**Curriculum Mapping to Identify and Scaffold Potential Connections to Broader Contexts**

**Step 1: Brainstorming**

|  |  |
| --- | --- |
|  | How might you integrate this type of connection into courses you teach? |
| Course topics |  |
| Course-based undergraduate research |  |
| Case-based projects |  |
| Client-based projects |  |
| Service-learning /  Community-engaged learning partnerships |  |
| Internships |  |
| Independent research projects |  |

**Step 2: Mapping Connections to Broader Contexts Across the Program**

List core courses in your program across the top row. In which core courses could you integrate topics or pedagogies that facilitate connections to broader contexts? How might you—and colleagues—scaffold students’ practice with wicked tendencies and wicked problems across your program? In which core courses might students first encounter a wicked tendency (e.g., a case study, a course-based undergraduate research experience), and when might they practice addressing increasing wickedness (e.g., client projects, service-learning, etc.)?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Courses*** |  |  |  |  |  |  |
| ***Connections to Broader Contexts*** |  | | | | | |
| *Course-based undergraduate research* |  |  |  |  |  |  |
| *Case-based projects*  *Client-based projects* |  |  |  |  |  |  |
| *Service-learning partnerships* |  |  |  |  |  |  |
| *Internships* |  |  |  |  |  |  |
| *Independent research projects* |  |  |  |  |  |  |

Consider repeating this mapping with elective courses to develop a more comprehensive understanding of students’ opportunities to practice responding to wicked tendencies and wicked problems.

**Sample Curriculum Mapping**

This sample mapping focuses on when students experience connections to broader contexts in a professional writing major.

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| --- | --- | --- | --- | --- | --- | --- |
| ***Courses*** | *Intro to Professional Writing & Rhetoric*  *200-level* | *Writing & Technology Studio*  *200-level* | *Writing as Inquiry*  *200-level* | *Electives*  *200-level,*  *300-level* | *Internship*  *300-level* | *Senior Seminar*  *400-level* |
| ***Connections to Broader Contexts*** |  | | | | | |
| *Course-based undergraduate research* | Usability Study |  | Interviews & Surveys |  |  |  |
| *Case-based projects* |  | Silicon Valley Startup Project (Co-created cases) |  | Case-based projects in 200-level |  |  |
| *Client-based projects* | Client-based or service-learning project, depending on who’s teaching the course |  |  | Client-based or service-learning projects in 300-level |  |  |
| *Service-learning partnerships* |  |  |  |  |
| *Internships* |  | **“Wickedness” increases as students advance in the curriculum.** |  |  | Required internship(s) in third and fourth years |  |
| *Independent research projects* |  |  |  |  |  | Independent Capstone Project |