

<b>Writing to Learn</b>	<b>Learning to Write</b>
Emphasis on teaching course content through having students actively engage information and ideas.	Emphasis on students developing writing skills and strategies.
“Getting better” as a writer is an indirect side benefit.	“Getting better” as a writer is a direct and primary goal.
Class time features relatively little direct instruction on writing.	Class time features direct instruction on writing (teaching strategies, workshopping, etc.)
Frequent shorter writings are prominent.	Frequent shorter writings are prominent.
Students generally don’t revise much writing after professor feedback.	Students are often required to revise writings after professor and/or peer feedback.
The focus of the course is on assigned readings, practices, or topics.	The focus of the course is on the students’ texts.
Response tends to focus on quality and accuracy of student thought and engagement.	Response tends to focus on both on quality and accuracy of student thought and engagement and on matters of presentation (rhetorical effectiveness, adherence to conventions, etc.)
Types of writing assigned may be characteristic primarily of academic settings and assigned in order to facilitate learning. (microthemes, journals, reading responses, etc.)	Types of writing assigned may, additionally, emulate professional discourses.
Can be used in any class, large or small.	At some point requires relatively fewer students because of time involved.
Presumes no special knowledge about writing on the part of the instructor.	Asks instructors to gain some modest knowledge about the development of writing abilities and conventions of the “target genres.”

Faculty with graduate training in the teaching of writing have generally studied and produced research in the areas of rhetorical theory and history; linguistic and discourse analysis; the development of student writing abilities; assessment; the analysis of individual student writing needs; composition pedagogy; and so on. They have also developed extensive “clinical experience” working with writers. But you don’t need that expertise to be helpful!

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