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Create an authentic discourse community (Beaufort 2007) of writer-researchers; replace submission with publication; bypass - of instructor-as-examiner audience (Giltrow, 2012).

: <https://ecoliteracy14w2014.wordpress.com/> & <https://modellindawson2014.wordpress.com/>

<ul style="list-style-type: none"> • Platform choices & constraints: In-house versus cloud, college policies, instructor learning curve • Design: Aesthetics matter • Architecture: <ul style="list-style-type: none"> i)Main course blog: Pages (static content): Readings, assignments Posts (dynamic weekly content): Instructor prompts, freelance student posts Comments: Student reading responses, peer & instructor feedback ii)Student groupblogs: Linked to course blog Assignment drafts, peer review 	<ul style="list-style-type: none"> • Table-based student writing groups • Problem-based curriculum & learning activities • class for reading & writing: Blog-based informal responses / formal assignments / freelance student posts • RAFTed formal assignments: Problem-based topic, rhetorical context, real audience, specific genre/format (Bean, 2011) • Collaborative drafting of & feedback on models • Peer review of student drafts on groupblogs • Publish on blog • Feedback on blog
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<p>1. Introduce unit problem: Readings, video, Ppt, call for freelance posts</p> <p>2. Elaborate p4dipETT7> BDh4(s, D)-4(ian)(6)-5issi</p>	
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(Beaufort, 2007)

: Bean, J. C. (2011).

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