# Effective Assignment Sequencing for Scaffolding Learning Supplement 1: Assignment Sequencing & Skills Templates

## Template 1 | Assignment Sequence

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Genre</th>
<th>Description</th>
<th>Targeted Writing Skills</th>
</tr>
</thead>
</table>
| 1.1        | Close Reading Essay | a careful, detailed analysis of evidence | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
 • building an argument from careful analysis of a text, object, or phenomenon  
 • incorporating and citing evidence |
| 1.2        | Analytic Argument Essay | a thesis-driven argument that is based on close reading of evidence | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
 • building an argument from careful analysis of a text, object, or phenomenon  
  o formulating a driving question  
  o creating a nuanced, debatable thesis statement  
  o articulating the “so what?” or broader significance of your argument  
 • incorporating and citing evidence  
 • imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o engaging with possible resistance to your argument |
| 1.3        | Comparative Analysis Essay | a thesis-driven argument that arrives at new insights by putting two texts or phenomena into conversation with each other | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
 • building an argument from careful analysis of two texts, objects, or phenomena  
  o generating new insights from putting texts or phenomena into conversation  
  o formulating a driving question  
  o creating a nuanced, debatable thesis statement  
  o articulating the “so what?” or broader significance of your argument  
  o structuring comparisons  
  o connecting different parts of your argument  
 • incorporating and citing evidence from multiple sources  
 • imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o engaging with possible resistance to your argument |

**Key**

**Bolded** = New targeted writing skill  
**Italicized** = Previously introduced targeted writing skill
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| 1.4        | Entering the Conversation: Research-based Revision | a substantially revised argument that grows out of earlier essays and incorporates additional research | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
• substantially revising your argument (including your driving question, thesis, audience, purpose, and/or evidence) by engaging with published research  
  o building an argument from careful analysis of multiple texts, objects, or phenomena  
  o generating new insights from putting texts or phenomena into conversation  
  o formulating a driving question  
  o creating a nuanced, debatable thesis statement  
  o articulating the “so what?” or broader significance of your argument  
  o structuring comparisons  
  o connecting different parts of your argument  
• incorporating and citing evidence from multiple sources  
• imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o engaging with possible resistance to your argument  
  o empathizing with counter-arguments |

**TEMPLATE 1 ADDENDUM**

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<th>Assignment</th>
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| Final      | Cumulative Reflection Letter (addressed to a future student of English 125) | a letter in which you reflect on your development as a writer and share your ongoing writing goals; this letter builds on the self-reflection that you’ve been doing throughout the semester | • identifying and analyzing patterns in all of the feedback that you’ve received from your peers and your instructor  
• assessing how you’ve grown as a thinker, reader, writer, and member of an academic community  
• setting new goals for yourself as a writer |
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| 2.1        | Close Reading Essay | a careful, detailed analysis of evidence | • reading like a writer  
  ○ close reading (i.e., carefully unpacking and analyzing evidence)  
  ○ building an argument from careful analysis of a text, object, or phenomenon  
  ○ incorporating and citing evidence |
| 2.2        | Open Letter | a letter that is addressed to a particular individual or group but is meant to be published for a broader audience | • reading like a writer  
  ○ close reading (i.e., carefully unpacking and analyzing evidence)  
  ○ analyzing various kinds of evidence  
  ○ building an argument from careful analysis of a text, object, or phenomenon  
  ○ formulating a driving question  
  ○ creating a nuanced, debatable thesis statement  
  ○ articulating the “so what?” or broader significance of your argument  
  ○ incorporating and citing evidence from multiple sources  
  ○ imagining yourself as a participant in a broader conversation or debate  
  ○ identifying your interlocutors  
  ○ engaging with possible resistance to your argument  
  ○ using rhetorical appeals (ethos, logos, pathos) to support your argument |
| 2.3        | Comparative Analysis Essay | a thesis-driven argument that arrives at new insights by putting two texts or phenomena into conversation with each other | • reading like a writer  
  ○ close reading (i.e., carefully unpacking and analyzing evidence)  
  ○ analyzing various kinds of evidence  
  ○ building an argument from careful analysis of two texts, objects, or phenomena  
  ○ generating new insights from putting texts or phenomena into conversation with each other  
  ○ formulating a driving question  
  ○ creating a nuanced, debatable thesis statement  
  ○ articulating the “so what?” or broader significance of your argument  
  ○ structuring comparisons  
  ○ connecting different parts of your argument |

