Bootcamp Curriculum

12-08-2016

Outcome 1 - Version Control

Skill Description

Aspiring Andelans understand what version control is and how using it can collaboration on projects more effective.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A list of contexts where version control is useful and why

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* What version control is	[ ]	[ ]
* Possible use cases of version control	[ ]	[ ]
* Examples of version control systems apart from Git	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When I am about to start a new project **Action:** I initialize a local repository where I will be able to track all my work	[ ]	[ ]
Context: After I update my codebase with working code **Action:** I make a commit	[ ]	[ ]

Context: When making a commit **Action:** I include a commit message that is descriptive and interpretable by another developer	[ ]	[ ]
Context: When I want to work on a new feature on my application **Action:** I create a new branch	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
By using branches I am able to express my creativity without harming the project	[ ]	[ ]
Using a version control system for my personal project is very valuable for tracking my progress	[ ]	[ ]
I enable efficient collaboration by prioritizing clear commit messages	[ ]	[ ]

Outcome 2 - Agile Methodology

Skill Description

Aspiring Andelans are able to make use of the Scrum framework to manage small- to mid-sized projects with a knowledge of all the necessary terms and concepts used.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A link to an active Trello board for Bootcamp project developed using Scrum framework.
2. Project plan for a short project that can be executed in 30 min. To be presented in class.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* The Agile Manifesto	[ ]	[ ]
* The differences between Agile and waterfall methodologies for software development	[ ]	[ ]
* Common terms used in Scrum	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**

Context: When I am about to start working on a software project **Action:** I break down the functionality into small units	[ ]	[ ]
Context: When I am planning a project I would like to work on **Action:** I make use of tools like Trello/Pivotal Tracker to track tasks, milestones, deliverables and due dates	[ ]	[ ]
Context: When I am planning a project and see that I have a number of tasks to work on **Action:** I assign each task points based on their complexity	[ ]	[ ]
Context: When I am planning a project and see that I have a number of tasks to work on **Action:** I prioritize them based on importance and complexity (or a combination of both)	[ ]	[ ]
Context: When I am actively working on a project **Action:** I reflect everyday on the state of the project to assess my progress	[ ]	[ ]
Context: When I am at the end of a sprint **Action:** I reflect on the progress of the entire project so far and keep track of changes/improvements to make to my systems and processes in upcoming sprints	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
My project stands a higher chance of succeeding when I use Agile	[ ]	[ ]

Good software is built by continuously integrating customer and client feedback into my application and my process	[ ]	[ ]

Outcome 3 - Programming Logic

Skill Description

Aspiring Andelans understand the fundamentals of how to break down problems into programmable logic, and be able to write reusable functions. Additionally, they will be able to identify common problem areas where the performance of a program might be affected.

Outputs

After attaining this skill, and as a demonstration of it, I should be able to complete the following:

1. 7 Andelabs exercises from the Bootcamp category within the first week of Bootcamp.
2. A function to generate prime numbers from 0 to n with asymptotic analysis
3. A function to generate Fibonacci sequence from 0 to n with asymptotic analysis

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* What a function is	[ ]	[ ]
* Examples of where we can make use of reusable functions	[ ]	[ ]
* How to write a function in a given programming language	[ ]	[ ]
* What a return value is	[ ]	[ ]

* How to pass return values across different functions	[ ]	[ ]
* How to break down problems into inputs, processes and outputs	[ ]	[ ]
* Common things to look out for that can affect the performance of my program	[ ]	[ ]
* Best practices for naming of functions and variables in my program	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When I am writing logic that is repeated in my codebase **Action:** I make use of functions to facilitate reuse of code	[ ]	[ ]
Context: When I write a function **Action:** I return a value that represents the desired output for that function	[ ]	[ ]
Context: When I am faced with a programming challenge **Action:** I break it down into a series of steps that can be represented using functions	[ ]	[ ]
Context: After writing a working program, before delivering **Action:** I always check to see if there are ways to make it run faster and/or conserve system resources like internet bandwidth or memory	[ ]	[ ]
Context: When I am writing code **Action:** I follow best practices with respect to naming and code organization to make sure my	[ ]	[ ]

code is easy to read and understand for the next developer who will work on it		

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Programming languages may differ but the core logic behind how programs and computers work are the same	[ ]	[ ]
I solve problems. My computer follows instructions. Together we can impact the world	[ ]	[ ]

