

EFFECTIVE ASSIGNMENT SEQUENCING FOR SCAFFOLDING LEARNING SUPPLEMENT 1: ASSIGNMENT SEQUENCING & SKILLS TEMPLATES

TEMPLATE 1 | ASSIGNMENT SEQUENCE

Assignment	Genre	Description	Targeted Writing Skills
1.1	Close Reading Essay	a careful, detailed analysis of evidence	<ul style="list-style-type: none"> • reading like a writer <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> • <i>building an argument from careful analysis of a text, object, or phenomenon</i> <ul style="list-style-type: none"> ○ formulating a driving question ○ creating a nuanced, debatable thesis statement ○ articulating the “so what?” or broader significance of your argument • <i>incorporating and citing evidence</i> • imagining yourself as a participant in a broader conversation or debate <ul style="list-style-type: none"> ○ identifying your interlocutors ○ 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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> • building an argument from careful analysis of two texts, objects, or phenomena <ul style="list-style-type: none"> ○ generating new insights from putting texts or phenomena into conversation ○ <i>formulating a driving question</i> ○ <i>creating a nuanced, debatable thesis statement</i> ○ <i>articulating the “so what?” or broader significance of your argument</i> ○ structuring comparisons ○ connecting different parts of your argument • <i>incorporating and citing evidence from multiple sources</i> • <i>imagining yourself as a participant in a broader conversation or debate</i> <ul style="list-style-type: none"> ○ <i>identifying your interlocutors</i> ○ <i>engaging with possible resistance to your argument</i>

KEY

Bolded = New targeted writing skill
Italicized = Previously introduced targeted writing skill

Assignment	Genre	Description	Targeted Writing Skills
1.4	Entering the Conversation: Research-based Revision	a substantially revised argument that grows out of earlier essays and incorporates additional research	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> • substantially revising your argument (including your driving question, thesis, audience, purpose, and/or evidence) by engaging with published research <ul style="list-style-type: none"> ○ <i>building an argument from careful analysis of multiple texts, objects, or phenomena</i> ○ <i>generating new insights from putting texts or phenomena into conversation</i> ○ <i>formulating a driving question</i> ○ <i>creating a nuanced, debatable thesis statement</i> ○ <i>articulating the “so what?” or broader significance of your argument</i> ○ <i>structuring comparisons</i> ○ <i>connecting different parts of your argument</i> • <i>incorporating and citing evidence from multiple sources</i> • <i>imagining yourself as a participant in a broader conversation or debate</i> <ul style="list-style-type: none"> ○ <i>identifying your interlocutors</i> ○ <i>engaging with possible resistance to your argument</i> ○ empathizing with counter-arguments

TEMPLATE 1 ADDENDUM

Assignment	Genre	Description	Targeted Writing Skills
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	<ul style="list-style-type: none"> • 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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TEMPLATE 2 ASSIGNMENT SEQUENCE

Assignment	Genre	Description	Targeted Writing Skills
2.1	Close Reading Essay	a careful, detailed analysis of evidence	<ul style="list-style-type: none"> • reading like a writer <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> ○ analyzing various kinds of evidence • <i>building an argument from careful analysis of a text, object, or phenomenon</i> <ul style="list-style-type: none"> ○ formulating a driving question ○ creating a nuanced, debatable thesis statement ○ articulating the “so what?” or broader significance of your argument • <i>incorporating and citing evidence from multiple sources</i> • imagining yourself as a participant in a broader conversation or debate <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> ○ <i>analyzing various kinds of evidence</i> • building an argument from careful analysis of two texts, objects, or phenomena <ul style="list-style-type: none"> ○ generating new insights from putting texts or phenomena into conversation with each other ○ <i>formulating a driving question</i> ○ <i>creating a nuanced, debatable thesis statement</i> ○ <i>articulating the “so what?” or broader significance of your argument</i> ○ structuring comparisons ○ connecting different parts of your argument <p style="text-align: center;">*CONTINUED ON FOLLOWING PAGE*</p>

