

**Title of Session:** Unintended Apathy: Does Your Institution Support Online Writers Effectively?

**Session description for inclusion in conference program (maximum 50 words recommended):**

We will assess how, or if, our home institutions support students taking writing courses online. By sharing knowledge with workshop leaders and attendees, participants will take away a plan of action to assist them in making their institutions more effective in providing online support resources for students, from library, advising, to tutoring help.

**Session abstract for workshop (maximum 200 words recommended):**

Is your institution apathetic to the needs of online students when it comes to online advising, tutoring, and research support? Does the typical student who takes a first-year composition course online have access to the same learning support systems that the typical on-campus student does? These questions will guide our workshop as we consider and strategize actions for how best to support our online learners.

The workshop will lead participants through a series of brainstorming and questioning sessions in which attendees assess needs at their particular institutions. We will facilitate knowledge sharing as part of this needs assessment, such that participants can learn from one another about how online support systems might be provided to students. Based on the needs assessment and knowledge sharing, attendees will then be asked to formalize a plan of action that they can take back to their campus in order to advocate for more, or better, support and resources for students.

Our discussion is fundamentally one of access and our workshop will highlight how institutions that offer online writing courses need to make a conscious effort--and thus not appear apathetic--when it comes to providing student support in the online format.