Outcome 4 - Object-Oriented Programming

Skill Description

Aspiring Andelans understand what classes and objects are, how to design simple data models, and how to apply object-oriented programming principles to solve basic problems.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. GitHub repo containing a real-world problem modeled using OOP while taking advantage of inheritance, encapsulation, polymorphism and the other OOP concepts.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Definition of a class and an object	[ ]	[ ]
* Definition of common OOP principles and concepts	[ ]	[ ]
* Examples of languages that support OOP and languages that are purely procedural	[ ]	[ ]
* Examples of where OOP can be successfully applied	[ ]	[ ]
* How to design simple data models	[ ]	[ ]
* Key differences between object-oriented		

programming and procedural programming and benefits of OOP over the latter	[ ]	[ ]
* What metaprogramming is	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When I am faced with a data modeling problem **Action:** I attempt to identify all the objects, and each object's properties and their behaviours	[ ]	[ ]
Context: When creating a class model for an object **Action:** I define my object's attributes as variables and behaviour as methods within my class	[ ]	[ ]
Context: When working on codebase that I foresee will grow dramatically **Action:** I strive to ensure my code is DRY by building reusable components	[ ]	[ ]
Context: When modeling data using OOP **Action:** I take advantage of inheritance to ensure I am reusing code as much as possible	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Modeling my code in an object oriented way helps me think about problems in a structured way	[ ]	[ ]

Modeling my code in an object oriented way helps me write sustainable and reusable program components	[ ]	[ ]

Outcome 5 - Test-Driven Development

Skill Description

Aspiring Andelans know what tests are, how to write them, and how the TDD approach can be beneficial in development.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. GitHub repository with at least 10 test cases for one of factorial, Fibonacci or FizzBuzz function.

2. GitHub repository with at least 20 test cases for OOP assignment.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Definition of Test Driven Development	[ ]	[ ]
* Pros and Cons of using the TDD approach to developing applications	[ ]	[ ]
* Steps involved in the TDD process	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When I am creating new functionality **Action:** I define my test before I	[ ]	[ ]

write my code		
Context: When building out any application using the TDD approach **Action:** I write tests, let them fail, before adding in code to make the tests pass	[ ]	[ ]
Context: When building an application **Action:** I strive for 100% test coverage	[ ]	[ ]
Context: When writing test cases **Action:** I identify all the possible edge cases and write tests for each of these cases	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
TDD can help me attain 100% test coverage	[ ]	[ ]
Writing tests reduces the risk of my program malfunctioning in the future	[ ]	[ ]
Writing tests help me better define the specifications of an application I am building	[ ]	[ ]
My application will be more stable if I have solid test coverage	[ ]	[ ]
Following TDD practice will make me a better programmer	[ ]	[ ]

Outcome 6 - Databases

Skill Description

Aspiring Andelans know what SQL is, the different types of databases, examples of databases and how to design basic database tables.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. SQL database design for a simple database problem involving at least two tables with relationships.
2. Screenshots showing results for at least 5 reports generated from the data within the database using SQL.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* What SQL stands for	[ ]	[ ]
* Types of databases that exists (SQL and NoSQL) and the differences between them	[ ]	[ ]
* Examples of SQL and NoSQL databases	[ ]	[ ]
* Definition of databases and tables and how they are related	[ ]	[ ]
* What a database query is	[ ]	[ ]
* The different types of database indexes -		

