A Reader’s Guide for *Using Writing to Teach*

This text represents a year of research, dialogue, collaboration, and difference between teachers and scholars from at least nine disciplines at Syracuse University. The conversations and resources gathered here are intended to function as a practical and pedagogical tool for using writing in the university classroom. It is written in such a way that readers can use it as a linear text or as a sourcebook for specific questions, concerns, and teaching needs.

Within each chapter, specific symbols indicate a focus on teaching ideas or pedagogical considerations.

*My first class as a freshman . . .*  
Student and teacher quotations open each chapter and represent the diverse voices that have contributed to the book.

Things To Consider  
The broken puzzle pieces mark pedagogical considerations.

Teaching Ideas  
The abstract puzzle marks teaching ideas.

See Chapter X for more information on the current topic.  
Notes in the margins indicate a link to another section of the book where a similar topic is presented and/or expanded upon.
Professional development

Additionally, there are a number of ways that the work of this book might be applied and for extended departmental use.

- Professional development workshops on using writing to teach.
- Creation of an online discipline-specific sourcebook.
- Development of discipline-specific/interdisciplinary applications (classroom activities, assignments, etc.).
- Addition to the department resource library.