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

 ***Assignment Design and Scaffolding***

**Student Activity: Paragraph Analysis Knowledge Display and Transformation**

**Rationale:**

Undergraduate writing in English can largely be classified into four genres which build upon one another: descriptive writing, analytical writing, argumentative writing, and critique (Humphrey & Economou, 2015). Many multilingual writers struggle with not only the grammatical choices necessary for constructing sentences that accomplish the “higher order” writing skills, but also with how to flesh out critical observations in a way that is convincing, sophisticated, and importantly, *sufficiently elaborated* (Fordesen & Lashmet, 2019). Therefore, a series of scaffolded activities that bring students through the building blocks of a critical essay will allow multilingual writers to understand different rhetorical frames of expression and thereby more effectively construct advanced texts that meet assignment expectations.

**Considerations:**

This activity includes tasks that are primarily about noticing the rhetorical and linguistic features of analytical texts at the paragraph level. An extension of this activity could be to go through model papers from previous sections of the course; this would allow for attention to form and function over an extended text, as well as for faculty to instruct students on discipline-specific vocabulary and grammar choices not contained in these samples. Such an extension could be done in-class as a faculty-led modelling exercise (Cotterall & Cohen, 2013) or assigned for homework and followed-up in class. Moreover, this paragraph analysis activity can be built on by moving to productive ones (see additional sample scaffolded writing activities in this module.)

**Paragraph Analysis Activities: Knowledge Display vs. Knowledge Transformation**

**Adapted from: Pessoa, S., Mitchell, T. D., Gomez-Laich, M. P., Maune, M., & Miller, R. T. (2019). *Scaffolding student argumentative writing across the disciplines through explicit instruction*. Atlanta, GA: TESOL 2019 International Convention.**

**Task 1: Genre, Purpose, & Language**

Pair each history text with one IS text based on similarities in purpose and language. Explain your groupings by considering these questions:

1. What is the purpose of each pair? How do you know?

2. Which pair(s) is/are more analytical and why?

3. What is a salient difference between text 2 and 3 in each set?

**History Text 1:**

At the beginning of Christian era, there were four divergent disease pools. This led to the possibility of more infections as a result of communication over regions through trade practice.

Before the Christian era, epidemic diseases caused frequent deaths in Greece and contributed to Athenians’ failed attempt to conquer Sparta. Also China and Mediterranean had different epidemics like yellow fever and malaria. The condition of warm climate in India increased the infectious diseases. In addition, India had smallpox infection at that time. Before the Christian era, people did not move between these regions. Infections only spread across the regions in exceptional cases.

During the Christian era trade caused the spread of disease when people from China and India went to the Mediterranean…

**History Text 2:**

Disease influenced culture in three ways. It shaped social class formations and relations, religious beliefs, and the overall survival of a culture in the face of foreign invasion.

One way that disease influenced culture was by influencing the formation of social classes and how the classes related to each other. For example, in India, disease contributed to the formation of the caste system which led to an increased gap between the farmer peasants and the upper-class rulers, religious figures, and landlords. Farmers who were working in the fields got infectious diseases and parasites. As a result, they were classified as “untouchables” to keep the higher classes from getting these diseases.

Another effect of disease on culture was the shaping of religious beliefs…

**History Text 3**:

Based on my reading of McNeill’s *Plagues and* Peoples, it is clear that disease influenced culture significantly because it shaped social class formations and relations, religious beliefs, and the overall survival of a culture in the face of foreign invasion.

The significant influence of disease on culture may be seen by considering its role in the formation of social classes and how the classes related to each other. For example, in India, McNeill provides evidence indicating how disease played a role in the formation of the caste system and increased the gap between the farmer peasants and the upper-class rulers, religious figures, and landlords. According to McNeill, “the caste organization in Indian society may have partly been a response to the kind of epidemiological standoff that arose when intrusive Aryans… encountered ‘forest folk’ who had acquired tolerances for formidable local infections” (p. 110). This shows that the caste system may have been a strategy to keep the upper class away from the farmers who were more likely to be immune to diseases that would harm the upper class. Thus, the peasants were classified as “untouchables” to keep the higher classes from getting these diseases. Although it is possible that there were other contributing factors to the formation of the caste system, McNeill provides strong evidence that disease shaped culture in this way.

The influence of disease on religious beliefs is particularly noteworthy because these effects can be observed in diverse religions across several countries….

**Information Systems Text 1**

Innovation is the process of implementing new ideas to create value for an organization and it is crucial to the continuing growth of an organization. There are different types of innovation: product innovation, process innovation, disruptive innovation, incremental innovation and complementary innovation. As the names suggest, product and process innovation relate to… Disruptive innovation refers to… Incremental innovation is the process of producing small improvements or upgrades to a company’s existing products, services, etc. Complementary innovation refers to the process of creating new products that ‘complement’ a company’s existing products in order to enhance the original product.

Since LEGO was founded, the company has used a great deal of innovation. When it was founded, LEGO used oil-based and non-sustainable plastic to make its bricks. Recently, LEGO changed to more sustainable materials…

**Information Systems Text 2**

Innovation is the process of implementing new ideas to create value for an organization and it is crucial to the continuing growth of an organization. There are different types of innovation: product innovation, process innovation, disruptive innovation, incremental innovation and complementary innovation. LEGO implemented two of these types of innovation: incremental and complementary.

