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Dear Dr Dianne Conrad and Prof. Rory McGreal,

I wish to submit an original research article titled “Epistemologies revealed on Academic Writing MOOCs” for consideration by *The International Review of Research in Open and Distributed Learning*. I hereby confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

In this paper, I argued that writing Massive Open Online Courses (MOOCs) still have strong tendencies to stick to a traditional model of teaching and learning of writing. This is significant because the findings represent that writing MOOCs usually focus on teaching and learning textual structures rather than addressing a broader view of written languages such as social contexts even though there are various writing theories. Six academic writing for MOOCs at college level were explored by analyzing video lectures, syllabi and assignments to identify what epistemologies revealed within each course.

This research provides a framework for the exploration of writing MOOCs. Furthermore, this study has capacity towards enhancing our understanding of epistemologies, digital spaces and language learning online. The findings of this research complement those of recent studies published by *The International Review of Research in Open and Distributed Learning* (e.g., Chen, 2014; Comer, Clark, & Canelas, 2014; Murugaiah & Thang, 2010; Reilly, Stafford, Williams, & Corliss, 2014; Suen, 2014). These findings will be of great interest to both literacy scholars and educators as they have important implications for teaching and learning written languages in online platform. I therefore believe *The International Review of Research in Open and Distributed Learning* would be the ideal forum to highlight this new information.

I have no conflicts of interest to disclose.

Thank you for your consideration of this manuscript.

Yours sincerely,

