

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

Topics: Prayer BTS-5310M and BTS-4495¹ (3 credit hours)

Canadian Mennonite University: Graduate Course Syllabus
Fall, 2019

Wednesdays, September 11-November 27; 6:00-8:45 p.m.; room TBA

NOTE: there will be no class on October 23

Professor: Andrew Dyck, PhD (candidate), VU (Vrije Universiteit) Amsterdam
Assistant Professor of Ministry Studies
Contact info: adyck@cmu.ca
204-487-3300 ext.627
Office B326 (mailbox on office door, and at main reception desk on north campus)

Mission statement of Canadian Mennonite University:

*CMU is an innovative Christian university, rooted in the Anabaptist faith tradition,
moved and transformed by the life and teachings of Jesus Christ.
Through teaching, research, and service CMU inspires women and men
for lives of service, leadership, and reconciliation in church and society.*

Mission statement of Mennonite Brethren Biblical Seminary Canada:

*MBBS exists to educate and equip people who help lead the church
in reaching Canada and the world with the good news of Jesus Christ.*

Note: this course will also be delivered with a live-stream option for students who live beyond easy driving distance to CMU. They may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For students who attend on campus, the class experience will essentially be like that of any other course. Students who join by live-streaming need to study the detailed guidelines and participation requirements in Appendix C. When registering to join the course via live-streaming, note that the registration process and fees for live-streamed courses are slightly different than for in-class courses.

Course Description:

“This course will help students develop their convictions and practices of prayer—both individual and communal—by examining Christian prayer in church history, theology, and scripture (incl. Psalms, the Lord’s Prayer, and other New Testament prayers). Students will be given opportunities to experience and respond to various prayer practices individually and in small groups. An underlying theme for the course is ‘No one prays alone.’” (as posted at www.cmu.ca).

Objectives of this course:

Students will

1. gain awareness of and appreciation for the range of prayers in the Bible by reading Scripture and commentators on Scripture;

¹ Students taking BTS-4495 will receive their own syllabus on the first day of class. That syllabus will be similar to this one, but with slightly reduced reading and writing requirements.

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

2. consider theological issues surrounding prayer by researching, analyzing, and critiquing a particular way of praying;
3. gain appreciation for the possibility of living in a prayer-infused way by practicing a specific way of praying throughout the semester;
4. develop skill in guiding others in prayer by leading the class in a prayer practice.

Textbooks and reading materials:

Brueggemann, Walter. *The Message of the Psalms: A Theological Commentary*. Minneapolis: Augsburg, 1984. 206 pages

Foster, Richard J. *Prayer: Finding the Heart's True Home*. San Francisco: Harper Collins, 1992. 276 pages

Johnson, Darrell W. *Fifty-Seven Words That Change the World: A Journey Through the Lord's Prayer*. Vancouver: Regent College, 2005. 119 pages

Karris, Robert J. *Prayer and the New Testament: Jesus and His Communities at Worship*. New York: Crossroad, 2000. 210 pages

Peterson, Eugene H. *Answering God: The Psalms as Tools for Prayer*. San Francisco: Harper Collins, 1991. 151 pages

Psalms. Bible translation of student's choice. c. 76 pages

Willimon, William H. and Stanley Hauerwas. *Lord, Teach Us: The Lord's Prayer and the Christian Life*. Nashville: Abingdon, 1996. 112 pages

*If you have read any of these textbooks for another course at CMU, please discuss with the professor the possibility of an alternative textbook.

Other short readings (e.g. articles and book excerpts) will be assigned during the course.

