK:

- **WRITE** DB 05 (Post): Draft your preliminary research question

LESSON 13–FTF

IN-CLASS REVISION WORKSHOP:

- **Instructor presentation** on revising research-question drafts
- **Instructor models revision** on one student’s draft.
- **Students work collaboratively** in pairs to revise a second student’s draft
- **Students work individually to revise** and update DB 05 on their own
- **Instructor conducts mini desk conferences;** approves research question or recommends edits

LESSON 14–Online

READINGS & RESOURCES:

- **WATCH** “Revising Your Research Question” video presentation (optional)

COURSEWORK:

- **WRITE DB 05 (Reply):** Guided peer review of one classmates’ research question
- **COMPLETE Research Question Revisions:** If you didn’t get approval in DB 05, post your revision in the ungraded forum. All students must have an approved question by the end of Week 6.

PRIORITIZE FEEDBACK OVER CONTENT DELIVERY

ONLINE FEEDBACK:

Between Lesson 08 and 09:

- **Review drafts** posted in DB 05
- **Create video presentation** addressing global issues and post under Lesson 09
- **Send announcement** briefly describing the main global issues with research question drafts. Direct students to video presentation posted under lesson 09, and invite them to meet during office hours to work on revisions

Between Lesson 09 and 10:

- **Create an ungraded DB forum** for research question revisions. Any student whose research question wasn't approved in DB 05 is required to post revisions and get approval by the end of Week 6. Link to the forum in the Lesson 10 module.
- **Post completion grades** for DB 05 in Blackboard.
- **Write specific, in-depth individual feedback** on each student's research question in the DB 05 comments, noting whether it's approved or not. If the question isn't approved:
 - **Refer** students again to "Revising Your Research Question" video presentation
 - **Invite** them to office hours for individual help
 - **Remind** them to post a revision in the ungraded DB forum by the end of Week 6

HYBRID FEEDBACK:

Between Lesson 12 (Online) and 13 (FTF):

- **Review drafts** posted in DB 05 and create presentation to address global issues in FTF class
- **Create video version of presentation** addressing global issues and post under Lesson 14

Lesson 13 (FTF):

- **Mini desk conferences:** discuss & approve research questions or recommend additional revisions. Note approvals in Blackboard during conferences.

Between Lesson 14 (Online) and 15 (Online):

- **Create an ungraded DB forum** for research question revisions. Any student whose research question wasn't approved in DB 05 is required to post revisions and get approval by the end of Week 6. Link to the forum in the Lesson 15 module.
- **Post completion grades** for DB 05 in Blackboard (only students who didn't attend class will need additional feedback/approval)

The in-class presentation and video presentation offer the same content

Asynchronous collaborative activities can be placed within online modules, so that even students who must miss class can participate

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“UNBRAID” ACTIVITIES WHEN NECESSARY

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