Instructor:	Linda Lappin	
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Office Hours:	Tues/Thurs 9-11, 2-4pm, and by appointment	
Class Days/Time:	Tuesday-Thursday <u>Section 3</u> (26740) from 7:30 to 8:45 <u>Section 33 (23558)</u> from Noon to 1:15	
Classroom: Section 3 is in BBC 121 Section 3 is in SH 348		
GE/SJSU Studies Category:	Written Communication A2	

Information available online

You are responsible for reading the following information is available online at http://www.sjsu.edu/english/comp/policyforsyllabi.html

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Prerequisites:

Placement by the English Proficiency Test (EPT), or passage of an approved substitute course for the EPT.

Required Texts/Readings

These are available online, and there are some at the Spartan and Roberts bookstores:

- Textbook: Hjortshoj, Keith <u>The Transition to College Writing</u>, 2nd Ed.
- Lunsford, Andrea. The Everyday Writer, SJSU special edition. ISBN 9781457667121

Other Readings

Most other readings are in the Content area in Canvas and there will be handouts.

Other equipment / material requirements

- Journal—the composition notebook style, for daily work and reading notes
- Computer with internet access (for using Canvas and other assignments)
- Printer—keep lots of ink!(printer problems not accepted)
- Composition notebook and binder paper for class work (you must keep your handouts, returned essays, and other coursework organized)

— All essays must be turned in to Canvas in MS word .
Questions

The syllabus details for today

Look up these 5 books and think about which one you would like to read for the second half of
this semester. You will be in a group reading the same book and writing about the issues in that
book—and presenting the ideas in book to the class.
The Trouble with Testosterone, by Sapolsky
The Tipping Point, by Gladwell
Outliers, by Gladwell
An Astronaut's Guide to Life on Earth, by Hadfield
High Tide in Tuscon, by Kingsolver
Bird by Bird: Some Instructions on Writing and Life, by Lamott

Note your final Letters when you have finished. Instructions

Below are four questions, and descriptions of two different lists of personality "preferences." Both lists have their own strengths and blindspots. BOTH are equally valuable -- NEITHER one is better or worse than the other.

Read both sets of descriptions for Question #1 and decide which list -- as a whole - describes you better (even if just a little better). Then click the appropriate button. Try to answer as you really are, not how you may wish you were, or have to be at work.

1. Where is your energy naturally directed?

Extraverts' energy is directed primarily outward, towards people and things outside of themselves. Introverts' energy is primarily directed inward, towards their own thoughts, perceptions, and reactions. Therefore, Extraverts tend to be more naturally active, expressive, social, and interested in many things, whereas Introverts tend to be more reserved, private, cautious, and interested in fewer interactions, but with greater depth and focus.

Extraverts often:

- Have high energy
- Talk more than listen
- Think out loud
- Act, then think
- Like to be around people a lot
- Prefer a public role
- Can sometimes be easily distracted
- Prefer to do lots of things at once
- Are outgoing & enthusiastic

- Have quiet energy
- Listen more than talk
- Think quietly inside their heads
- Think, then act
- Feel comfortable being alone
- Prefer to work "behind-the-scenes"
- Have good powers of concentration
- Prefer to focus on one thing at a time
- Are self-contained and reserved

Introvert (I)

Extravert (E)

2. What kind of information do you naturally notice and remember?

Sensors notice the facts, details, and realities of the world around them whereas <u>Intuitives are more interested in connections</u> and relationships between facts as well as the meaning, or possibilities of the information. <u>Sensors tend to be practical and literal people</u>, who trust past experience and often have good common sense. Intuitives tend to be imaginative, theoretical people who trust their hunches and pride themselves on their creativity.

or

Sensors often:

- Focus on details & specifics
- Admire practical solutions
- Notice details & remember facts
- Are pragmatic see what is
- Live in the here-and-now
- Trust actual experience
- Like to use established skills
- Like step-by-step instructions
- Work at a steady pace

Intuitives often:

