

The canvas, in one look

Two A3 sheets, five zones, about 40 minutes of working time. I'll call each zone from up here.

KEEP YOUR SYLLABUS CLOSE

Sheet one

- | | | |
|----------|---|---------------------|
| 1 | Audit your course for an opening | Paired · 4 min each |
| <hr/> | | |
| 2 | Draft the redesign | Solo · 12 min |

Sheet two

- | | | |
|----------|-----------------------------------|---------------------|
| 3 | Peer review and pre-mortem | Paired · 5 min each |
| <hr/> | | |
| 4 | The final design | Solo · 6 min |
| <hr/> | | |
| 5 | Reflection and commitment | Solo · 3 min |

1 Audit your course for an opening

The course, the assignment, and the opening, found out loud.

PAIRED

4 MIN EACH

RIGHT NOW

- 1 Find a peer in the room** and interview each other, one at a time. Your peer asks: which course are you teaching this fall? Which assignment has an opening for human connection? Why that one?
- 2 Write as you go:** the course (1a), the assignment and what students currently do in it (1b), and why you chose it, said to your peer first (1c).
- 3 Capture what came back:** your peer's clarifying questions (1d), then circle the kind of connection (1e) and why it's the right kind (1f).

A SAMPLE, FILLED · WATCH THIS ONE BECOME AN ASSIGNMENT

1A · THE COURSE

Cornerstone II · How to Design Your Life

1B · THE ASSIGNMENT TODAY

The Workview + Lifeview deliverable, week two. Students write both alone from two readings and post to Canvas.

1D · PEER'S CLARIFYING QUESTIONS

Does the elder see the final essay, or only the portrait?

1E · KIND OF CONNECTION

★ Deepened: the elder they inherited their workview from.

2 Draft the redesign

Five questions, 2a to 2e. The relationship is the raw material.

SOLO

12 MIN

RIGHT NOW

- 1 Who will students reach out to (2a)?** Circle generously. One or more assignment partners; when nobody surfaces, SFBU can step in as the backup.
- 2 What will they do with them (2b)?** Select the interaction verb, then tailor the task. Then the role of AI (2c): the mechanical load only, so human hours go to the human.
- 3 What students deliver (2d), and what goes back to the partner (2e).** Rough sentences beat blank lines. Ran out of room? Sticky notes onto the sheet.

THE SAMPLE DRAFT · THE WORKVIEW INHERITANCE

2A · WHO

A parent, grandparent, or elder whose working life they've watched but never asked about.

2B · WHAT THEY DO

One recorded conversation: what has work meant to you, what did it cost, what would you redo?

2C · AI'S ROLE

Prompts, transcription, translation. Both workviews handwritten first.

2D + 2E · OUTPUT, AND WHAT FLOWS BACK

A one-page portrait of the elder's workview; the portrait returns to them, in person, with thanks.

3 Peer review and pre-mortem

Silent read, then take it apart together.

PAIRED

5 MIN EACH

RIGHT NOW

- 1 Explain your assignment to your peer,** then hand them the draft and ask them to fill 3a: every place this design could fail or fall weak. The more they find now, the stronger the final design.
- 2 You write 3b:** what you're removing, adding, and changing as a result of the feedback.
- 3 Two duties of care:** assignment partners consent to any recording, and students choose their partner. A student who can't land one in time follows the backup path at no cost to the grade.

THE SAMPLE, STRESS-TESTED

3A · THE PEER FOUND

Some students are far from family or estranged. The question can open grief. Some elders will refuse recording, or want another language.

3B · THE RESPONSE

Removing the family requirement. Adding an interview guide, the SFBU backup path, and topics-off-the-table up front. The reflection now compares both workviews, so a transcript alone can't finish it.

4

The final design

The same five questions, written clean after the review.

SOLO

6 MIN

RIGHT NOW

- 1 Work 4a to 4e in order:** who students reach and the backup, what they do together, AI's role, what students deliver, and what goes back to the partner.
- 2 Write it as you'll actually run it.** This is the version that reaches your syllabus, so full sentences earn their space here.
- 3 Cross-check against 3a.** Every failure your peer found should be answered somewhere in these five fields.

THE SAMPLE, FINAL

4A · WHO, FINALLY

Any elder in the student's world. Backup: SFBU staff and the wellness community. Nobody's grade depends on somebody else answering the phone.

4C · AI'S ROLE

Prompts, transcription, translation. The workviews stay handwritten first.

4D · THE ARTIFACT

The elder's portrait plus the student's own Workview. The portrait outlives the course.

5 Reflection and commitment

What changed, when you'll run it, and the photograph.

SOLO

3 MIN

RIGHT NOW

- 1 5a, the reflection:** what changed in your thinking about this assignment today? One honest line beats three polite ones.
- 2 5b and 5c, the commitment:** the term you'll run this, the first step you'll take, and the first thing you'll tell your students.
- 3 Photograph both sheets and upload them through the QR code on the sheet.** The photo becomes your TILT draft, and the design joins the shared SFBU collection.

THE SAMPLE SIGNS OFF

5A · REFLECTION

I thought the Workview essay was about the reading. It was always about inheritance, and now the assignment finally admits it.

5C · FIRST THING I'LL TELL MY STUDENTS

Your view of work came from somewhere, and from someone. This week you'll go and ask it some questions.