Incremental innovation is the process of producing small improvements or upgrades to a company’s existing products, services, etc. As detailed in the LEGO case, LEGO implemented incremental innovation when it changed the materials used to make its bricks. LEGO moved from using oil-based and non-sustainable plastic to using sustainable material to make its bricks.

Complementary innovation refers to the process of creating new products that ‘complement’ a company’s existing products in order to enhance the original product. LEGO used this type of innovation through licensing agreements with other products, movie productions, and the opening of theme parks […].

**Information Systems Text 3**

LEGO was successful in its approach to innovation, particularly in its use of complementary and incremental innovation. Complementary innovation is the process of creating new products that ‘complement’ a company’s existing products in order to enhance the original product. LEGO’s use of complementary innovation was successful because it led to an increase in profits and to the growth of the company’s customer base. One of the innovations that LEGO implemented that helped to increase its profit was obtaining licensing agreements to complement its products by producing Star Wars characters. According to professor McNally (2015), since obtaining this licensing arrangement, LEGO has sold over 200 million Star Wars LEGO boxes and “LEGO Star Wars continues to rank among the best-selling global toy lines” (p. 250). This shows the great success of this complementary innovation initiative. Another example of a complementary product that was a success is Bionicle, a line of LEGO construction toys that has become one of the company’s biggest-selling properties. Although some of the early complementary products that LEGO produced did not sell well (i.e., Znap), the majority of LEGO’s later complementary products were well-received by the public. This shows that LEGO was successful in the use of complementary innovation as it increased the company’ profits.

LEGO’s use of complementary innovation was also successful because it led to an increase in the number of customers..

LEGO was also successful in its use of incremental innovation….

**Task 2: Reasoning Positions**

1. Indicate whether each sentence is about **Information/Details, Course Concepts, or Information through the Lens of Course Details**.

2. Indicate the position each sentence takes: **I know, I see, I think, I conclude**.

3. Identify the logical relations from sentence to sentence: **Cause, Consequence, Purpose, others?**

**Text 1:**

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| 1 | Motivation, according to Victor H. Vroom (as cited in Aworemi, Abdul-Azeez, & Durowojo, 2011), is prioritizing a choice among other “alternative forms of voluntary activities” (p.78 Martinus, H. & Ramadanty, S., 2016), and the individual has complete autonomy over it. |
| 2 | People’s motivation is highly dependent on their perception on the value of effort and the belief that the effort will help the individual achieve the goal. |
| 3 | Therefore, having a group of different individuals makes the organization exposed to people that maintain different levels of motivation. |
| 4 | Having employees with different levels of motivations makes it harder for the organization to construct motivation strategies. |
| 5 | Moreover, people are motivated by different factors. |
| 6 | The motivation factors can be intrinsic factors, extrinsic factor, or a mixture of both. |
| 7 | Having people with very different mentalities and backgrounds entails that each individual will have different motives. |
| 8 | Thus, making it harder for the organization to motivate employees. |
| 9 | Overall, continuing to emphasizing differences and having an over diverse culture, will make the process of motivating employees more challenging and difficult. |

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| **Logical Relations** | **Position** | **Information/Details** | **Information through the Lens of Course Concepts** | **Course Concepts** |
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**Text 2:**

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| 1 | Leadership has a significant impact because it creates incentives that help the employees work towards accomplishing the company’s goals (Konopaske et al., 2018, p. 403). |
| 2 | If competition becomes the main goal that Whole Foods is pushing for, it will then change the direction of the organization’s leadership principles (Whole Foods Leadership Principles, 2018) from being purpose-driven, long-term oriented and empowering to a high-pressure, extremely competitive on an individual level and unproductive culture. |
| 3 | As this competition drive transforms the workplace culture into a high-intensity workplace culture, all the existing values and principles would be demolished. |
| 4 | For instance, this might force them to let go of their 5% donation policy to the local charities (p. 8, 00:04:39:15), because spending that money to invest in profit-driven causes would be more appealing. |
| 5 | The employees would suddenly feel forced to conform to a new, indistinct system that tacitly encourages competition, even on an individual level. |
| 6 | This will create many tensions between the employees which in turn will reduce the productivity level, due to the lack of collaboration. |

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| **Logical Relations** | **Position** | **Information/Details** | **Information through the Lens of Course Concepts** | **Course Concepts** |
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**Text 3:**

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| 1 | This competition-driven system will also affect the socialization between employees in Whole Foods.  |
| 2 | Socialization is a major factor of organizational culture because it facilitates the process of transmitting the organization’s values and supports collaboration (Knopaske et al., 2018, p. 41). |
| 3 | Looking at the Model of the Process of Organizational Socialization (Knopaske et al., 2018, p. 41), socialization also leads to a better performance, job satisfaction and high employee loyalty. |
| 4 | In the case of Whole Foods, this socialization has positively affected many practices within the company |
| 5 | like allowing the workers to vote on hiring decisions (p. 7, 00:03:22:16). |
| 6 | Conversely, focusing on competition might solely promote a competitive culture and abolish valuable socialization tactics. |
| 7 | If Whole Foods pushes for more competition, socialization will lead to a negative organization culture because the competitive culture will only promote rivalry between employees. |
| 8 | Such workplace environment has a virulent effect on employees because they are sensitive to their environment and surroundings, and thus, the performance will exacerbate.  |

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| **Logical Relations** | **Position** | **Information/Details** | **Information through the Lens of Course Concepts** | **Course Concepts** |
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