Assignments—Summary:

1. Lead a Group Prayer	20%	Due: September 18-November 20, TBA
2. Book Review	20%	Due: September 25
3. Journal Entries with Reading Log	20%	Due: Oct. 2, Oct. 16, Nov. 6, Nov. 27
4. Major Paper		
a) Proposal	5%	Due: October 23
b) Paper (with Abstract)	30%	Due: November 20
5. Participation	5%	Due: throughout

Assignments—Details:

1. Lead a Group Prayer 20% Due: September 18-November 20, TBA
Each student will lead the class in a 25-minute prayer practice during one of the classes in the semester (dates to be negotiated). The focus of the prayer practice should be to help the class pray the scriptures. For that focus, the prayer practice is to be drawn from one of the scriptures being studied for that day AND from one chapter in that day's readings by Foster (students are to be selective, not exhaustive).

One week after the prayer practice has been conducted, the student will submit a 4-page (1200 word) reflection paper that addresses (a) how the student's and class's experience of the prayer practice compared with the student's expectations or intentions, and (b) how and why the student would modify the prayer practice if she or he were to lead this

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

practice in a group from her or his congregation (an alternate group may be considered if pre-approved by the professor).

2. Book Review 20% Due: September 25
Write a 7-page (2100 word) academic book review of the textbooks by Peterson and by Willimon and Hauerwas. The review should also engage other voices, even if briefly. Because two books are being reviewed, they will need to be compared and contrasted within the review. Additional book review guidelines are provided in Appendix A.

3. Journal Entries with Reading Log 20% Due: Oct. 2, Oct. 16, Nov. 6, Nov. 27
At the start of the semester, each student will choose one simple prayer practice that the student intends to do regularly throughout the semester. (Foster's book can be helpful in making this choice). The student will then write a weekly 1-page (300 word) personal reflection
 - (a) on the student's experience of their chosen personal prayer practice that is being conducted throughout the semester,
 - (b) on the student's experience of the in-class prayer practices, and
 - (c) that includes a log of all the readings the student has done for the course.A minimum of 10 weekly entries will be required, with the final entry completed by April 5. Journals will be submitted to the professor for review on the dates indicated. Grades will be based on the student's level of reflective engagement with the prayer experiences, and on the readings completed. A template for these journal entries is provided in Appendix B.

4. Major Paper
 - Proposal 5% Due: October 23
 - Paper (with Abstract) 30% Due: November 20A 1-page proposal for this paper is due 4 weeks before the paper is due, so that the student can receive guidance from the professor for the paper. The proposal should
 - (a) identify the prayer practice to be researched, (b) state one (or at most two) central research questions, (c) identify several key resources to be used, and (d) speculate on what findings may emerge from the research. This assignment should be emailed to the professor because the class does not meet on October 23.A 14-page (4200 word) research paper that accomplishes the following:
 - a. presents a practice of prayer from a specific time in church history (i.e. from late first century through the present) by describing the practice and locating it in its context(s) — ¼ of the paper;
 - b. considers the explicit and implicit theological convictions that are bound together with that practice— ½ of the paper; and
 - c. critiques and reflects on the practice and its associated theological convictions, with an eye to the possibility of conducting this practice of prayer individually and corporately in 2017 — ¾ of the paper.A 200-word abstract of the paper is to be posted at moodle.cmu.ca at the time that the paper is due, so that the class can discuss the various papers during the next week's class. (Go to the Moodle site and click on the link for this course. Instructions for logging in are then provided online. Click on "Abstract of Major Paper, and then on "Add a new discussion topic" to post your abstract.)

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

5. Participation 5% Due: throughout
 Details about grading of participation will be provided during the first class.

Equivalency chart of letter grades to percentage and numerical grades:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Grade Points</u>	<u>Descriptor</u>
A+	95-100	4.5	Exceptional
A	88-94	4.0	Excellent
B+	81-87	3.5	Very Good
B	74-80	3.0	Good
C+	67-73	2.5	Satisfactory
C	60-66	2.0	Adequate
D	50-59	1.0	Marginal
F	0-49	0.0	Failure

All grades submitted by CMU’s professors are provisional until vetted by the Dean’s Council. That process occurs early in January for fall semester grades and early in May for winter semester grades.

