

FACULTY DEVELOPMENT WORKSHOPS

Script for Scaffolding Assignments Workshop (for Workshop Leader)**Set-up and General Notes**

- Have handouts of Chapter 4 of Kerry Walk's *Teaching with Writing* (http://writingatqueens.qc.cuny.edu/files/2010/05/Walk_TWW.pdf).
- Whenever possible, workshop leader should participate in the activities.

Freewrite

2 minutes: Ask participants to write a list of learning objectives for their writing class. After 2 minutes, each participant should circle one objective.

Introductions

3 minutes: Ask participants to state their names and the learning objective they circled.

Activity 1: Active Reading (10 minutes total)

5 minutes: Participants will read and underline key phrases from pp. 18-22 of Chapter 4 of Kerry Walk.

5 minutes: Active reading. Ask for volunteers to read their underlined key phrases. When other participants hear phrases they also underlined being read aloud, they should join in, and read along.

Activity 2: Deconstructing Assignments (20 minutes total)

5 minutes: Ask participants to compose an essay assignment that addresses the learning goal they circled.

5 minutes: Ask participants to list possible pre-writing, low-stakes, ungraded activities that could prepare students for the writing task, using Walk's advice.

5 minutes: Participants go back to their original list and circle another learning goal. Ask them to brainstorm a writing assignment that targets another learning goal and builds upon the first assignment.

5 minutes: Ask for volunteers to share portions of their ideas.

Post-Mortem/Wrap-up

10 minutes: Discussion, Q&A. Workshop leader should direct discussion on how sequencing assignments (or scaffolding) encourages higher quality student writing and facilitates connections between reading and writing assignments.