Primary key and foreign key	[ ]	[ ]
* Simple SQL commands and their respective functions	[ ]	[ ]
* Some of the generally available data types in SQL databases	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When faced with a data modeling problem **Action:** I create the required table structures diagrammatically	[ ]	[ ]
Context: When I require a subset of data from a table **Action:** I create SQL queries to extract the specific data needed	[ ]	[ ]
Context: When I want to create table relationships **Action:** I specify a foreign key that identifies the related record in the related table	[ ]	[ ]
Context: When I want to specify fields in a table design **Action:** I make use of data types adequately to ensure the data stored is well formatted	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Databases should be used whenever I am solving a problem that requires persistent	[ ]	[ ]

data		
There is no one database solution that addresses all data storage needs	[ ]	[ ]
Investing time in structuring my data properly helps me create better performing applications	[ ]	[ ]

Outcome 7 - HTTP and Web Services

Skill Description

Aspiring Andelans know what the *Request-Response Cycle* is, the difference between clients and servers, and how APIs and web services operate.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A simple command line application that consumes a Public API using a HTTP client library.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* How a URL gets routed to a web application (HTTP Request-Response Life Cycle)	[ ]	[ ]
* Common HTTP verbs and typical use cases	[ ]	[ ]
* Differences between the client and the server	[ ]	[ ]
* Examples of clients and servers and a high-level view of how they operate	[ ]	[ ]
* Different HTTP status codes and what they mean	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**

Context: When I am trying to consume a 3rd Party API **Action:** I test the different request and response formats using POSTMAN/Curl/Httpie	[ ]	[ ]
Context: When trying to build an application that uses a publicly available HTTP API **Action:** I read the documentation thoroughly to ensure I understand the different endpoints, request types, response types and error definitions	[ ]	[ ]
Context: When I want to send a request to an API **Action:** I define the request object based on the API specifications	[ ]	[ ]
Context: When I want to parse response data received from an API **Action:** I ensure that I parse the data based on the API specification for responses	[ ]	[ ]
Context: When I get an error from an API request **Action:** I interpret the error code and resolve the outstanding issues	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
I can leverage on data from APIs to create robust multi-functional applications	[ ]	[ ]

Outcome 8 - Front-End Development

Skill Description

Aspiring Andelans are able to demonstrate effective use of HTML and CSS in designing user interfaces.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. GitHub repo containing a clone of a simple user interface created using HTML and CSS.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Technologies that comprise front-end web development	[ ]	[ ]
* How browsers render documents	[ ]	[ ]
* HTML document structure	[ ]	[ ]
* Common Tags available in HTML and what they are used for	[ ]	[ ]
* Common terms used in CSS	[ ]	[ ]
* Common CSS properties	[ ]	[ ]
* CSS Box layout and how CSS positioning works	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When creating a web page **Action:** I link external CSS and Javascript to the page using the link and script tags	[ ]	[ ]
Context: When creating a web page **Action:** I layout all the required components on the page using semantic HTML syntax	[ ]	[ ]
Context: When I want to style elements on my webpage **Action:** I reference elements by IDs and classes and style them within my CSS	[ ]	[ ]
Context: When I am styling components on a page **Action:** I take advantage of classes to reuse style information	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Using Front-End technology, I can replicate any web design I can imagine	[ ]	[ ]
Front-End technology has to do with everything that the user interacts with	[ ]	[ ]

Outcome 9 - Growth Mindset

Skill Description

Aspiring Andelans recognize that skill deficits they have are not a limitation but an opportunity for growth. They demonstrate an eagerness and willingness to leverage on the resources around them in order to develop holistically as a developer to take on tasks.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A blog post about my most recent challenging learning experience.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Differences between growth mindset and fixed mindset	[ ]	[ ]
* How to do a basic personal development plan	[ ]	[ ]

Behaviors

| Observable Behavior | Practiced | Observed | |:----------|:----------:|:--------:| | **Context:** When I become aware of my skill gaps **Action:** I reach out to those who can provide guidance, support and insights on how to level up | [ ] | [ ] | | **Context:** When faced with a task that is above my present skill level **Action:** I approach it with the mindset that it is an opportunity for me to grow and learn | [ ] | [ ] |

| Context: When faced with a task that needs me to level up from my

present skill level Action: I break down the requirements and research where to get the resources needed to help level up | [ ] | [ ] |

