

Sample Scaffolding

Basics

1. Assign elements of a paper (body paragraph, introduction, thesis, first draft, peer review, etc.) one at a time.
2. Take time in class or out of class to respond (however briefly) to students' work on paper elements.
3. Assign in-class activities to give students needed skills for the project.
 1. Give summary assignments if paraphrases and annotations are needed.
 2. When outside research is needed
 - assign a workshop in the library and
 - give source integration assignments.
 3. Utilize rubrics that reflect the writing assignment and *talk* with your students about the rubrics (perhaps have students create these rubrics).
4. Frequently remind students how the activities will prepare them for (and feed into) their writing assignments.
5. Remind students of how and why the assignment is connected to the discipline or course content.
6. Explain your writing process to students.
7. Explain how you scaffold writing for yourself (for example, many of us write with peer groups or collect data, review data, write a draft, and then review again to find our arguments).
 1. Knowing more about how teachers in the discipline write will reinforce stronger writing habits for students.

Samples

- In-class work for assignments where quotations/paraphrases should be used to argue a point (See Appendix A-C; these handouts are used with essays in a sequence).
- Thesis workshop where students write their thesis on a notecard, and the class critiques the thesis as they might critique art hung in a gallery (moving from one "masterpiece" to the next).
- The class is divided into groups, and each group must bring in an article from a scholarly journal. As a group, students write a Reference/Works Cited citation for the article (using their reference tools as they go—the *Writer's Reference* is a great source for your students to use!), annotate the article together, and summarize it. Students share their work with the rest of the class, giving the class a foundational experience for crafting an annotated bibliography or simply learning to read and cite scholarly sources.
- Peer review.
 - A guided peer review (perhaps using charts; see Appendix D and E for two examples) that specifically reflects and asks students to focus on the components which will be used for assessment can be extremely beneficial for improved writing.

Sample Sequences

Sequence 1 in a Political Science course

- Paper 1: Paraphrase and/or summary of a source or reading
- Paper 2: Short analysis of a passage or reading
- Paper 3: Analytical answer to a prompt
- Paper 4: Counter-Argument
- Paper 5: Argumentative Research paper

Sequence 2 in a English course

- Paper 1: Reader response
- Paper 2: Close reading
- Paper 3: Annotated Bibliography
- Paper 4: Short critique with synthesis
- Paper 5: Argumentative Research paper

Sequence 3 in Biology course

- Paper 1: Laboratory report
- Paper 2: Short paper connecting popular media science with concepts in course
- Paper 3: Literature or problem review
- Paper 4: Argumentative research paper
- Paper 5: Original research report (advanced classes)

Resources

- Charney, D. (2002). Teaching writing as a process. In Roen, D, et al., (Eds.). *Strategies for teaching first-year composition* (pp.92-96). Urbana: NCTE.
- Foster, H. (2003). Growing researchers using an information-retrieval scaffold. *Teaching English in the Two-year College*, 31(2): 170-178.
- Huot, B. & O'Neill, P. (2008). *Assessing writing: A critical sourcebook*. Urbana: NCTE.
- O'Brien, L. (2005). Building a scaffolding for student writing across the discipline in communication studies. In Segall, M. T., & Smart, R. (Eds.). *Direct from the disciplines: Writing across the curriculum* (pp. 18-27). Portsmouth: Boynton/Cook.
- Penn State University Composition Program Handbook. (2002). Sequencing writing projects in any composition class. In Roen, D, et al., (Eds.). *Strategies for teaching first-year composition* (pp. 134-136). Urbana: NCTE.
- Rose, D. (2008). Scaffolding academic literacy with indigenous health sciences students: An evaluative study. *Journal of English for Academic Purposes*, 7(3): 165-179,
- Sudol, D. (2002). Rhetorical situations and assignment sheets. In Roen, D, et al., (Eds.). *Strategies for teaching first-year composition* (pp.51-53). Urbana: NCTE.
- Villanueva, V. (2003). *Cross talk in comp theory*. Urbana: NCTE.
- White, E. M. (2007). *Assigning, responding, evaluating: A writing teacher's guide*, 4th ed. Boston: Bedford/St. Martin's.
- Wilhelm, K. H., & Wald, M. L. (1998). Instructional weaving: Models for scaffolding within and between courses. *TESL Canada*, 15(2): 1-12.

Appendix A: Understanding how sources help us make strong arguments (1st essay in a sequence)

In the chart below, read each statement carefully. Then, decide whether Martin Luther King, Jr. (MLK), White Moderates, and you would agree or disagree with the statement. In each column, circle **A** if you think that particular person/group would agree or **D** if you think the person or group would disagree with the statement.

<u>Statement</u>	<u>MLK</u>		<u>White Moderates</u>		<u>Page Number</u>	
	A	D	A	D		
MLK must defend his presence in the community.	A	D	A	D		
I am compelled to carry the gospel of freedom beyond my own home town.	A	D	A	D		
The Christian message alone will alleviate racism.	A	D	A	D		
Injustice anywhere is a threat to justice everywhere.	A	D	A	D		
Nonviolent direct action creates a crisis which leads to negotiation.	A	D	A	D		
Time cures all ills.	A	D	A	D		
Those in power will never relinquish power unless forced to.	A	D	A	D		
Breaking unjust laws leads to good or useful tension in a society.	A	D	A	D		
Timeliness is essential to accomplishing change.	A	D	A	D		
Black nationalist ideologies will bring peace to the U.S.	A	D	A	D		
Individuals who break laws to show their injustice actually have a high respect for law.	A	D	A	D		
Birmingham Police were right in their actions during the protest.	A	D	A	D		
Civil disobedience is good and necessary for progress	A	D	A	D		
Sarcasm makes a point more easily understood.	A	D	A	D		

Now, in your groups, come to a **consensus** on whether or not your group agrees with the statement. Consensus means that **everyone in the group agrees**. Circle **A** or **D** under the Group column once you have all agreed. Take some time and argue this out. Don't be a pushover! Stand up for your ideas and beliefs and really try to convince each other!

