

Syllabus/Covenant Workshop

- Complete the exercises below as best you can before we re-convene at 1 pm in Sem 2 E105 (we encourage you to make your best attempt to finish, but it's ok if you don't). Keep track of your responses in your notes
1. Begin by scanning quickly through the Covenant and Syllabus. Your goal is to get a sense of the structure of these documents. Spend no more than 5 minutes on each document in this first quick read.
 - a) How are these documents arranged? What are the main pieces? What are the big ideas?
 - b) How were you able to determine the answers to the previous questions? What visual or structural elements in the documents (if any) helped you to figure out their organization and main ideas? What visual or structural elements (if any) got in the way of your understanding?
 2. *(For some of you, this part may seem elementary; the intent is not to be patronizing. We hope to use this as a spring-board for some larger program goals).* Re-read the documents more slowly and carefully, using the big ideas you identified above to guide you.
 - a) If you find a word (or phrase) whose meaning you don't understand, write it down (and make sure to identify where it is – writing down the surrounding words or even the entire sentence might also help). If you can, look up its definition.
 - b) If you find an idea you don't understand, note it down (again making sure to identify where it is so you can find it again quickly). If you can, write down a question you can ask whose answer would help you to understand the idea.
 - c) If you find something later in the documents that helps to clarify your questions from the previous part, note what it is and begin to revise your question.
 - d) If you find something later in the documents that helps you to understand a confusing word or phrase, or partially (or fully) answers one of your questions, write this down (but don't cross out your previous work – add to it).
 - e) Review the words/phrases you still find confusing and those which you have been able to clarify.
 - f) Review your open questions as well as those which you have partially (or fully) answered. See if there are any similarities between questions, and use that to start organizing them. You don't have to re-write them; you might number the questions and write down the numbers of similar questions together.
 3. This program is for 12 credits. A rule of thumb is that every credit is approximately 2 to 3 hours of time per week (on average, for well prepared students). We emphasize that this is an approximation – an average means that the week to week time could fluctuate significantly, and it's difficult to pin down what well prepared might mean. Still, this rule of thumb gives us a place to begin.
 - a) What is the range of time per week for this program given by this rule of thumb?
 - b) This time includes time spent in class. How many hours per week are you in class, according to the schedule?
 - c) How much time, then, should you budget outside of class time, based on this rule of thumb?
 - d) Consider the class schedule and your own outside of class commitments (work, family, activities, etc.). Identify where you can find this outside of class time.
 4. There are several sessions in which the class is split up.
 - a) What are those sessions? When do they meet? What fraction sizes does the class need to split up for, for each of these sessions?
 - b) If you were going to split up the class, how might you do so? What are some of the questions that come up for you as you consider this task? Make sure to write down your questions as well as your ideas.
 5. What are the various class sessions? When do they meet? What happens in each session? How can you prepare for each session? (If you don't have answers to these questions, make sure to add them to your list from step 2, if they aren't already there).
 6. What are the various assignments and assessments? When are they due? How are they submitted? (If you don't have answers to these questions, make sure to add them to your list from step 2, if they aren't already there).
 7. What part or parts of the Covenant or Syllabus do you find most intriguing (if any)? Why?
 8. What part or parts (if any) of the Covenant or Syllabus makes you most nervous? Why?