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
I leverage my environment to grow	[ ]	[ ]
I learn from observing and mimicking others	[ ]	[ ]
My shortcomings are an opportunity for growth	[ ]	[ ]

Outcome 10 - Relationship Building

Skill Description

Aspiring Andelans are able to identify, approach and comfortably build rapport with Bootcampers, Fellows, Trainers, and Staff members at Andela. They understand that establishing and strengthening relationships is valuable.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. Comprehensive/Informative verbal self introduction
2. A blog post on interesting attributes of four fellows and one member of staff I proactively interacted with within one week

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Different types of relationships	[ ]	[ ]
* What building relationship entails	[ ]	[ ]
* Characteristics of good relationships	[ ]	[ ]
* How to identify personal and professional boundaries	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**

When initiating or building relationships		
Context: At the beginning of the relationship when I am first meeting or getting to know someone **Action:** I share details about my background and interests in an attempt to find common ones	[ ]	[ ]
Context: During team meetings and catch up sessions **Action:** I validate other's perspectives, contributions, and concerns in the face of disagreements	[ ]	[ ]
Context: When reaching out to build rapport with the team or team member formally or informally **Action:** I express a genuine interest in the other person, their activities, interests and well-being	[ ]	[ ]
Context: When reaching out to build rapport with the team or team member **Action:** I communicate and share details about my background and interests in an attempt to find common ones	[ ]	[ ]
Context: When building relationships with a team I am working with on a project **Action:** I am collaborative and supportive	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
I can build a relationship with anyone	[ ]	[ ]
It is never too late to build a relationship with someone	[ ]	[ ]

I can build relationships regardless of my or the other person's personality type	[ ]	[ ]

Outcome 11 - Asks Questions

Skill Description

Aspiring Andelans see asking questions as important, and show a readiness to ask many questions in multiple situations.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A screenshot of slack conversations showing inquiry about something new.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Types of questions	[ ]	[ ]
* The importance of questions	[ ]	[ ]
* What the question loop is	[ ]	[ ]
* Basic principles of effective questioning	[ ]	[ ]
* Appropriate contexts for asking questions	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context When a speaker addresses the Bootcamp attendees as a group **Action:** I ask question to gain clarity on what has	[ ]	[ ]

been said		
Context When I am in a group discussion **Action:** I ask question where doing so might add value to the conversation	[ ]	[ ]
Context When I have a take home exercise **Action:** I come back the next day with additional questions about the topic	[ ]	[ ]
Context When an opportunity to talk about Andela presents itself **Action:** I ask questions about the history of the organization	[ ]	[ ]
Context When an opportunity to talk about Andela presents itself **Action:** I ask questions about how the Fellowship affects my life	[ ]	[ ]
Context When an opportunity to talk about Andela presents itself **Action:** I ask questions about how I can support and contribute to the Fellowship	[ ]	[ ]
Context When I first join the team **Action:** I engage in the question loop	[ ]	[ ]
Context When I first join the team **Action:** I identify what I need to know	[ ]	[ ]
Context When I first join the team **Action:** I identify where and how I can get that info	[ ]	[ ]
Context When I first join the team **Action:** I ask effective questions to the appropriate source	[ ]	[ ]
Context When I do not have a question in		

mind at a time when it may be valuable to ask a question **Action:** I think of worthwhile questions to ask	[ ]	[ ]
Context: When interacting with team members on a project **Action:** I confidently ask questions that are clear and concise	[ ]	[ ]
Context: When interacting with team members on a project **Action:** I willingly ask many open-ended questions	[ ]	[ ]
Context: When interacting with team members on a project **Action:** I ask questions publicly for the benefit of the group/team	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Asking questions is a sign of confidence	[ ]	[ ]
I can ask questions that generate meaningful knowledge	[ ]	[ ]

