CE 203 Civil Engineering Synthesis I  
Spring 2006  
Assignment 1  
Due January 20

Instructions:

1. This homework is required, and it must be done in your groups.
2. Remember that only one person records the homework.
3. Indicate who filled which role. (For groups with more than three people, let the extra person be a checker.)
4. Answer all parts of each problem. A very common mistake is to answer only the first part of a question and ignore the part that asks for an explanation.
5. Send an electronic version of your solutions to this assignment as an attachment to an email to the grader, Rosemary Hamlin (rmeagleone@msn.com) by 5:00 PM on Friday, January 20. Please put “CE 203 Assignment 1” in the subject line. Let Prof. Rehmann know if electronic submission will be a problem for you.

1. Consider the second example of a conflict from lecture—the one with Lars, Thor, and Gunnar.
   a. Identify a problem with the functioning of the team. In particular, explain how the problem affects each of the teammates.
   b. Brainstorm at least four ways for the teammates to resolve their problem.
   c. Choose the approach in part b most likely to resolve the problem effectively and explain why it is best. (In discussing the first example of conflict in lecture, Collin used the term ‘assertive’. Reactions to situations can be labeled ‘passive’, ‘aggressive’, or ‘assertive’. These terms might help you in evaluating the approaches in part b.)

2. List the rules and expectations you agree as a team to adopt. You can deal with various aspects of group work that were discussed on the first day: preparing for and attending group meetings, making sure everyone understands all the solutions, communicating frankly but with respect when conflicts arise, etc. If you make the list fairly thorough without being unrealistic you will be giving yourselves the best chance. For example, “We will each solve every problem in every assignment completely before we get together” or “We will get 100 on every assignment” or “We will never miss a meeting” are probably unrealistic, but “We will try to set up the problems individually before meeting” and “We will make sure that anyone who misses a meeting for good cause gets caught up on the work” are realistic. Also, many groups in previous versions of this class have found it useful to meet soon after the homework is assigned to brainstorm methods for solving the problems.

3. Give two (or more) reasons professors should provide learning objectives (like those in problem 4) to their students in all classes.
4. Classify the following learning objectives for CE 203 in terms of the levels of Bloom’s taxonomy. Explain your answers briefly.
   a. Classify objectives in terms of the levels of Bloom’s taxonomy.
   b. Explain the role of the recorder.
   c. Suggest an approach for resolving a conflict between team members.
   d. List the levels of Bloom’s taxonomy.

5. Write objectives for all six levels of Bloom’s taxonomy for one of the following: (1) music teachers, (2) football coaches, (3) cooking instructors, and (4) preschool teachers. For example, at level 1 a preschool teacher might want students to recite the alphabet.