**GLCA: Teaching Writing to Multilingual Writers, *Assignment Design and Scaffolding***

Sample 15-Week Schedule

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| **Week** | **In Class** | **Assigned Homework** |
| **1** | *Reflecting on past writing experiences/assumptions*  Student Reflective Assignment (30 minutes) or Writing Styles Questionnaire (20 minutes)  Disciplinary Writing Discovery Activity (50 minutes) | Writer’s Autobiography Assignment |
| **2** | *Analyzing writing prompts/differences*  Prompt Analysis Activity (faculty may also wish to collect and provide additional prompt samples of their own or from colleagues) |  |
| **3** | *Faculty walk-through of excellent model paper* (30 minutes) |  |
| **4** | *Faculty walk-through of other model papers - Discovering insufficiencies of models* (30 minutes) |  |
| **5** | *Co-construction of a short portion of text in response to a prompt, as a class and with faculty input/suggestions* (30 minutes) |  |
| **6** | *Individual building of texts* (can be started in class for 20 minutes or completed totally outside of class) | Individual scaffolded activities 1-3, 1st paragraph/subpoint |
| **7** | *Individual building of texts* (can be started in class for 20 minutes or completed totally outside of class) | Individual scaffolded activities 1-3, 2nd paragraph/subpoint |
| **8** | *Individual building of texts* (can be started in class for 20 minutes or completed totally outside of class) | Individual scaffolded activities 1-3, 3rd paragraph/subpoint |
| **9** | *Peer feedback on scaffolded activities* (30 minutes) | Individually completed first draft of text |
| **10** | *Faculty-student writing conferences for formative feedback* (10-15 minutes per student)  Sample Formative Feedback on Student Paper  See also module on **Peer and Instructor Feedback** |  |
| **11** | *Group analysis of selected completed texts – comparing response to prompt, assigning rubric grade* (30 minutes) |  |
| **12** | *Fine-tuning*  Paragraph analysis activity (50 minutes)  Peer feedback/revision of first draft (30 minutes) | Read Helpful Language for Description, Analysis, and Argumentation |
| **13** | *Student reflection on learning throughout the semester (to be completed outside of class)* | Students add 1-2 additional paragraphs to their essay from the Writer’s Autobiography Assignment;  Continued drafting/revision of first draft |
| **14** | *Peer feedback & Faculty-student writing conferences for formative feedback* (10-15 minutes per student)  Sample Formative Feedback on Student Paper  See also module on **Peer and Instructor Feedback** | Continued drafting/revision of first draft |
| **15** | *In-class discussion on the additional reflection added to Writer’s Autobiography assignment* (15 minutes)  *Faculty-student writing conferences for formative feedback* (10-15 minutes per student) |  |