Developing Shared Understanding of Course Content and Expectations

Names:

Orientation:
In this activity, teams of 2-3 students will review the course syllabus as a means to understand course requirements and expectations, uncover areas of confusion, and provide directional change so your outcomes can be covered in the course. Explicit description of professional engineering behavior helps identify personal gaps in skills and adopting a cultural “way of being.” Syllabi should be created in a way that details what information is necessary, along with the knowledge and skill areas that will be targeted in the course.

Learning Objectives:
1. Identify three pre-requisite skills topics that need polishing, and methods you will employ for getting up to speed.
2. Identify three course topics/activities of greatest interest and greatest challenge.

Targeted Skills:
Inquiring – asking key questions
Collaborating – working together for mutual benefit
Initiating Interaction – approaching and engaging others
Preparing – realistically envisioning the performance

1. What are the three most important pre-requisite skills that you need to review to prepare for this course? Describe a technique you could use to refresh each skill.

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<th>Skill</th>
<th>Strategy</th>
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2. What resources will you use to learn in this course?
(Already taken: textbook, instructor, previous course notes)
3. Which three of the “Course Topics/Activities” are most interesting to you? Why?

4. Of the “Course Topics/Activities” listed, which three do you predict to be most challenging? What are some ideas to help in these areas?

5. In your opinion, what are the top three “Professional Behaviors” for typical mechanical engineers. Explain why you selected these.

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6. What are the three most important things that you believe a successful student must do to get the best grade possible in this course?

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7. What are the top two questions you would like answered about this course for which the syllabus does not provide answers?

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