

FACULTY DEVELOPMENT WORKSHOPS

Workshop 3: Scaffolding Your Class

Length: 45 minutes

Motive: Designing course assignments strategically improves student writing and intellectual engagement

Objective: Encourage instructors to design reading and writing assignments in tandem, with particular writing goals in mind

2m	Write a list of learning objectives for your writing class. Circle one.
3m	Introductions. State your name and the learning objective you circled.
10m	Activity 1: Active Reading. 5m: Read pp. 18-22 from “Sequencing Assignments” by Kerry Walk. Underline key phrases. 5m: Participants read key phrases aloud, with others joining in the reading when they hear a key phrase that they also underlined.
20m	Activity 2: Critiquing and Rewriting. 5m: Compose an essay assignment that addresses the learning goal you circled. 5m: List possible pre-writing, low-stakes, ungraded activities that could prepare students for the writing task, using Walk’s advice. 5m: Go back to your original list and circle another learning objective. Brainstorm a writing assignment that targets another learning goal and builds upon the first assignment. 5m: Bracket some portions of this writing and share with the group.
10m	Discussion, Q&A, and post-mortem. Participants share strategies, thoughts, and suggestions. Workshop leader revisits important points.

Materials needed:

- Copies of Chapter 4, “Sequencing Assignments” from Kerry Walk’s *Teaching with Writing* (http://writingatqueens.qc.cuny.edu/files/2010/05/Walk_TWW.pdf)