

So You Think You Can Scaffold!



You're doing a new course prep for **Dancing Around the World**, a survey course on the history and styles of dance. You inherited a syllabus for this course from a colleague with a very general research assignment without much direction. How can you develop this into a scaffolded research assignment?

*Think about a broad topic in **dance** that interests you. Focus that BROAD topic down to a SPECIFIC topic for further research. Analyze the literature about that topic. Conclude your essay with a question you want to pursue after summarizing what you read about the topic. Properly cite and reference your sources. YOU MUST TURN IN A PAPER TO PASS THIS CLASS. NO EXCUSES. NO MISSED DEADLINES, I DON'T WANT TO HEAR YOUR SOB STORY.*

Your team's task: In the time allotted, use the chart below to include some scaffolding, student engagement opportunities, and connections to tips and resources from the Student Guide, for this assignment. Be sure to designate a presenter for your team.

You can win one or more of 3 categories!

1. *Most effective scaffolding*
 - a. Does the assignment include progressive steps toward mastery of skills?
 - b. Are the steps well defined and do they build on each other in logical ways?
2. *Most opportunities for engagement*
 - a. Does the assignment include opportunities for student engagement and participation?
 - b. Are the student engagement elements appropriate for each level of the scaffolded activities?
3. *Best employment of Student Guide tips & resources*
 - a. Does the assignment embed specific tips and resources from the Student Guide?
 - b. Are the tips and resources appropriate for each level of the scaffolded activities?

Scroll down to start



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Use this table to help guide you in redesigning the assignment with scaffolded steps that may include opportunities for student engagement and/or tips from the Student Guide.

Team name/#: The Mashed Potatoes Presenter: Jessica Webster (Thx Jessica! Woo!)	Scaffolding: sub-deadlines or deliverables	Student engagement element: how should students approach this?	Tips or resources from the Student Guide that could help students complete this step
Step 1	Identify your dance topic: Submit this to Bb Discussion Forum for others in class (wait for feedback / approval from prof)	Comment broadly / loosely on someone else's dance (ice breaky)	
Step 2	Annotated bibliography produced in what will be a "shared" doc with the class.	Other students' comments made on at least one other person's Google doc (Are the sources good sources? Share sources?)	Have an efficient procedure for drawing out relevant facts (use of note-taking procedures mentioned)
Step 3	Create a "supported outline" (which is effectively an outline of the overall thesis, with some arguments for its purpose / validity).	Other students comment: - One new thing I learned from another student outline - One piece of constructive criticism	Citation checkers Writing Center

Step 4	First draft of ____ portion. (History background? Literature about dance?)	Peer feedback given to others based on a rubric: - Coherence - Clarity	Pay mind to HOW you are framing your feedback, respectfully (mental health of others!). - I liked this.. - I wonder whether...
Step 5	Final draft		