Outcome 12 - Motivation and Commitment

Skill Description

Aspiring Andelans see high levels of motivation and commitment to objectives as good and desirable, and strive to maintain drive and determination in the face of challenges.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A set objective for time and scope of delivery of Bootcamp project
2. Complete Bootcamp project and presentation, meeting with expectations set above

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**	
I can describe the following from memory:			
* What motivation is	[ ]	[ ]	
* How motivation and commitment influences work, relationships, personal life	[ ]	[ ]	
* How people can influence one another's levels of motivation and commitment	[ ]	[ ]	m
* The difference between intrinsic and extrinsic motivation	[ ]	[ ]	

Behaviors

Observable Behavior	Practiced	Observed
Context: When working with a team **Action:** I intentionally learn about the individual motivations of each team member	[ ]	[ ]
Context: When faced with challenges/blockers that slow-down/hinder the progress of work and threaten motivation **Action:** I identify the challenge/blocker and ensure that I understand what it is and how it is impacting motivation and productivity	[ ]	[ ]
Context: When I am struggling to maintain high levels of motivation and commitment on a personal or team initiative **Action:** I intentionally manage myself to remain productive and effective	[ ]	[ ]
Context: When I have to do a task through different levels of motivation **Action:** I keep my focus on the results attainable at the end to enable me push through.	[ ]	[ ]
Context: When faced with challenges/blockers that slow-down/hinder the progress of work and threaten motivation **Action:** I leverage fellows and trainers with experience in similar cases to assist with ideas, recommendations or solutions	[ ]	[ ]
Context: When levels of motivation are low due to reasons not explicitly related to the		

task itself **Action:** I will communicate low motivation levels with my team and relevant stakeholders to preempt misunderstandings due to possible low productivity	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Strengthening motivation and commitment will grant me the power to persist, stay positive, and overcome challenges	[ ]	[ ]
Strengthening motivation and commitment will grant me the power to be efficient and productive, achieve mastery, and manage myself and my team	[ ]	[ ]
I maintain my commitment amidst changing times and environments	[ ]	[ ]

Outcome 13 - Adaptability

Skill Description

Aspiring Andelans understand that they will encounter changes in their work environment and are able to perform at a high level in the face of change.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. Blog post reflecting on a change-focused improv exercise and Bootcamp events that posed great changes.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* The concept of change	[ ]	[ ]
* The causes, cycles, effects of change	[ ]	[ ]
* How to manage and embrace change	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When confronted by change **Action:** I take steps to understand what changed and how best to respond to the change	[ ]	[ ]
Context: When confronted by change		

Action: I communicate that I see the value of the change	[ ]	[ ]
Context: When working in a changing environment **Action:** I ensure to stay calm and focused on the overall goals of the project, company or organization	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
I can adapt to my changing environment	[ ]	[ ]
Change is inevitable, so I harness it to develop myself and help others grow	[ ]	[ ]

Outcome 14 - Seeks Feedback

Skill Description

Aspiring Andelans value receiving feedback and are able to apply feedback they receive to improve on their performance.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. Screenshot of conversations showing when I requested feedback during Bootcamp
2. A report on an example of an experience where I benefitted from getting feedback about my work during Bootcamp

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Importance and benefits of seeking feedback	[ ]	[ ]
* Approaches for constructively and effectively receiving feedback	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When receiving feedback **Action:** I acknowledge receipt of the feedback and the value of the same	[ ]	[ ]

Context: When receiving feedback **Action:** I ensure I stay positive while also seeing the possible value of the feedback	[ ]	[ ]
Context: After receiving feedback **Action:** I take note of the feedback and ensure to follow up with action plans	[ ]	[ ]
Context: After receiving feedback **Action:** I take deliberate steps to act on the feedback received	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
To reach my potential I must relentlessly seek and act on feedback	[ ]	[ ]
Other people's perspectives matter and add value to my life and work	[ ]	[ ]
There are valuable truths that I can only understand through feedback	[ ]	[ ]