Course Outline and Reading Schedule:

The course schedule will be devoted roughly one-half to the Psalms, one-quarter to the Lord’s Prayer, and one-quarter to other New Testament prayers. A variety of ways of praying will be also introduced throughout the course by means of Foster’s book.

Sept. 11	Introductions		
Sept. 18	Psalms 1-41	Foster Intro, 1, 2	
Sept. 25	Psalms 42-72	Foster 3, 4	
Oct. 2	Psalms 73-89	Foster 5, 6	Brueggemann 1-50
Oct. 9	Psalms 90-106	Foster 7, 8	Brueggemann 51-122
Oct. 16	Psalms 107-150	Foster 9, 10	Brueggemann 123-176
Oct. 23	NO CLASS		
Oct. 30	Lord’s Prayer	Foster 11, 12	Johnson 1-40
Nov. 6	Lord’s Prayer	Foster 13, 14	Johnson 41-78
Nov. 13	Lord’s Prayer	Foster 15, 16	Johnson 79-114
Nov. 20	Gospels & Acts	Foster 17, 18	Karris ix-81
Nov. 27	Epistles, James, Revelation	Foster 19, 20, 21	Karris 82-131, 132-193

Academic Policies:

Students are expected to be familiar with CMU’s academic policies, as published in the *Academic Calendar—Graduate Studies* (online at www.cmu.ca). Sections of particular relevance include “Extensions and Incompletes,” “Email Submission of Assignments,” “Multiple Submissions of the Same Work,” “Attendance in Classes,” “Students with Disabilities,” “Academic Misconduct,” and “Appeals.”

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

The following comments are supplementary to these policies:

Voluntary Withdrawal:

The last day for voluntary withdrawal from fall courses without academic penalty is November 12.

Academic Writing:

All written assignments should conform to the *Chicago Manual of Style* (online at www.cmu.ca/library (click on 'MORE' at the bottom of the page, then look under the heading 'Writing Assistance') and summarized in Diana Hacker's *A Pocket Style Manual*, seventh edition, which is available in CMU's bookstore. These resources specify details for formatting (e.g. 1-inch margins, formal fonts in 10- to 12-point font size, double-spacing) and for citing sources.

Excellence in terms of format, spelling, grammar, sentence and paragraph construction, etc. are assumed. Frequent and persistent errors will result in lower assessments. Formal title page, footnotes or endnotes, bibliography, skilled paragraphing, etc. are essential for academic writing. Where the length of an assignment is defined in a range, be aware that 'exceptional' and 'excellent' grades are more likely to be awarded for work that is closer to the maximum length than the minimum (unless the work is especially outstanding).

Attendance:

If a student must miss class due to illness or other extenuating circumstances, it is the student's responsibility to talk with the professor as soon as possible about missing material. Students missing an excessive number of classes without valid reason may be barred from further class attendance.

Extensions:

The professor has full discretion in granting extensions. Extensions must be requested *before* the due date of an assignment—normally at least one class period before the assignment's due date.

Submission of assignments:

All assignments submitted after the specified due date and time will be penalized one letter grade for each day late (e.g. from B to C+). No assignments will be accepted or graded if the professor receives them more than five business days after the due date (unless an extension has been granted prior to the due date).

All assignments are to be submitted as paper copies (i.e. not digital documents), unless prior permission has been given by the professor. If such permission is granted, assignments submitted by email must be sent as '.docx' Microsoft Word documents. Other word-processing formats or PDF's are not acceptable. The professor will notify the student by return email of the time and date on which the emailed assignment was received (normally, this will happen within 24 hours of the professor receiving the assignment, not including weekends). It is the student's responsibility to gain confirmation that the professor received his/her assignment.

NOTE: Live-streaming students are to submit assignments by email, as described above. These assignments will be returned to the students by email.

It is my commitment to return graded assignments to the students in a timely manner. Assignments will normally be returned in class, or by means of student mailboxes. (Graduate students without a student mailbox may choose to receive

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

their graded assignments in the professor's office door mailbox, or at the receptionist's desk on the south campus.)

