ENGL 6907 - Teaching of Writing

Fall 2026 Syllabus, Section 02, CRN 41363,

Credit hours: 3

Instructor

Diana Awad Scrocco

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Public Instructor Information

Instructor Title: Professor

Instructor Professional Qualifications:

Ph.D., English: Rhetoric & Composition, Kent State University, 2012

M.A., English: Literature & Writing, Kent State University, 2008

B.A., English and Psychology, Youngstown State University, 2006

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Course Description

6907. Teaching of Writing. Problems, issues, practices, and research that affect the teaching of writing at various grade levels and in college courses. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Reaching All Writers: A Pedagogical Guide for Evolving College Writing Classrooms	Joanne Baird Giordano, Holly Hassel, Jennifer Heinert, Cassandra Phillips	9781646425372

REQUIRED Readings:

Alley, M., Schreiber, M., Ramsdell, K., & Muffo, J. (2005). Pilot testing of a new design for presentation. *Journal of Technical Writing and Communication, 35*(4), 421–432.

Apostel, S. (2019). Prezi and PowerPoints designed to engage: Getting the most out of quick-and-dirty pathos. In L. A. Sabatino & B. Fallon (Eds.), *Multimodal composing: Strategies for twenty-first-century writing consultations* (pp. 81–96). Utah State University Press.

Baker, K. M. (2016). Peer review as a strategy for improving students' writing process. *Active Learning in Higher Education, 17*(3), 179–192.

Blackwell-Starnes, K. (2025). "I prefer my own writing": Engaging first-year writers' agency with generative AI. *Thresholds in Education, 48*(1), 25–39.

Brookfield, S. D. (2017). What is critically reflective practice? In *Becoming a critically reflective teacher* (2nd ed., pp. 1–19). Jossey-Bass.

Eng, N. (2022, May 2). Want students to do the reading? Assign tasks, not texts. *The Teaching Professor*.

Howard, R. M., Serviss, T., & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing & Pedagogy, 2*(2), 177–192.

Lamb, M. R. (2010). Teaching nonfiction through rhetorical reading. *English Journal, 99*(4), 43–49.

Lindenman, H., Camper, M., Jacoby, L. D., & Enoch, J. (2018). Revision and reflection: A study of (dis)connections between writing knowledge and writing practice. *College Composition and Communication, 69*(4), 581–611.

Mackiewicz, J. (2008). Comparing PowerPoint experts' and university students' opinions about PowerPoint presentations. *Journal of Technical Writing and Communication, 38*(2), 149–165.

Shanmugaraj, N., Wolfe, J., & Wodzak, S. (2020). Rhetorically-grounded paraphrasing instruction: Knowledge telling versus transforming. *Composition Forum, 43*.

Tengberg, M., & Olin-Scheller, C. (2016). Developing critical reading of argumentative text: Effects of a comprehension strategy intervention. *Journal of Language Teaching and Research, 7*(4), 635–645.

Thonney, T. (2011). Teaching the conventions of academic discourse. *Teaching English in the Two-Year College, 38*(4), 347–362.

To, J., & Carless, D. (2016). Making productive use of exemplars: Peer discussion and teacher guidance for positive transfer of strategies. *Journal of Further and Higher Education, 40*(6), 746–764.

Underwood, J. S., & Tregidgo, A. P. (2006). Improving student writing through effective feedback: Best practices and recommendations. *Journal of Teaching Writing, 22*(2), 73–98.

Velasquez, E., & Teston, C. (2026). "It's giving AI": Reading ambiguously-authored texts and the role of felt sense. *Journal of Writing Research, 17*(3), 581–619.

OPTIONAL Readings:

Anson, C. M. (2013). Process pedagogy and its legacy. In A. Rupiper Taggart, K. Schick, & H. B. Hessler (Eds.), *A guide to composition pedagogies* (2nd ed., pp. 212–230). Oxford University Press.

Awad Scrocco, D. L. (2012). Do you care to add something? Articulating the student interlocutor's voice in writing response dialogue. *Teaching English in the Two-Year College, 39*(3), 274–292.

Brannon, L., & Knoblauch, C. H. (1982). On students' rights to their own texts: A model of teacher response. *College Composition and Communication, 33*(2), 157–166.

Brookfield, S. D. (2017). Uncovering assumptions of power. In *Becoming a critically reflective teacher* (2nd ed., pp. 21–37). Jossey-Bass.

Dolmage, J. (2008). Mapping composition: Inviting disability in the front door. In C. Lewiecki-Wilson & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook* (pp. 14–27). Bedford/St. Martin's.

Graff, G. (2003). *Clueless in academe: How schooling obscures the life of the mind*. Yale University Press.

Lewis, L., & Alden, P. (2007). What we can learn about writing blocks from college students with output problems, strong writing skills, and attentional difficulties. *Journal of Teaching Writing, 23*(1), 115–146.

Rodrigo, R., & Mitchum, C. (2024). *Teaching literacy online: Engaging, analyzing, and producing in multiple media*. National Council of Teachers of English.

Sabatino, L. A. (2019). Design theory and multimodal consulting. In L. A. Sabatino & B. Fallon (Eds.), *Multimodal composing: Strategies for twenty-first-century writing consultations* (pp. 3–22). Utah State University Press.

