**Developing Shared Understanding of Course Content and Expectations**

# Names:

# Orientation

In this activity, your team 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. Questions not answered by the syllabus should be raised early in the semester to ensure everyone has a shared vision of course outcomes and key deadlines.

# Learning Objectives

1. Identify two areas of pre-requisite topics that need polishing, and methods for getting up to speed.
2. Identify two course topics of greatest interest and greatest challenge.
3. Review classroom policies about honesty, and civility.

# Targeted Skills

Inquiring – asking key questions

Collaborating – working together for mutual benefit

Initiating Interaction – approaching and engaging others

# Activity (~15 minutes)

1. Which course goals listed in the syllabus resonate with you the most? Why?
2. As you look through the course goals, and reflect on the topics from CHEM 111 and Physics 211, what are two skills/topics from those courses that you expect you will need in this course? What ideas do you have for freshening up on those skills/topics?
3. There are three columns on the schedule of our course website. For each column, what actions do you need to take, and when should you be doing them?
4. What are the major components of your grade in this course? What is the relative importance of each component?
5. What are your top two questions about this course for which the syllabus does not provide answers?
6. There is an Honor’s Section of ME 322. What will those students be doing differently from the rest of the class?
7. How do we want to handle homework? What format? Where to turn it in? Late policy?
8. What should we do for office hours?