Communication:

Students are encouraged to engage the professor outside of class hours. His contact details and office number are above. Beyond this, email will be considered a standard means of communicating. Students should therefore check their CMU email regularly.

Academic Misconduct:

Plagiarism and cheating will be treated very seriously, as outlined in the *Academic Calendar* (available online). It is the student's responsibility to be familiar with these published expectations.

Students with Disabilities

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The University will seek ways to develop and provide services that support students with disabilities. The Disability Services office coordinates with the Academic Office to provide academic accommodations to eligible students. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loepky, Coordinator of Disability Services at sloepky@cmu.ca or 204-487-3300 ext. 340.

Other Academic Supports

CMU offers its students academic supports at no cost. Academic tutors are available to all students; see Vern Kehler Coordinator of Student Advising (vkehler@cmu.ca), to set up a first appointment with a tutor. Volunteer tutors are available to work on a one-on-one basis with students; see Vern for details.

Bibliography (i.e. a sampling of suitable resources):

- Anderson, Bernhard. *Out of the Depths: The Psalms Speak for Us Today*. Rev. Philadelphia: Westminster, 1983.
- Bailey, Kenneth. *Jesus Through Middle Eastern Eyes: Cultural Studies in the Gospels*. Downers Grove: IVP Academic, 2008.
- Balentine, Samuel. *Prayer in the Hebrew Bible: The Drama of Divine-Human Dialogue*. Overtures to Biblical Theology. Minneapolis: Fortress, 1993.
- Boers, Arthur Paul. *Lord, Teach Us to Pray: A New Look at the Lord's Prayer*. Waterloo: Herald Press, 1992.
- Boff, Leonardo. *The Lord's Prayer: The Prayer of Integral Liberation*. Translated by Theodore Morrow. Maryknoll: Orbis, 1983.
- Bonhoeffer, Dietrich. *Psalms: The Prayer Book of the Bible*. Minneapolis: Augsburg Fortress, 1970.
- Bradshaw, Paul. *Daily Prayer in the Early Church: A Study of the Origin and Early Development of the Divine Office*. London: SPCK, 1981.
- Brown, Michael Joseph. *The Lord's Prayer Through North American Eyes: A Window into Early Christianity*. New York: T & T Clark, 2004.
- Bullock, C. Hassell. *Encountering the Book of Psalms: A Literary and Theological Introduction*. Grand Rapids: Baker Academic, 2001.
- Coggan, Donald. *The Prayers of the New Testament*. London: Hodder and Stoughton, 1967.
- Cullman, Oscar. *Prayer in the New Testament*. Overtures to Biblical Theology. Minneapolis: Fortress, 1995.