Sommers, N. (1980). Revision strategies of student writers and experienced adult writers. *College Composition and Communication, 31*(4), 378–388.

Wardle, E. (2007). Understanding "transfer" from FYC: Preliminary results of a longitudinal study. *WPA: Writing Program Administration, 31*(1–2), 65–85.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Mon	8/24	None	Introduction to Composition Pedagogy	
Mon	8/31	Giordano et al., 2023, Chapter 2, "Practices for Teaching Effective and Equitable Writing Courses" (pp. 24-40) Brookfield, 2017, "What is Critically Reflective Practice?" (pp. 1-19) *OPTIONAL: Brookfield, 2017, "Uncovering Assumptions of Power" (pp. 21-37)	Critically Reflective Practice	Reading Response 1
Mon	9/7	No Class		
Mon	9/14	Giordano et al., 2023, Chapter 3, "Thinking Like a Writer: Translating Threshold Concepts" (pp. 63-79) Giordano et al., 2023, Chapter 6, "Writing Processes Are Individualized, Require Readers, and Require Revision" (pp. 142-161) *OPTIONAL: Anson, 2013, "Process Pedagogy and Its Legacy"	Teaching the Writing Process	Reading Response 2
Mon	9/21	Alley et al., 2005, "Pilot Testing of a New Design for Presentation" Apostel, 2019, "Prezi and PowerPoints Designed to Engage" Mackiewicz, 2008, "Comparing PowerPoint Experts' and University Students' Opinions about PowerPoint Presentations" *OPTIONAL: Sabatino, 2019, "Design Theory and Multimodal Consulting"	Visual and Digital Pedagogies	Journal Analysis Presentation PPT Draft due for Peer Review
Mon	9/28	Giordano et al., 2023, Chapter 7, "Reading and Writing Are Interconnected Activities" (pp. 167-187) Eng, 2022, "Want Students to Do the Reading? Assign Tasks, Not Texts" Lamb, 2010, "Teaching Nonfiction through Rhetorical Reading" Tengberg and Olin-Scheller, 2016, "Developing Critical Reading of Argumentative Text"	Reading in the Writing Classroom	Reading Response 3 Journal Analysis Presentation Due
Mon	10/5	Giordano et al., 2023, Chapter 5, "Writers Write for Different Purposes and Audiences...in Genres" (pp. 108-125) Thonney, 2011, "Teaching the Conventions of Academic Discourse" *OPTIONAL: Graff, 2003, "Clueless in Academia"	Teaching Research Writing	Reading Response 4 Draft of Pedagogy Project Proposal due for Peer Review (in class) Final Pedagogy Project Proposal Due Friday

Mon	10/12	Howard et al., 2010, “Writing from Sources, Writing from Sentences” Shanmugaraj et al., 2020, "Rhetorically Grounded Paraphrasing Instruction" Blackwell-Starnes, 2025, “'I Prefer My Own Writing': Engaging First-Year Writers' Agency with Generative AI" *OPTIONAL: Rodrigo & Mitchum, 2023, "Guiding Principles for Teaching Literacies Online"	Addressing Patchwriting, Plagiarism in the Writing Classroom	Reading Response 5
Mon	10/19	Giordano et al., 2023, Chapter 4, "Writing Can Be Taught and Learned" (pp. 83-103) Baker, 2016, "Peer Review as a Strategy" *OPTIONAL: Lewis & Alden, 2007, "What We Can Learn about Writing Blocks..."	Conferencing and Peer Reviewing in the Writing Classroom	Reading Response 6
Mon	10/26	To and Carless, 2015, "Making Productive Use of Exemplars" Underwood & Tregidgo, 2006, "Improving Student Writing Through Effective Feedback: Best Practices and Recommendations" *OPTIONAL: Awad Scrocco, 2012, "Do You Care to Add Something?"	Responding to Student Writing	Reading Response 7 Draft of Annotated Bibliography Visual Aid due for Peer Review
Mon	11/2	*OPTIONAL: Dolmage, 2008, "Mapping Composition Inviting Disability in the Front Door"	Responding to Student Writing	Pedagogy Project Annotated Bibliography Presentation Due
Mon	11/9	Giordano et al., 2023, Chapter 8, "Writers Make Choices about Language Within Cultural and Social Situations" (pp. 191-207) Lindenman et al., 2018, "Revision and Reflection”	Revision in the Writing Classroom	Reading Response 8
Mon	11/16	*OPTIONAL: Wardle, 2007, “Understanding ‘Transfer’ from FYC”	Peer Review: Pedagogy Project Paper Half Draft	Pedagogy Project Half Draft due for Peer Review
Mon	11/23	Velasquez & Teston, 2026, “'It’s Giving AI': Reading Ambiguously-Authored Texts and the Role of Felt Sense *OPTIONAL: Brannon & Knoblauch, 1982, “On Students’ Rights to Their Own Texts” *OPTIONAL: Sommers, 1980, “Revision Strategies of Student Writer”	Artificial Intelligence Tools in the Writing Classroom	BONUS Reading Response
Mon	11/30		Peer Review: Pedagogy Project Paper Full Draft	Pedagogy Project Full Draft due for Peer Review
Mon	12/7			Pedagogy Project Final Draft Due Pedagogy Project Final Presentation Due

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