

Report from the Field

Writing Beyond the Keyboard: Teaching Disengagement as Part of the Writing Process

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In this report, disengagement is distinguished from procrastination and identified as an important part of the writing process. Three first-year writing students were interviewed about how they disengage from writing and how this disengagement ultimately helps them to reach their writing goals. Because the effects of disengagement suggest that writing may be more expansive than generally understood, assignments encouraging disengagement should be included in composition pedagogy and first-year writing curricula.

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