Appendix B: Using sources with a purpose (2nd essay in a sequence)

At the heart of what we do as writers is the rhetorical situation: purpose, audience and text. Equally important are Aristotle's rhetorical appeals (ethos, pathos, logos). Using your St. Martin handbook (pages 167 – 169; 192 – 208), define, in your own words what ethos, pathos and logos are from the perspective of a writer and of an analyst. After you have defined the terms, find 4 examples of each appeal in Part 1 of the Henrietta Lacks book. These examples should be specific, include page numbers and a brief explanation of why it fits. You may want to directly quote the text or paraphrase it before explaining how it fits.

	Ethos	Pathos	Logos
Definitions			
Example & Explanation 1 from Book			
Example & Explanation 2 from Book			
Example & Explanation 3 from Book			
Example & Explication 4 from Book			

Appendix C: Setting up for a Compare/Contrast Essay (3rd essay in a sequence)

Your name:

In the chart below, fill in each box according to these directions:

1. The boxes under “book” and “episode” should be filled in with a short-description of a scene you vividly remember (no need for page numbers for this chart) that you feel demonstrates the type of appeal (ethos, logos, pathos, ethics).
2. Then, under the “similarity or difference” column, list whether you believe these scenes show a similarity or difference between the two portrayals.
3. Under the “your response” column, write a little bit about why you think it’s a similarity or difference. Write a little bit about which technique you feel is working best. Write about your general reactions.
4. **After filling out the chart, answer these questions (you can answer them right here, on the handout):**
 - a. Which of these three appeals is most compelling to you?
 - b. Are there other examples that can illustrate the information you wrote in the boxes that correspond to that appeal?
 - c. Draft a working thesis based off the focus you've narrowed in on. Write it in the space below.

Type of Appeal	Book	Episode	Similarity or Difference?	Your Response?
Pathos				
Logos				
Ethics				
Ethos				

Appendix D: Peer review 1

Writer's Name: _____

Reviewer's Name: _____

Directions for the Writer:

1.) Please write two questions you have about how to improve your essay. These should **not** be yes/no questions but questions requiring a thoughtful response.

Directions for the Reviewer:

1.) Please answer the writer's two questions here. **Explain** your answers by using specific examples and details:

2.) What did you think was the best part of this essay? **Explain in detail** (using specific examples and details) why this was so good.

3.) Does the thesis statement meet the needs of the assignment? How do you know?

4.) Summarize the writer's thesis **in your own words**:

5.) Place an "X" in the first column (the "Completed" column) to indicate if the author has included the element in her/his letter. If the element is missing, leave this blank so the author knows s/he has to work on this still.

Complete	Element	Suggestions
	The paper is a rhetorical analysis (not a summary, not a regular analysis)	
	The paper does not summarize the texts	
	Every body paragraph has a Point	
	Every body paragraph has a least one quote/paraphrase to illustrate the point	
	Every body paragraph Explains how the illustration supports the Point and the Thesis	
	The paper does not use second person pronouns	
	Writer uses comma + FANBOYS correctly throughout	

6.) Help the writer remove wordiness, **especially prepositional phrases**, from her/his letter.

7.) Put second person pronouns in a square.

8.) Circle phrases and sentences where the writer's meaning is unclear to you.

9.) Offer further advice on how to improve:

Name of Writer _____

Name of Reviewer _____

Consider the following elements of the essay and put an **S** next to the areas that are strongest and a **W** next to the areas that are weaker. If an area has both strengths and weaknesses, please place an **M** in the space next to it.

Layout and Organization		Development and Structure	
Organized into clear paragraphs		Major ideas fully developed	
Thesis clearly stated		Points well supported	
Smooth transitions between ideas		Concrete examples	
		Stays on topic	
Style		Grammar and Mechanics	
Tone is appropriate for audience (formal language)		Grammar	
Writer's voice is authoritative		Punctuation	
Sentences and words are varied		Spelling	

Write a brief commentary on the essay using full sentences. Referring back to the table above, explain why the strongest areas are working well (why did you mark them **S**?) and how the areas that you marked weakest (**W**) might be improved. **Give specific advice and examples of how something might be changed.** Use the back of this sheet if necessary.

Make Sure You Complete the Following on Your Partner's Paper!

1. Check for Proper MLA formatting and SUGGEST CHANGES
2. Write at least one positive comment **and** one critical comment next to each paragraph.
3. Circle any informal language. Explain why it is informal (write in pen/pencil next to the word/phrase). Suggest something different
4. Put a box around anything that has been cited incorrectly.
5. Put a line through any derivatives of the word "you."
6. LOOK FOR COMPOUND SENTENCES and insert commas/semi-colons where appropriate.