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Assignment	Genre	Description	Targeted Writing Skills
2.3 <i>continued</i>	Comparative Analysis Essay		<ul style="list-style-type: none"> <i>incorporating and citing evidence from multiple sources</i> <i>imagining yourself as a participant in a broader conversation or debate</i> <ul style="list-style-type: none"> <i>identifying your interlocutors</i> <i>engaging with possible resistance to your argument</i> <i>using rhetorical appeals (ethos, logos, pathos) to support your argument</i>
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	<ul style="list-style-type: none"> <i>reading like a writer</i> <ul style="list-style-type: none"> <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> <i>analyzing various kinds of evidence</i> building an argument using elements of narrative (e.g., vivid description, character development, in-scene exposition, dialogue, narrative time) <ul style="list-style-type: none"> <i>formulating a driving question</i> <i>creating a nuanced thesis statement</i> <i>articulating the "so what?" or broader significance of your argument</i> incorporating personal experience as evidence <ul style="list-style-type: none"> reflecting on personal development or change <i>imagining yourself as a participant in a broader conversation or debate</i> <ul style="list-style-type: none"> <i>identifying your interlocutors</i> <i>engaging with possible resistance to your argument</i> <i>using rhetorical appeals (ethos, logos, pathos) to support your argument</i>

TEMPLATE 2 ADDENDUM

Assignment	Genre	Description	Targeted Writing Skills
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	<ul style="list-style-type: none"> 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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TEMPLATE 3 ASSIGNMENT SEQUENCE

Assignment	Genre	Description	Targeted Writing Skills
3.1	Literacy Narrative	a narrative-based reflection that illuminates a significant aspect of your experiences as a reader and/or writer	<ul style="list-style-type: none"> • reading like a writer <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ formulating a driving question ○ creating a nuanced thesis statement ○ 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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> ○ analyzing patterns of language use evident within a particular group or community ○ analyzing rhetorical appeals (ethos, logos, pathos) • <i>building an argument from careful analysis of a text, object, or phenomenon</i> <ul style="list-style-type: none"> ○ <i>formulating a driving question</i> ○ <i>creating a nuanced, debatable thesis statement</i> ○ <i>articulating the “so what?” or “motivating move” of your argument</i> • incorporating and citing evidence from multiple sources • imagining yourself as a participant in a broader conversation or debate <ul style="list-style-type: none"> ○ identifying your interlocutors ○ positioning yourself when making an argument about a group to which you do or do not belong

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Assignment	Genre	Description	Targeted Writing Skills
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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> • building an argument from careful analysis of evidence gathered through original research (e.g., interviews, surveys, experiments, analysis of primary documents) <ul style="list-style-type: none"> ○ <i>formulating a driving question</i> ○ <i>creating a nuanced, debatable thesis statement</i> ○ <i>articulating the “so what?” or “motivating move” of your argument</i> • <i>incorporating and citing evidence from multiple sources</i> • <i>imagining yourself as a participant in a broader conversation or debate</i> <ul style="list-style-type: none"> ○ <i>identifying your interlocutors</i> ○ <i>positioning yourself when making an argument about a group to which you do or do not belong</i> ○ engaging with resistance to your argument ○ 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	<ul style="list-style-type: none"> • <i>reading like a writer</i> <ul style="list-style-type: none"> ○ <i>close reading (i.e., carefully unpacking and analyzing evidence)</i> • substantially revising your argument to meet the demands of a different genre, mode, audience, and/or purpose <ul style="list-style-type: none"> ○ <i>formulating a driving question</i> ○ <i>creating a nuanced, debatable thesis statement</i> ○ <i>articulating the “so what?” or “motivating move” of your argument</i> • <i>incorporating and citing evidence from multiple sources</i> • <i>imagining yourself as a participant in a broader conversation or debate</i> <ul style="list-style-type: none"> ○ <i>identifying your interlocutors</i> ○ <i>positioning yourself when making an argument about a group to which you do or do not belong</i> ○ <i>engaging with resistance to your argument</i> ○ <i>empathizing with counter-arguments</i>

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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	<ul style="list-style-type: none"> • 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

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

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