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

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

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The Tipping Point, by Gladwell

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Outliers, by Gladwell

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An Astronaut's Guide to Life on Earth, by Hadfield

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High Tide in Tuscon, by Kingsolver

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Bird by Bird: Some Instructions on Writing and Life, by Lamott

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## 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

Extravert (E)

or

##### Introverts often:

- 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)

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

Sensors notice the facts, details, and realities of the world around them whereas Intuitives are more interested in connections and relationships between facts as well as the meaning, or possibilities of the information. Sensors tend to be practical and literal people, 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.

##### 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

Sensor (S)

or

##### 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)

## 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. Feelers make decisions based primarily on their personal values and how they feel about the choices. So, Thinkers tend to be cool, analytical, and are convinced by logical reasoning. 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

#### **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

**Thinker (T)** or  **Feeler (F)**

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

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

#### **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

#### **Perceivers often:**

- Like to keep their options open
- Are playful and casual
- Are less aware of time and may run late
- Prefer to start projects
- Play first, work later
- May have difficulty making some decisions
- Question the need for many rules
- Like to keep plans flexible
- Want the freedom to be spontaneous

**Judger (J)** or  **Perceiver (P)**

What are your initials (in order) \_\_\_ \_\_\_ \_\_\_ \_\_\_

You can look up what those letters say about you:

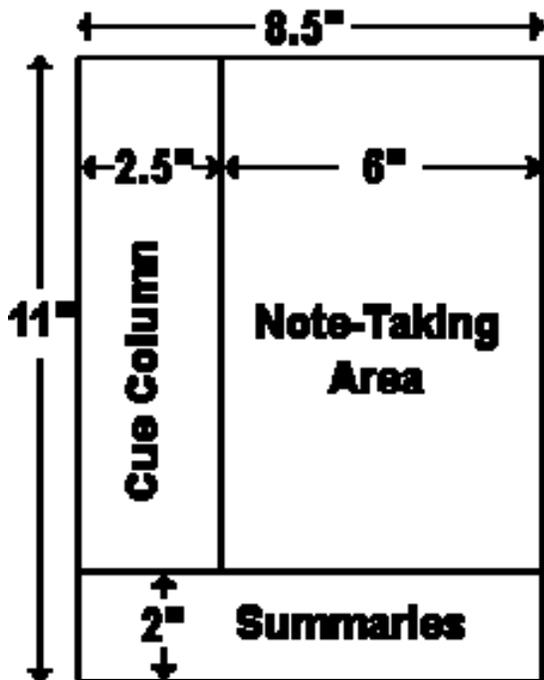
go to <http://www.personalitydesk.com/enfp> but put your letters in the last part

# 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

# 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

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



**More about you:**

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? .....

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What should I know about you? .....

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*Your Notes*

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Diagnostic notes

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End of semester notes

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