Writing this review gave this teacher, first and foremost, the excuse to read a book she had been wanting to read. However, it also constructed a space to critically reflect upon the book's ideas and theories, thinking about how they related to:

- her use of the web as a learning environment; and,
- her department as a contextualized location that supports various teaching theories and methodologies.

Submitting reviews of books and articles about classroom practices in local publications is a great way to start bridging the gap between personalized reflection and rhetoricized presentation. In our chapter we mention that an example of copia might be an unsent letter to the editor of a local newspaper. This review functions similarly as a submitted example of looping and linking, reflection and connection.

Arizona State University Preparing Future Faculty Portfolio

Shelley Rodrigo Blanchard
1999-2001
Review: *Web Teaching Guide*

Who:
xxxx **Writing Programs (outside link)** newsletter, *Writing Notes* 2.3

What:
I reviewed:
Horton, Sarah. *Web Teaching Guide: A Practical Approach to Creating Course Web Sites*. New Haven: Yale UP, 2000. 242 pages.

When:
Writing Notes 2.3, February 27, 2001

Where:
ASU Main

Why this particular experience?
I was able to blur the boundaries between research, teaching, and service by reviewing a book I had read because of my own research and teaching interests.

How did this facilitate professional development?
I shared knowledge with my colleagues and was able to practice writing a review in a "safe" publication.

Review: *Web Teaching Guide: A Practical Approach to Creating Course Web Sites*
By Sarah Horton
Yale University Press, New Haven, 2000. 242 pages.
Reviewed by Shelley Rodrigo Blanchard
Writing Notes 2.3, February 27, 2001, Page 5

Sarah Horton's *Web Teaching Guide: A Practical Approach to Creating Course Websites* is a useful text for beginning, intermediate, and advanced pedagogical web designers alike. Although she specifies that this text is directed to instructors using web pages to supplement face-to-face instruction, her guidelines, suggestions, and tips are almost all valid for someone developing either a hybrid and/or a completely online course.

Horton breaks up her book into five sections: Planning, Developing content, Creating the site, Using the site, and Site assessment. Each main chapter is nicely subdivided into other sections and further subsections. Horton concludes the major subsections of each chapter with questions that function to both review the subsection and act as heuristics for web site development.

The *Web Teaching Guide* includes lots of pertinent information that instructor-designers (teachers who are responsible for developing their own web materials, with little or no technological support) will find extremely useful. For example, Horton spends time differentiating between gif and jpeg picture/illustration files. And more importantly, while discussing these technological differences, she uses language that is easy to understand. For example, after giving the technical/logistical details of what a gif file is, she concludes the paragraph with "In its simplest form, the compression scheme identifies the first occurrence of the color and then stores the color value along with the number of times it appears in succession" (165). This balance between technical/logistical details and "plain language" descriptions is what makes the Web Teaching Guide useful for almost everyone.

Although Horton spends two-thirds of the book on the "Developing content" and "Creating the site" chapters, she does encourage readers to make the pedagogical connections, especially in chapters three through five. In the first chapter, "Planning," Horton summarizes the second subsection "Defining Objectives" with the following questions:
· Is the focus of your project well defined?
· Does a course web site fit comfortably within your overall teaching approach?
· Do you have a clear sense of how you intend to use the site?
· Seeing your plan sketched out, would you say that your expectations are realistic?
· Show the proposal to your computing support staff: Do they think that your expectations are realistic? (22)
These questions start merging concerns between the technological, the pedagogical, and the practical. I will admit, however, that I think she could have made stronger connections between the technical and the pedagogical in the two more technologically directed chapters, "Developing content" and "Creating the site." In other words, it would have been very useful if her review questions consistently emphasized a return to the reflective consideration of how teaching and technology theoretically interact.

To conclude, I think Horton's *Web Teaching Guide* begins to fill a major gap in the literature of teaching with technology. It is neither a utopian embrace of new technologies' strengths, nor a paranoid denial of technologies' weaknesses. It is also neither a complex technological manual nor a simple how-to guide that ignores attempts to raise or make theoretical/pedagogical issues a part of the message. Instead, *Web Teaching Guide* is a practical guide that does two important things. First, it recognizes that many instructors are also their own technological designers and developers. Second, it also begins to make critical connections between technological strengths, weaknesses, and logistics in the context of teaching.