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

- Cunningham, Agnes. *Prayer: Personal and Liturgical*. Messages of the Fathers of the Church, vol. 16. Wilmington: Michael Glazier, 1985.
- Doohan, Helen and Leonard. *Prayer in the New Testament: Make Your Requests Known to God*. Collegetown: Liturgical, 1992.
- Greenberg, Moshe. *Biblical Prose Prayer: As a Window to the Popular Religion of Ancient Israel*. The Taubman Lectures in Jewish Studies: Sixth Series. Berkeley: University of California, 1983.
- Green, Thomas H. *Opening to God: A Guide to Prayer*. Notre Dame: Ave Maria Press, 1977.
- Grenz, Stanley. *Prayer: The Cry for the Kingdom*. Rev. Grand Rapids: Eerdmans, 2005.
- Hammerling, Roy. *The Lord's Prayer in the Early Church: The Pearl of Great Price*. New York: Palgrave Macmillan, 2010.
- Jensen, Eric. *Entering Christ's Prayer: A Retreat in 32 Meditations*. Notre Dame: Ave Maria, 2007.
- Koenig, John. *Rediscovering New Testament Prayer: Boldness and Blessing in the Name of Jesus*. Harrisburg: Morehouse, 1998.
- Leichty, Daniel, ed. *Early Anabaptist Spirituality: Selected Writings*. The Classics of Western Spirituality. New York: Paulist, 1994.
- Lewis, C. S. *Prayer: Letters to Malcolm*. London: HarperCollins, 1964.
- . *Reflections on the Psalms*. London: Geoffrey Bles, 1958.
- Lohmeyer, Ernst. "Our Father": *An Introduction to the Lord's Prayer*. New York: Harper & Row, 1965.
- Stassen, Glen. *Living the Sermon on the Mount: A Practical Hope for Grace and Deliverance*. San Francisco: John Wiley & Sons, 2006.
- Swartley, Willard M. *Health, Healing and the Church's Mission: Biblical Perspectives and Moral Priorities*. Downers Grove: IVP Academic, 2012.
- Tugwell, Simon. *Prayer: Living with God; Volume 1*. Dublin: Veritas, 1974.
- . *Prayer in Practice: Volume 2*. Dublin: Veritas, 1974.
- Waltke, Bruce and James Houston. *Psalms as Christian Worship: A Historical Commentary*. Grand Rapids: Eerdmans, 2010.
- Waltner, James. *Psalms*. Believers Church Bible Commentary. Scottsdale: Herald Press, 2006.
- Werline, Rodney. *Pray Like This: Understanding Prayer in the Bible*. New York: T & T Clark, 2007.
- Wiles, Gordon. *Paul's Intercessory Prayers: The Significance of the Intercessory Passages in the Letters of St. Paul*. Society for New Testament Studies Monograph Series, vol. 24. London: Cambridge University, 1974.
- Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. San Francisco: HarperSanFrancisco, 1998.
- Wright, N. T. *The Lord and His Prayer*. Grand Forks: Eerdmans, 1996.

Appendix A: Critical Book Review Guidelines:

The following outline is designed to provide the student with a set of categories and questions to consider when writing a critical book review. In a seven-page critical book review (as outlined below, for instance), the student may not be able to address all of the items below. Therefore, the student is advised to use these guidelines in his/her preparatory work on the critical book review. Then, when writing the review, the student should address those items that are most important. An A or A+ student will go beyond completing or answering these individual items by weaving the paper into a coherent and compelling whole.

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

- Introduction (c. ¾ page):
 - A brief description of the books: title, author, subject and format. Here you can include details about who the authors are, their credentials and expertise, how the title and subject matter are linked, etc.
 - A brief summary of the purpose of the books and their general arguments or themes. Include a statement indicating for whom the books are intended.
 - Your own thesis about the books. (This should include but is not necessarily limited to a consideration of whether the books are a suitable or appropriate piece of writing for the audiences they have identified).

- Summary of Content (c. 1½ –2 pages):
 - This can be done in the same way that is done for a simple book report (do not spend too many words on this section, as the subsequent analysis and evaluation of content are more important than a simple summary).

- Analysis of Text (c. 3½–4 pages):
 - What are the writers’ styles: simple/technical, persuasive/logical? Be brief.
 - How well do the organizational methods (comparison/contrast; cause/effect; analogy; persuasion through example) develop the arguments or themes of the books? (Give examples to support your analysis.) Be brief.
 - What evidence do the books present to support their arguments? How convincing is this evidence? (Select pieces of evidence that are weak, or strong, and explain why they are such. As you write, be attentive to ways in which the books have confirmed and/or challenged your biblical-theological understanding of the topic.)
 - Are there facts, perspectives, and/or evidence that the authors have neglected to consider? (You will normally need to refer to other relevant material, including but not limited to the Bible.)

- Evaluation of the Text (c. ¾ page):
 - Briefly summarize of the weakness and strengths you have found in the books (incl. whether the books do what they set out to do).
 - Evaluate the books’ overall usefulness to the audiences for whom they are intended.
 - Comment on the books’ relevance to your life and ministry.

Appendix B: Template for Journal and Reading Log

Each journal entry must include the following 5 items.

