Introduction
This poster is a visual study of ways to engage students in online classes. No matter the technological tools or platforms that deliver our online classes, the one constant that connects our teaching endeavors, from the first schools of the sophists and Isocrates to now, is our relationship with our students. But students often feel remote and alienated in online settings. The key practice in this inquiry is the weekly discussion forum, both classic and innovative, that invites both students and teacher to engage in "interesting and human ways" (from writing student Darla) with one another.

Materials and Methods
A productive method of data analysis is grounded theory, which allows study participants to "speak" without imposing a pre-existing theoretical stance. My site of investigation is a rhetoric class in a large urban public university. Material consists of student comment and descriptive research. I focus on two discrete weekly forums – classic and innovative – that define this pedagogy as together we create it.

Academic Forum: Classic
Weekly academic forums are an opportunity to teach writing as an art and craft, or use writing to teach across the curriculum. Questions can be framed by the teacher, students, or student groups, based on an issue in reading, writing, or class topic. Example: My "Dream America" course forum asks students to choose their own topics within that theme and create a graphic essay in which they piece together a story or argument to see how texts are physically constructed. Forum discussion of graphic essays promotes academic and courteous engagement.

Quarantine Forum
A semester-long forum can constitute, and be constituted by, the story of a given course or, in this case, a shared community experience. Example: The optional quarantine forum in Spring – Autumn 2020 asks students to tell the story of their experiences. In a companion forum they create together a playlist that expresses their feelings and ideas about the quarantine. Students are asked to post their stories, texts, and links to songs, and respond supportively to one another. Rate of participation: 60 – 84%

Data: How To Foster Engagement in Students? Ask Them.
Monica A big reason I enjoyed this class is because it’s much more interactive than others I took. Learning online can feel cold and lonely.
Yesi There’s comfort in knowing the person behind the screen is human like you.
Sam In this world I could express exactly what I feel.
Xavier Interacting with students makes the class fun, and they’ll love the class more.
Mikitha We have all learned a lot from each other during these trying times, the COVID pandemic and the Black Lives Matter movement.

Conclusion: Online writing class needs us to welcome each student, listen, read, respond. Online classes need us to be there.