PARS in Practice: More Resources and Strategies for Online Writing Instructors, edited by Jessie Borgman and Casey McArdle. Fort Collins, CO: The WAC Clearinghouse/Boulder, CO: University Press of Colorado, 2021. 367 pp.

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PARS in Practice: More Resources and Strategies for Online Writing Instructors is an extension of *Personal, Accessible, Responsive, and Strategic: Resources and Strategies for Online Writing Instructors* (2019) where Borgman and McArdle introduced the PARS approach to online instruction— personal, accessible, responsive, and strategic. In this edited volume, Borgman and McArdle draw from a wide range of experiences reported by different writing instructors using, reflecting on, and extending the PARS approach. The book is divided into four major sections: Design, Instruction, Administration, and User Experience, and it includes a foreword, an introduction, a conclusion, and an afterword. Each of the four major sections consists of five chapters that approach the theme from various perspectives.

The first PARS book concluded with an emphasis on students' user experience; however, this book starts with the claim that PARS, juxtaposed with the user experience approach, achieves the goals for online writing instruction. The editors stress that the PARS approach is not a "checklist" but a "holistic approach" that addresses the complex nature of online writing instruction (Borgman and McArdle 4). As Harris indicates in the foreword, the various experiences and case studies shared in these chapters by a diverse body of authors (graduate students, adjunct faculty, and tenured professors) are what contribute to the practical richness of this book.

The first section, "Design," includes five chapters that address different challenges pertaining to course design and presents recommendations through and beyond the PARS approach. The author of the first chapter, Crawley, explains how she strategizes her online first year composition course at a community college through applying Shipka's Statement of Goals and Choices to select her online learning tools. Despite some challenges, including heavy workload, Geary, in chapter two, presents his experience of redesigning his accelerated technical writing course at a community college using the PARS approach. In chapter three, Stewart presents a case study of a graduate online course teaching hybrid pedagogy to online writing instructors. She explicates her use of Garrison's Community of Inquiry framework to achieve the goals of the PARS approach, specifically strategic and user-centered course design. In chapter four, Sibo explains, through the PARS approach, the efficacy of small group discussions between students as a tool to help them make connections and build knowledge with less literacy load. Karabinus and Dilger, in chapter

five, provide an explanation of implementing the grid approach, inspired by the PARS, to teaching first year writing courses. The grid approach is based on three units and three assignment options for every unit. This section applies and extends the PARS approach in different contexts for the sake of course design development.

Section two, "Instruction," includes five chapters that discuss and recommend pedagogical practices for online writing instructors. Chapter six, by McClure and Mahaffey, presents the nuances of why, when, and how to use videos to achieve the goals of the PARS approach in online writing instruction. Laflen and Sims write chapter seven to discuss the affordances of using a labor-based grading system as a strategic and responsive instruction method in online classes. Even though this grading system responds to the needs of the diverse student population of online classes, the authors acknowledge its limitation in online settings and provide strategies for a successful implementation. Moreover, Pandey, in chapter eight, addresses the importance and challenges of building a community in online classes through pedagogical humor. After identifying the challenges of using humor in the online classroom, the authors of the chapter recommend certain places—such as individual conferences, ice breakers, and instructional videos—where appropriate humor can be implemented. Reflecting on her experience teaching an online technical writing class in chapter nine, Pengilly first addresses the issues of accessibility and usability in technical writing courses and then provides practices and tools to make courses strategic and accessible with the explicit teaching of accessibility and the challenging of pedagogical practices that promote ableism. In the last chapter of this section, Evans uses her personal experience as an instructor and an online student to address how she negotiates the difficulties that come along last-minute online teaching assignments, like having no guidance into the teaching and the design of the course or having poor templates of the course design. She then explains the use of the PARS model in addition to other recommendations to resolve issues created by "just-in-time" online teaching (167). This section is ultimately informative of many pedagogical practices that address different issues pertinent to online writing instruction.

Section three, "Administration," discusses how administrators can apply the PARS approach for the success of the program through instructors' practices and students' learning. Based on empirical data, Thomas et al.'s participants in chapter eleven reported a high importance of finding personal connections with instructors in their online courses. In addition to providing practical strategies to make courses and administration personal, they explain how personal connections between administrators and instructors and between instructors and students build a community that contributes to the success of online writing instruction. In chapter twelve, Hilliard explains the application of the PARS

approach in her writing program administration experience. Starting with the aspect of building a community, she offers details of the application of each element of the PARS approach with extended implications, such as advocating for instructors' agency and practices including a face-to-face digital pedagogy day. In addition, Jackson and Olinger use chapter thirteen to offer a practical view of a mini training course designed to prepare instructors to teach online writing courses. The authors ask and answer seven questions to explain how other administrators can design responsive and strategic professional development opportunities for their instructors. Furthermore, based on the assumption that most instructors have web experiences, including booking flights and shopping online, Snart, in chapter fourteen, calls for administrators and instructors to consider developing themselves as strategic web designers, creating a successful user experience for students. The last chapter, by Wilkes, reflects on and reports data from the author's teaching of an online graduate seminar where she used the PARS approach to design the course *and* as the content of the course. Her graduate students, who were preparing to teach online first year writing courses, reported positive learning outcomes. This section particularly targets administrators to prepare their instructors to effectively teach online, which successfully happens through building a community.

Section four focuses on user experience (UX) as inclusive of all the elements of online writing instruction and as the grounds on which the PARS approach is established. Retzinger, in chapter sixteen, addresses the disconnection between some online writing instructors' experiences and the nature of online writing courses. The author makes a connection between his experience as an online bass student and online writing instruction, making recommendations for instructors and administrators to think outside of their disciplinary boxes for the sake of creating a user experience for students. Next, chapter seventeen, by Getto, provides a definition of successful user-experience course designs as those applying the elements of the PARS approach. This is thoroughly explained by presenting the development of an online technical writing course tapping into other topics such as usability testing and maintenance. Specifically focusing on usability testing as a strategy for online course design and instruction, Bartolotta dedicates chapter eighteen to present one usability test in addition to explaining how instructors can set up other usability tests. This promotes a user-experience approach as the author positions students as the testers of their courses rather than the instructors. In Chapter nineteen, Stone presents a case for redesigning a face-to-face community-engaged course into an asynchronous online course. The author, following the PARS approach, refers to students' needs as the "sweet spot" that should be considered when designing online courses (317). Finally, the last chapter, Ledgerwood, creates a connection between HyperDocs, the PARS approach, and multimodality,

promoting a user-centered approach to online writing instruction. The number of ideas surrounding user experience in online writing instruction for this section echoes Borgman's and McArdle's argument that "online courses [are] complex ecosystems of activity" (273).

To sum up, this edited collection responds to the growing need for online writing instruction caused by the COVID-19 pandemic. The authors of the chapters implement, extend, analyze, and reflect on the PARS approach in their design, instruction, and administration of online writing courses. In addition, this collection presents a wide range of voices, including professors, instructors, and graduate students working in different online writing contexts such as technical writing, first year writing, and community-engaged writing courses. Moreover, even though the chapters do not follow a specific organizational pattern, they all follow a pattern that starts with presentations and discussions of their experiences followed by recommendations for readers to implement and extend their practices. This is translated in the editors' conclusion highlighting the "Moving Day" as a chance for all readers to take this further to new courses, student populations, and institutional contexts (Borgman and McArdle 353). The book plays the role of go-to resource that is full of successful practices, digital tools, and recommendations for instructors teaching writing online with or without institutional or administrative support.

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Works Cited

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