

Report from the Field

Scaffolded Student Collaboration: Writing Fellow Integration for Enriched Critical Analysis

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From spring 2014 to spring 2016, the writing center coordinator and the course instructor attached writing fellows to a sophomore English course on literary analysis. Initial goals included increased use of the writing center and reinforcement of both basic and discipline-specific writing skills. Our writing fellow survey assessment following spring 2016 revealed unanticipated levels of highly scaffolded student collaboration with evidence of enriched critical analysis. Writing fellow responses showed strong correlations between writing center tutor training and both cognitive and motivational scaffolding that created a decentered environment productive of critical thinking.

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