- Focus on the big picture & possibilities
- Admire creative ideas
- Notice anything new or different
- Are inventive see what could be
- Think about future implications
- Trust their gut instincts
- Prefer to learn new skills
- Like to figure things out for themselves
- Work in bursts of energy

☐ Intuitive (N)

Sensor (S)

Myers Briggs

3. How do you decide or come to conclusions?

Thinkers make decisions based primarily on objective and impersonal criteria--what makes the most sense and what is logical. <u>Feelers make decisions based</u> primarily <u>on their personal values</u> and how they feel about the choices. So, <u>Thinkers tend to be cool</u>, <u>analytical</u>, and are convinced <u>by logical reasoning</u>. Feelers tend to be sensitive, empathetic, and are compelled by extenuating circumstances and a constant search for harmony.

Thinkers often:

- Make decisions objectively
- Appear cool and reserved
- Are most convinced by rational arguments
- Are honest and direct
- Value honesty and fairness
- Take few things personally
- Are good at seeing flaws
- Are motivated by achievement
- Argue or debate issues for fun

Thinker	(\mathbf{T})	
Ininker	(\mathbf{I})	

Feelers often:

- Decide based on their values & feelings
- Appear warm and friendly
- Are most convinced by how they feel
- Are diplomatic and tactful
- Value harmony and compassion
- Take many things personally
- Are quick to compliment others
- Are motivated by appreciation
- Avoid arguments and conflicts

Feeler (F)

Perceivers often:

Are playful and casual

Prefer to start projects

Play first, work later

Like to keep their options open

Question the need for many rules

Want the freedom to be spontaneous

Like to keep plans flexible

Are less aware of time and may run late

May have difficulty making some decisions

4. What kind of environment makes you the most comfortable?

<u>Judgers prefer a</u> structured, ordered, and <u>fairly predictable environment</u>, where they can make decisions and have things settled. <u>Perceivers prefer</u> to experience as much of the world as possible, so they <u>like to keep their options open</u> and are most comfortable adapting. So, Judgers tend to be organized and productive while Perceivers tend to be flexible, curious, and nonconforming.

or

Judgers often:

- Like to have things settled
- Take responsibilities seriously
- Pay attention to time & are usually prompt
- Prefer to finish projects
- Work first, play later
- Seek closure
- See the need for most rules
- Like to make & stick with plans
- Find comfort in schedules

☐ Judger (J)	or	Perceiver (P)
What are your initials (in order)		

You can look up what those letters say about you:

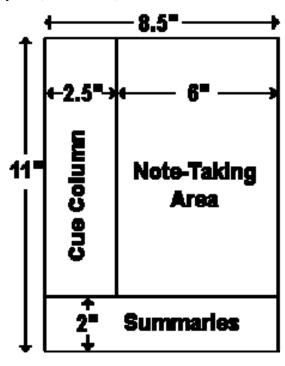
go to $\underline{\text{http://www.personalitydesk.com/enfp}} \text{ but put your letters in the last part}$

The Cornell System for Note-Taking

There is no one right way to take notes in class. One effective note-taking system is called The Cornell System, which was designed by Walter Pauk, emeritus, at Cornell University. To use this system you will need a large loose-leaf notebook. This allows you to insert class handouts, rearrange notes easily, or remove notes to spread them out and study. To learn more about this note-taking framework read Chapter 5 in Pauk's book, *How to Study in College, 5th Edition*.

Page Layout

The distinguishing feature of the Cornell system is the layout of the page on which you take your notes. The page layout includes large margins on the left and bottom of the page. A picture of this layout (not to scale), with dimensions, is shown below.



Cue (Recall) Column

The space to the left of the vertical margin should be reserved for a cue (or recall) column. You should not write in this area during the lecture, while you are taking notes. The cue column is not created until you review your notes (which, ideally, you do as soon after the lecture as possible, and certainly before the next lecture). As you study the material in your notes, you should devise questions which the notes answer (think "Jeopardy"). These questions are the "cues" that should be written in the cue column. By writing questions, you are forced to think about the lecture material in a way that clarifies meaning, reveals relationships, establishes continuity, strengthens memory, and attempts to predict test and exam items.