Outcome 15 - Speaking to be understood

Skill Description

Aspiring Andelans recognize how speaking is distinct from being understood. They can describe why speaking to be understood is a necessary skill for professional environments. They regularly demonstrate an ability to be clear and audible when speaking.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. Project presentation to the entire group showing ability to speak effectively

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Tools to promote speaking to be understood	[ ]	[ ]
* Principles of effective verbal communication	[ ]	[ ]
* Who my audience is	[ ]	[ ]
* How the type of audience I'm addressing affects my delivery	[ ]	[ ]
* How the context in which I'm addressing my audience affects my delivery	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**

Context: When speaking in public **Action:** I strive to speak audibly	[ ]	[ ]
Context: When speaking in public **Action:** I put in an effort to be clear and try to frequently check for understanding of the audience	[ ]	[ ]
Context: When speaking in public **Action:** I speak at a pace and cadence that is easy to understand	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
Speaking to be understood directly correlates with how I am perceived in my professional and leadership capacity	[ ]	[ ]
If I practice every day I can master this skill to enhance my spoken interaction with my coworkers in my daily work	[ ]	[ ]

Outcome 16 - Writing Professionally

Skill Description

Aspiring Andelans are able to recognize and describe several important differences between quality (7Cs) writing and low-quality writing. Their writing consistently shows demonstration of 5 or more of the 7 Cs. The fellow is able to recognize the appropriate tone or style for specific mediums

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A blog post that is easy to understand, uses correct grammar and that communicates the desired message.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Principles of effective communication (7Cs)	[ ]	[ ]
* How to use various writing platforms (e.g. Slack, email, blog, Google Docs)	[ ]	[ ]
* Professional writing norms and standards	[ ]	[ ]
* How to use feedback to improve writing	[ ]	[ ]

Behaviors

Observable Behavior	**Practiced**	**Observed**
Context: When writing a message or a blog		

post **Action:** I double check with Grammarly and/or my colleagues to ensure there are no grammatical errors before sending the message	[ ]	[ ]
Context: When using chat technologies **Action:** I ensure my grammar is correct regardless of whether the conversation is formal or not	[ ]	[ ]
Context: When writing a message or a blog post **Action:** I check it for compliance with the 7Cs	[ ]	[ ]
Context: When writing a message or a blog post **Action:** I ensure I get and integrate feedback on how I can make my message more clear and complete	[ ]	[ ]

Beliefs

Embodied Belief	**Felt**	**Demonstrated**
I will be judged based on the quality of my writing	[ ]	[ ]
The written word is the bridge between my brilliance and the rest of the world	[ ]	[ ]

Outcome 17 - Git

Skill Description

Aspiring Andelans are able to build and manage personal and shared repos using conventional Git workflows and GitHub.

Output

After attaining this skill, and as a demonstration of it, I should be able to create the following:

1. A blog post on what the HEAD is and how it is important.
2. A personal Git repo with at least 5 commits.
3. A shared Git repo with commits.

Objectives

Knowledge

Knowledge Unit	**Studied**	**Applied**
I can describe the following from memory:		
* Git as a version control system	[ ]	[ ]
* GitHub as a web-based repository hosting services	[ ]	[ ]
* Common Git commands	[ ]	[ ]
* Use cases of the common Git commands	[ ]	[ ]
* What the HEAD is in Git and why it is important	[ ]	[ ]

Behaviors

Observable Behavior	Practiced	Observed
Context: Whenever I am setting up Git on a new machine **Action:** I ensure I have setup my SSH keys	[ ]	[ ]
Context: When creating a project that I intend to revisit **Action:** I create a new remote repository on Github and pull down to my local repository	[ ]	[ ]
Context: When I am about to continue work on an ongoing project **Action:** I pull in changes from the remote repository	[ ]	[ ]
Context: Before I commit any changes **Action:** I check the status of my branch	[ ]	[ ]
Context: After every commit **Action:** I push the changes to GitHub	[ ]	[ ]

Beliefs

Embodied Belief	Felt	Demonstrated
I can collaborate better when I make use of a distributed version control system like Git	[ ]	[ ]