

## Scaffolding Outline

**11:00am -12:45pm**

### **10-15 mins: Introduction**

- Who I am (new Engl Fac)
- What are my specialties
  - Writing Center studies
  - Digital and techno Rhetoric
  - Rhetoric and Composition pedagogy and assessment
- Why this workshop
  - As a campus invested in improving the writing of our students within the 4-5 years we act as their shepherds, this is one of the best ways to help improve their writing
  - Helps teacher to be less frustrated by student writing
  - Creates effective ways to use class time while helping students understand not only how to improve their writing, but how their writing is directly related to how and what they are learning
- Does anyone here already know something about scaffolding?
  - Alright, if you do, I'd like you to hold your thoughts until a little later in our workshop together
- For now, please go grab some lunch and come on back! We're going to really get into the subject once we're settled back at our tables

By 11:15, send them to the lunch line

11:25, 11:30 start again

### **10 mins: All of your are back at your tables!**

- Please bear with me because I know it can be hard to work while you eat, but let's try to use all of our time today to our advantages.
- As you eat, please discuss with those around you what writing assignments look like in your classes right now:
  - How do you assign writing?
  - How do students prepare for writing in your class?
  - How do you respond to writing?
  - Why do you do these things and assign writing or incorporate writing into your class in these ways?

### **15 mins: Share from around the room, 1 or 2 people per tables.**

- Now, I don't want you to do anything with this information yet except to keep all of this in mind. I'm going to tell you a bit about today's topic, and I'd like you to think about how what I'm saying matches up or does not match up with how you use writing in your classes

**15-20 mins: Powerpoint and lecture: What is scaffolding?**

**PLEASE feel free to ask questions as I go--feel free to interrupt or interject**

- Two types of scaffolding
  - Scaffolding
    - Activities that help them understand how to write for your discipline
    - Activities that help students understand the components of an essay and learn to write those types of components (ex. T/F)
    - This can also be more about the writing process, where we have different components of the final product due at different times throughout the process.
  - Sequencing
    - Here, assignments build on one another.
    - Instead of several unrelated writing assignments, assignments that can build over the course of the class will be helpful
      - example, beginning with an evaluation, followed by an analysis, leading to an argumentative research paper.
      - Example: I'm using an annotated bibliography that leads directly into their research paper
      - Which feeds directly into a multimodal "PSA" they will write
  - Which should we use?
    - BOTH whenever possible!
    - It may be that scaffolding is more probable or feasible for your courses

**15 mins:**

- Discuss how all of this matches up with what you've been doing so far in your classes

**15 mins:**

- Now, spend some time drafting what this might look like in one of your courses for next semester. How can you implement these ideas and techniques?
  - Feel free to share with the people around you as you write and bounce ideas off of each other. I'm going to come around and answer questions about your particular classes and scaffolding activities that you might do
  - I would like each of you to be able to leave today with a clear plan for how you might implement scaffolding in your courses in the future, especially in regards to any writing you might assign.

**15 mins: Conclusions**

- If anyone has any final questions, I can answer them in just a minute. If you have to sneak away and get back to your regularly scheduled day, that's fine, too.

- Please make sure you get a packet before you leave--I have various ideas here for you about how I implement scaffolding into my courses, how others incorporate scaffolding for more ideas, and there's also a references and resources page at the end for further reading and more information about scaffolding writing assignments.
- Finally, I'm working on getting a few critical sourcebooks about writing instruction for any interested faculty. if you'd like to chat with me briefly after the workshop or send me an email, I'd be happy to make sure you get a copy of the books when they come in.
- I'd also be happy to take requests for any more workshops you would be interested in attending just as I'd be happy to hear your thoughts about this workshop and activities that you did or did not find helpful
- Does anyone have any final questions about scaffolding that you'd like to ask now?

On behalf of myself and the Center for Writing and Research, Thank you all SO MUCH for coming!