The Summaries

The area below the horizontal margin near the bottom of the page should be reserved for a summary of the notes on that page. A summary is brief -- at most, only a few sentences. The page summary provides a concise review of the important material on the page. More importantly, in writing a summary, you are forced to view the material in a way that allows you to see how it all fits together, in a general sense. The summary should be written in your own words... helping you to **own** the information.

Note-Taking Area

The space to the right of the vertical margin is where you actually record your notes during the lecture. Pick a note-taking format with which you are comfortable -- there are no hard-and-fast rules for this aspect of the Cornell system. However, you should not attempt to transcribe verbatim every word spoken by the instructor. It is usually not difficult to separate

Downloaded from: http://www.montgomerycollege.edu/Departments/enreadtp/Cornell.html

The Cornell System for Note-Taking

the essential material from the non-essential. For instance, if information is written on the blackboard, it is probably important enough to include in your notes. To avoid missing information during the lecture, you should develop a system of abbreviations you understand, and you should write in telegraphic sentences (where you only include enough words to carry the essential meaning) or similar shorthand that is often used in cell phone text messages. As you take notes, realize that your emphasis should be on the key ideas, rather than the actual words used to convey those ideas.

Sample notes

	Climate classification, January 30
	I. System of climate classification
Koppen	A. Invented by Vladimir Koppen, botanist. Saw biological activities as function of climatic characteristics
What did he do? Why imp.?	B. created climograph: displays molly temp. & precip. on 1 graph
Define climograph. How do you calculate problem?	C. main concern was make it simple: rel'ship between potential evap and amt. of mois. rec'd at any geo. location
Give example	
	II. Arctic climates: ET & EF. E avg. molly temp. < 50
List & define E climates	ET: avg. temp. warmst mo 50F & <32F
Characteristics ET? EF?	*tundra or continental subarctic
	EF: avg. temp. in warmstmo. <32F
	*ice cap orarctic
Define Humid Dry Boundary	III. Humid Dry Boundary
How is HBD calculated?	A. Marks maj. diff. between humid & dry climate regime
Example?	B. Must know how boundary calculated
characteristics of climate de the climograph, which displ between potential evaporati E-type climates are location	otanist who invented a system of climate classification. He believed that etermined biological activities such as???? To classify climates, he developed ays variables of mo'ly temp, and precip. We are looking at the relationship on and amt, of moisture received at a particular geographic location, is where avg, mo, temps are less than 50. Precip, is rec'd, but comes as snow, on tinental subarctic. Warmest mo. = temps of 50-32F.

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EF climates are ice cap or arctic. Warmest mo. = below 32F.

	Preferred name to use in class
	Section #
Student infor	3 or 33 mation sheet
Myers-Briggs (4 letters)	
What writing classes have you taken before?	
-	
	ou write)
What is your major?	
Undeclared? any interest not yet declared?	
What is most difficult for you:	
☐ Grammar	☐ Critical thinking
□ Punctuation	☐ Group work
☐ Developing vocabulary	☐ Public speaking
☐ Generating ideas	☐ Reading
☐ Organizing ideas What comes easiest (any of the above?)—list here	☐ Time management
TI 111 '- 1'- C 1 TC 1	
There will be quite a bit of group work. If you don	
Look over the student learning objectives for this chelp with, underline those you are good at:	
•	
SLO 1: (prewriting, organizing, composing, revising,	
SLO 2: Reading Critically (explaining, analyzing, deve	
SLO 3: [syntax, mechanics (grammar, spelling, punct	-
SLO 4: Students shall write for different audiences (ap	propriate vocabulary, tone, and format)
What is your schedule?	
Days Time Title of class,	(note work schedule around classes)
	l I

Name____

Name			

What days do you know you will miss (sports, travel, etc)?
How many hours are you working?
Do you live on campus?
Do you have a long commute?
Will this class time be difficult to stay focused in?
What would help you with the difficulty of this class time?
Where will you do your homework?
What are you interested in, outside of school?
What should I know about you?
Your Notes
Diagnostic notes
End of semester notes