

**AGENDA:**  
**Scaffolding for Writing Intensive Success**

- 1) Sarah Wittman – a global perspective
- 2) Nate Smith – the proposal
- 3) Ron M – the synthesis matrix
- 4) Maction Komwa – full paper

# How our teaching has changed...

- Seeing incremental, step-by-step assignments as a scaffold to a broader understanding of “what is writing in Management”
- Seeing my course as a scaffold to student success in *other* courses (if we get this “right,” students will thrive in future writing assignments)
- Formalizing the student guidance process, introducing vocabulary to enable student knowledge transfer to other courses
- Understanding that providing templates does not mean “doing the work” for the student
- Focusing the task; reducing workload for students and instructors alike

**Dr. Sarah Wittman, School of  
Business**

**A Global Perspective: Writing  
Intensive in 5 weeks!**



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Management  
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# How I integrate Writing Intensive...

## Course Learning Objectives

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*As part of this course, students will:*

1. Describe organizational behavior concepts and their interrelationships.
2. Integrate knowledge of individual, group, organizational, and global factors that affect the management of organizations.
3. Adapt organizational theory and research to diagnose and solve specific real-world problems.
4. Develop strategies appropriate to the discipline and genre for revising, reorganizing, and proofreading writing based upon feedback they receive as they engage in a recursive writing process.
5. Use writing to explore and respond to texts or other content in ways that deepen their awareness of the discipline and its subject matter.
6. Demonstrate through writing assignments a rhetorical awareness of the decisions they make related to purpose, audience, and the context of the discipline in which they write, including writing conventions that are specific to their field.

# Writing prompt

**According to Bloomberg Businessweek (<https://www.bloomberg.com/business-schools/2018/insights/students-loans/>), approximately 50% of graduates of top MBA programs owe at least \$100,000 in debt.**

**Personal debt has traditionally been viewed as an issue external to the organization, but the stress a debt load can put on workers often has effects on the workplace. The CEO of your mid-sized organization usually only considers job candidates with MBAs for management roles.**

**You will work toward a synthesis outline of what would later be developed into a White Paper, a research-driven report and proposal for action, for the CEO, based in your knowledge of organizational behavior, on how employee student debt impacts the functioning and decision-making of organizations. Based on your research, you should also make recommendations about what steps the company should take to attract and retain the best candidates for its management positions.**

**You might think about the issue not only in terms of student debt's effects on individual motivation and work-life balance, but also with respect to how managers' student debt might affect or be indicative of their leadership characteristics (i.e., risk-aversion), or how student debt might have implications for organizational growth possibilities. There are a number of perspectives you can take, but your argument should be founded in organizational behavior theory and research.**

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# Scaffolding the Research Project

## 1) Research Project Plan (word processing document)

- Description + Grading Rubric
- Template with examples integrated

**☐ Nathaniel Smith**

## 2) Synthesis Matrix (spreadsheet)

- Description + Grading Rubric
- Example
- Template

**☐ Ron Mahabir**

## 3) Synthesis Outline (word processing document)

- Description + Grading Rubric
- Template with examples integrated

**☐ Maction Komwa**

**Nathaniel Smith, MA (Economics)**

**Integrating Rhetorical Elements  
into a Paper Proposal**

# Framework

- Econ 360 Course goal: the students apply basic tools and methods of economics to answer, “Why are some nations rich and others poor?”
- Research project is central
- Use the proposal process to teach rhetorical elements
- Six weeks; 30 minutes at end of class; Presentations help but optional

W1: Overview of Rhetorical Elements	W2: Object of Study	W3: Exigence/ Hypothesis
W4: Methodology	W5: Relevance/ New Offering	W6: Presentations



# Annotating Rhetorical Elements

<p><u>Purpose</u> What is the goal of the text? In other words, what are the authors trying to accomplish with their project? Look for terms such as <i>aim, goal, focus, reason for, or hope</i>.</p>	<p><u>Object of Study</u> What is the general subject that the authors are studying? Look for a key concept that shows up in the title, abstract, introduction, and conclusion.</p>	<p><u>Exigence/Hypothesis</u> What is the problem, challenge, puzzle, or issue that motivated this article? Look for terms of contrast or negation (e.g., however, despite, nevertheless, no, none, not) and terms like <i>problem, puzzle, or concern</i>. Also, identify what the author identifies as the solution, that is, the hypothesis. Look for phrases like, “<i>This paper... We find that...I show...</i>”</p>
<p><u>Methodology/Theory</u> What research methods were used by the authors to answer their driving questions? What theories support the use of these methods to solve the given exigence? Look for a methods or theory section, as well as verbs like <i>conduct, study, gather, select, survey, interview, or observe</i>.</p>	<p><u>Relevance</u> What do the authors suggest is the significance of their work to the field? Look in the introduction, literature review, discussion, conclusion, or implications section for terms that indicate future possibility, like <i>can/could, may, should, or will</i>.</p>	<p><u>New Offering</u> Where does this source indicate new ideas or conclusions resulting from the project? Look for terms such as <i>This suggests..., These results mean..., One interpretation of these findings...</i></p>

# Proposal Rubric

Proposal Requirements		Points
Exigence	What problem, challenge, or issue motivated the project?	/5
Hypothesis	How will your project address your exigence? What is your hypothesis?	/5
Object	What unifying concept or topic do you address?	/5
Method	What research method do you plan to use? (Empirical, Case study, etc.)	/5
Relevance	What development literature does your paper address? What journal articles (2 or more) address this issue?	/5
New Offering	What is unique about your paper? What do you do in your paper that adds to the sources you have referenced?	/5
Presentation	In 2-5 min. communicate the above. You may simply read your abstract/proposal. Engage with Q&A.	/5
Total		/35