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

***Assignment Design and Scaffolding***

**Student Activity: Student Reflective Assignment**

**Rationale:**

Multilingual students are likely to bootstrap first-language writing practices onto second-language writing experiences. In these activities, students begin the first step in the process of adapting their writing practices: increasing their awareness. Faculty are also able to better understand the different linguistic and writing backgrounds that students come from, and may even see evidence of those backgrounds in the writing students produce. This allows faculty to provide more informed instruction and formative feedback in all aspects of scaffolding a student’s writing formation, as well as reduces pre-existing bias (Zhang, 2010).

**Considerations:**

This assignment would work best for an introductory course. The in-class portion could take about 30 minutes, and the assigned essay 1 week. Alternative adjustments to the essay could also include shortening it to 300-500 words or allowing students to record video blogs of at least 5 minutes in length. Additionally, to adapt this to a more advanced or discipline-specific writing course, it would be appropriate to suggest that students consider their history of writing in that discipline and how that compares/contrasts with other college-level writing they’ve done in the past.

**Reflection on Previous Writing Experiences**

From Zhang, Y. (2010). The Impact of ESL Writers’ Prior Writing Experience on Their Writing in College. NCTE. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/Books/CollegeLevel2/YufengZhang_final.pdf>

In Class:

Complete the following in-class activity individually.

*What is the most striking/unforgettable memory/feeling/experience to you as a writer (either writing in your native language or foreign language)? Write for about 15 minutes. Please provide as many specifics as possible.*

Afterwards, working with a partner (ideally, one who has a different educational background or path than you) discuss your experiences. All students will be asked to share one idea they wrote about with the whole class.

Assigned Essay:

Writer’s Autobiography Assignment

In a paper of 750–1000 words, write the story of your development as a writer—in both your native and second or foreign language(s). Consider your entire life, including preschool years, and do not limit yourself to school experiences.

Below are some areas of your experience to consider:

* people who influenced your writing
* memories of successes and failures in writing
* your attitudes toward writing (positive or negative, and why)
* your strengths and weaknesses in writing
* kinds of writing you have done
* in-class or out-of-class activities to guide or facilitate your writing

You need not write about all of these areas or follow this order in your paper; the purpose of thinking about these topics is to help you recover relevant memories. You need not address these areas with the same level of detail, either. Although the assignment asks you to focus on your writing history, you might have to include certain experiences that do not explicitly relate to writing but provide a context for those experiences.