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| 2.3        | Comparative Analysis Essay | continued | • incorporating and citing evidence from multiple sources  
• imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o engaging with possible resistance to your argument  
• using rhetorical appeals (ethos, logos, pathos) to support your argument |
| 2.4        | Narrative-based Argument | a narrative argument that illuminates an important insight that you’ve gained from reexamining an experience and making new meaning from it | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
  o analyzing various kinds of evidence  
• building an argument using elements of narrative (e.g., vivid description, character development, in-scene exposition, dialogue, narrative time)  
  o formulating a driving question  
  o creating a nuanced thesis statement  
  o articulating the “so what?” or broader significance of your argument  
• incorporating personal experience as evidence  
  o reflecting on personal development or change  
• imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o engaging with possible resistance to your argument  
• using rhetorical appeals (ethos, logos, pathos) to support your argument |

**TEMPLATE 2 ADDENDUM**

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| Final      | Cumulative Reflection Letter (addressed to a future student of English 125) | a letter in which you reflect on your development as a writer and share your ongoing writing goals; this letter builds on the self-reflection that you’ve been doing throughout the semester | • identifying and analyzing patterns in all of the feedback that you’ve received from your peers and your instructor  
• assessing how you’ve grown as a thinker, reader, writer, and member of an academic community  
• setting new goals for yourself as a writer |

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| 3.1        | Literacy Narrative | a narrative-based reflection that illuminates a significant aspect of your experiences as a reader and/or writer | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
• building an argument from careful analysis of a text, object, or phenomenon (e.g., your past experiences as a reader and/or writer)  
  o formulating a driving question  
  o creating a nuanced thesis statement  
  o articulating the “so what?” or “motivating move” of your argument (i.e., linking personal experience to a broader argument)  
• incorporating personal experience as evidence |
| 3.2        | Rhetorical Analysis: Exploring a Discourse Community | a thesis-driven argument that analyzes patterns of language use evident within a particular group or community | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
  o analyzing patterns of language use evident within a particular group or community  
  o analyzing rhetorical appeals (ethos, logos, pathos)  
• building an argument from careful analysis of a text, object, or phenomenon  
  o formulating a driving question  
  o creating a nuanced, debatable thesis statement  
  o articulating the “so what?” or “motivating move” of your argument  
• incorporating and citing evidence from multiple sources  
• imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o positioning yourself when making an argument about a group to which you do or do not belong |

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| 3.3        | Entering the Conversation: Research-based Argument | a thesis-driven argument that draws on original research to contribute to an academic conversation or scholarly debate | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
  • building an argument from careful analysis of evidence gathered through original research (e.g., interviews, surveys, experiments, analysis of primary documents)  
  o formulating a driving question  
  o creating a nuanced, debatable thesis statement  
  o articulating the “so what?” or “motivating move” of your argument  
  • incorporating and citing evidence from multiple sources  
  • imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o positioning yourself when making an argument about a group to which you do or do not belong  
  o engaging with resistance to your argument  
  o empathizing with counter-arguments |
| 3.4        | Revised/Re-purposed Argument: Entering the Conversation, Take 2 | a substantial revision of an earlier essay that changes its genre, mode, audience, and/or purpose | • reading like a writer  
  o close reading (i.e., carefully unpacking and analyzing evidence)  
  • substantially revising your argument to meet the demands of a different genre, mode, audience, and/or purpose  
  o formulating a driving question  
  o creating a nuanced, debatable thesis statement  
  o articulating the “so what?” or “motivating move” of your argument  
  • incorporating and citing evidence from multiple sources  
  • imagining yourself as a participant in a broader conversation or debate  
  o identifying your interlocutors  
  o positioning yourself when making an argument about a group to which you do or do not belong  
  o engaging with resistance to your argument  
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• setting new goals for yourself as a writer |

**English 124/125 Syllabus Templates - Assignment Sequence Summaries, graciously provided by:**

English Department Writing Program
Megan Sweeney, Julia Hansen, Christie Peterson Allen, Nick Harp, Danielle Lillge, Justine Neiderhiser, and Jeremy Chamberlin