

## 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.*

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**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?

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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.

<b>Team name/#:</b> Free Movers <b>Presenter:</b>	<b>Scaffolding:</b> <b>sub-deadlines or deliverables</b>	<b>Student engagement element: how should students approach this?</b>	<b>Tips or resources from the Student Guide that could help students complete this step</b>
<b>Step 1</b>	Brainstorm a shortlist of possible topics. Choose one and write down lines of inquiry (What is interesting to them? What questions do they have?).	peer-to-peer conversation; using whiteboard if online	
<b>Step 2</b>	Develop a preliminary source list and informally present topic and sources to peers.	Get peer feedback	
<b>Step 3</b>	Finalize source list focused on your topic based upon feedback.		
<b>Step 4</b>	Draft the literature review.		
<b>Step 5</b>	Look back to step 1 and refine your question.		