Scaffolding Student Writing
Outside of Composition Classes:
But I Don’t Teach Writing

Joanna Grymes
Diana Williams
Joan Henley
Jackie McBride
Arkansas State University
• Presentation outline

Context for the presentation

Review of recommendations for teaching writing

Example of moving to a scaffolded assignment

Discussion/Questions
• Context for presentation

Applied purpose

Varied writing skills

Large scale distance program
• Writing In Discipline/Genre

  • Twitter as a genre
  • [http://multigenre.colostate.edu/genrelist.html](http://multigenre.colostate.edu/genrelist.html)
  • [http://wac.colostate.edu/intro/pop2e.cfm](http://wac.colostate.edu/intro/pop2e.cfm)

• Purpose, audience, genre

• Do students know each of these for the assignment?

• Research suggests awareness of genre increases transferability of writing skills
• Writing

  • Writing leads to better writing ...
  • Good assignments/scaffolding leads to better writing
  • Critical thinking/writing interdependence
• Assessing writing

- Positive reinforcement vs punishment
- Early feedback
- Peer review options

- Grammar issues:
  - Increase with complexity of task
  - Inattention
  - Tend to be patterns of mistakes
  - Rewrite options rather than you edit
Re think writing assignments

- Problem-focused writing
- Build process requirements into assignments
- Model with your own writing process/examples
- Peer feedback (e.g., blogs)
Graduate ECE Advocacy Project

- Old project
- Updated project
- New rubric
- Writing rubric

- State or federal policy advocacy action
- Literature review to support policy; includes opposing perspective
- Advocacy actions – for various audiences
- Ethical context within NAEYC Code of Ethical Conduct
- Peer Review and reflection
References


Questions?
Comment?
Want more information?
grymesj@astate.edu