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Hilton Hallock, Cultural Foundations of Education and the Graduate School  
Tobi Jacobi, Composition and Cultural Rhetoric

Chapter one presents the theoretical and pedagogical framework for the text. It highlights the authors' understanding of how using writing to teach influences the classroom environment and learning outcomes.

**Two: Writing as a Teaching Tool in Syllabus and Assignment Design** 20

Payal Banerjee, Sociology

Chapter two suggests ways to imagine your syllabus as a written tool for communicating with students and for inviting student engagement with course activities. It discusses the design of writing assignments and gives examples of a range of exercises.

**Three: Using Writing to Promote Critical Thinking** 30

Monique Schmidt, English

Chapter three encourages teachers to raise student awareness of the purposes, audiences, and central claims of texts by using writing activities. Sample exercises are provided to illustrate ways to use writing to move students into more focused and critical analyses of information and research.

## **Four: Processes of Composing**

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Tobi Jacobi, *Composition and Cultural Rhetoric*

Hilton Hallock, *Cultural Foundations of Education and the Graduate School*

Chapter four acknowledges the varied processes students experience. It outlines specific classroom activities and exercises for using writing at various stages of composing (inventing, drafting, revising, editing). It raises pedagogical considerations at each stage and names concrete strategies for applying such considerations to the classroom. It also addresses some of the concerns about writing process commonly raised by students and teachers.

## **Five: Content and Form**

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Dave Steitz, *Experimental Psychology*

Chapter five addresses the complex relationship between content and form, purpose and audience. It also recognizes differences in disciplinary expectations. The chapter concludes with an illustration of two forms of academic writing (empirical research papers and analytical essays) and discusses how instructors can assist students in developing these types of assignments.

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Cheryl Najarian, *Sociology and Women's Studies*

Chapter six identifies the responsibility we face when student backgrounds, difficult or controversial topics, time constraints, and stylistic choices, how teachers respond to student work. It also lays out a set of strategies for addressing such challenges and outlines alternative methods of providing feedback and developing expectations.

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John Draeger, Philosophy

Chapter seven offers strategies for developing and revising grading criteria. It also addresses grade distribution/inflation and the power of critical evaluation.

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Kara Bopp, Experimental Psychology

Chapter eight outlines various types of academic dishonesty in writing and suggests preventative methods such as developing strategic assignments and honor codes. It also offers ways to become aware of and handle instances of academic dishonesty.

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This appendix includes summaries of University services that might be useful to instructors using writing in their teaching. For a more complete description of these and other resources, see the *Student Handbook* or the University website.

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