1. Is there a thesis statement? (circle one) Yes / No. Underline and label the thesis statement on your hard copy of the essay.

2. Restate the author’s thesis in your own words, as if you were explaining it to someone else. Your restatement need not be just one sentence.

3. How would you make the thesis clearer or stronger? Revise the thesis in one sentence below.
John C. Bean’s “Thesis–Proposing Strategy” (Bean 190-191)

1. Give students a disciplinary problem framed as an open-ended question

2. Students must supply a “best solution” answer.

3. Students summarize their consensus solution (in group work) as a one-sentence thesis statement,

   Sample question (art history): In what way, if any, is Jackson Pollock’s *Autumn Rhythm* different from the results of a monkey throwing paint at a canvas? Your thesis should include one or more “because clauses” specifying your supporting reasons.
Sample Scaffolding for Thesis Statements

Topic: Use of cell phones while driving.

Assignment: You are to write a paper that argues a strong case on the topic of cell phones while driving. Your paper should be between 500-1000 words with a clear thesis statement. You should use at least two outside written sources, one of which should be from a major newspaper (online is fine), and cite these using MLA style. The paper should be addressed to a general audience of college-educated, non-specialists.

This assignment will have several steps. If you miss any of these, your final paper grade will automatically lose half a letter grade (e.g. from A- to B+) for every missed step in the process.

1. In-class today (Class 1): Free-write. Watch the news video about Chapel Hill, NC (http://youtu.be/HLz2YNUmCCY). Take 5 minutes after to write about whether you agree with the city's decision. Keep writing, even if you think you have nothing more to say.

2. Before class 2: Create a list of pros and cons for a full cell phone ban on Blackboard in the discussion board, in groups of 3.

3. Due class 2: Write a sentence that takes a strong position on your topic. Hand in, check-graded.

4. In-class 2: Working in groups of 3, turn sentence into a thesis statement by adding an element of contrast.

5. Due class 3: Make a list of facts that the reader needs to know in order to understand thesis statement.

6. Due class 4: Create first paragraph with thesis statement at the end.

7. Due by the start of class 5: Submit first draft via SafeAssign on Blackboard.
Resources and Works Cited


(For templates):


For a copy of today’s presentation slides, as well as past workshops, helpful blog entries, and other writing resources for faculty, visit us on OpenLab:
http://openlab.citytech.cuny.edu/writingacrossthecurriculum/