**GLCA: Teaching Writing to Multilingual Writers,** *College of Wooster, November 1-3, 2019*

***Assignment Design and Scaffolding,*** *Carla Reyes and Linda Weaver*

**Faculty Resource: Scaffolding Workshop**

1. The beginning of the workshop asked participants to consider “What’s missing” from students’ work – in other words, how are students not meeting your expectations? What are the most important skills/characteristics of good writing that you want to see reflected in student writing that students consistently struggle with mastering?

Choose one of these at a time and think through possible scaffolding activities using the following questions:

1. Do you want to use class time for scaffolding or do you need to use out-of-class assignments?
   1. If in class, how much time can you devote to scaffolding activities?
   2. Are there campus resources that can assist in scaffolding? (i.e., can library staff help teach students how to research?)
   3. Can some scaffolding be done through a handout, reading assignment, etc.?
2. Brainstorm ways to incorporate scaffolding activities.

List of Possible Scaffolding

* Brainstorming
* Modeling
* Sample papers
* Analyzing flawed and proficient texts
* Process approach /drafting
* Demonstrating composition process
* Co-constructing
* Giving language
* “Process” or task specific mini-assignments