Student’s Name:

Date: (e.g. Jan. 5-11)

Journal Entry #:

Course readings completed this week: (specify book and actual page numbers, chapters, and/or Psalms read; e.g. Brueggemann 123-176, Foster ch.10 & 11, Psalms 107-150)

Student’s selected prayer practice for the semester:

Reflection:

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

The kinds of questions that can assist your reflection on your prayer practice include but are not limited to the following.

- Questions of *examen* such as “As I reflect on my prayer practice, for what am I most grateful? Least grateful?” Or, “When did I ask for what I needed? When I did I not ask for what I needed?” Or, “What experience of praying drew me towards faith, love and hope? What pulled me away from faith, love and hope?”
- What was easy and/or difficult (or familiar and/or unfamiliar) for me in my prayer practice? How did I respond to these experiences?
- How are my experiences of praying corresponding (or not) to what I’ve read, lived, heard, felt this week?
- In what ways do this week’s course readings shed light on my experiences of praying?
- What questions and/or discoveries arise out of my experiences praying?
- What Scripture story or teaching—or even a hymn—intersects with my praying?
- In what ways do I recognize God’s presence and/or absence in my praying? In what ways do I recognize the presence and/or absence of others in my praying?

Appendix C: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the professor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow and participate in class discussions, posing questions and making comments of their own. They can have discussions with other students when the class breaks into smaller groups. Through the internet, students at a distance can share the essential elements of a regular class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.
- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Wednesday evenings will be expected to be in that class virtually, or physically when that class is in-session. (If live-streaming students come to Winnipeg, they are welcome to attend class in person.)
- Participation in a course through live-streaming ***requires the following:***
 - ***a fast and consistent internet connection*** (broadband ADSL or cable; or wireless 3G or 4G/LTE—wired is better than wireless),
 - ***a reasonably up-to-date computer*** system (at least MacOS 10.6.8 or Windows 7; mobile devices may work as well),
 - ***a supported browser*** (e.g. Firefox, Chrome, Safari 5+, IE7+, Opera12+),
 - ***Zoom software*** (provided by CMU),
 - ***a webcam***, and
 - ***a good quality headset with a microphone*** (CMU can suggest some).
- CMU has the capacity to record live-streamed courses for later viewing, but does not do so as a matter of routine. If it is difficult for students to participate in a class session, they may ask the

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE CLASSES BEGIN.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

professor for permission to watch recorded versions of the class. This permission will only be granted in exceptional circumstances.

- Students may use the Zoom software to meet together via live-streaming between classes (e.g. for group projects or other consultations). The professor can give instructions for this.
- Students must familiarize themselves with the live-streaming software platform (i.e. Zoom) and ensure that their link, webcam, and headset are working properly ***before*** the first class session. Please arrange for a practice run on the system with the professor ***prior*** to class; this is essential. A practice run can be arranged by email.
- ***Be sure to login for each class session at least 15 minutes before the class begins.*** Remember that any testing of the system or other logistics that require faculty assistance need to be done before class starts. The professor will do their best to ensure that everything is in place for the live-stream session; but they cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session once class begins. (To avoid distracting the class, it is helpful to mute the mic on your computer when you are not speaking to the class.)
- Arrange a backup plan with your professor in case of a system failure. CMU uses high-caliber, up-to-date equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and on occasion may fail. Your professor cannot stop class in order to troubleshoot and resolve technical problems in this unlikely event. To minimize possible disruption in the case of a loss of connection:
 - provide the professor with your email, text, or phone contact information before the course begins so that the professor can contact you at the next natural break in the class;
 - discuss with the professor the possibility of a back-up link to the class in case of a system failure (e.g. a Skype or phone link if the Zoom connection fails); and
 - have a plan for follow-up contact with the professor and/or a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).
- If you have technical difficulties that you cannot solve with your professor (e.g. with the login process), contact Richard Boyd from CMU's I.T. department (204.451.0980).