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

***Assignment Design and Scaffolding***

Sample Two-Week Schedule

**Day 1**

In class: Instructor models the completion of Task 1 of the *Disciplinary Writing Discovery Activity* with 2 different text types from a previous semester. Instructor comments on the effectiveness of rhetorical choices (from the chart) and the similarities/differences between the two texts. For example, if Text 1 is a response text and Text 2 is a research paper, the instructor may wish to point out why a short introductory sentence is appropriate for a response paper and why a longer one is necessary for a research paper.

Assigned for individual completion as homework: Writing Styles Questionnaire

**Day 2**

In class: In small groups, students complete the *Paragraph Analysis: Knowledge Display and Transformation* activity.

Assigned for individual completion as homework: Students re-read a relevant source text related to the assigned prompt and asked to notate information that is relevant to the prompt, places that remind them of relevant course concepts, and their reactions and/or opinions to information or ideas that stand out to them (essentially, with an eye towards knowledge display and knowledge transformation).

**Day 3**

In class: Instructor uses their own reflections from the *Guided Reflection on Assignment Expectations* to discuss with students the strengths and insufficiencies of 2 sample papers of an assigned text. As time allows, in pairs students work on the *Prompt Analysis Activity*.

Assigned for individual completion as homework: Students complete Activity 1 of *Sample Scaffolded Writing Activities*, using the assigned prompt.

**Day 4**

In class: Instructor and students begin to co-create a text in response to the assigned prompt using Activity 2 of *Sample Scaffolded Writing Activities*. For both content and form, suggestions and edits on preferred alternatives are offered by both the instructor and students.

Assigned for individual completion as homework: Students create their own texts using Activity 2 (and Activity 3 as appropriate) of *Sample Scaffolded Writing Activities.*

**Day 5**

In class (20-30 minutes): Either in an instructor-led group format or in small groups/pairs, students give and receive feedback on individually created texts based on the homework activities.

Assigned for individual completion as homework: Students continue independently drafting assigned text.

**Day 6**

In class (20-30 minutes): Either in an instructor-led group format or in small groups/pairs, students give and receive feedback on individually created texts based on the homework activities.

Assigned for individual completion as homework: Students continue independently drafting assigned text.