**Class Notes – Ch. 2 TCW**

**1. Connections between language and learning**

Have you noticed language or word usage peculiar to the field of your major?

Pitch – (music-) relative highness or lowness of a musical

Pitch – (marketing) – sales “pitch”

Pitch – (sports) baseball – throwing the ball – soccer – the field upon which the game is played.

Pitch – (colloquial language) – pitch a fit

Have you noticed technical language in the classroom?

How might our use of language as a writer, reader, speaker, and listener determine success in our coursework? (p.19)

What event led to Linda’s (student from Korea) “ah-ha” moment? (p.18)

How might a native speaker of English encounter such a moment—aside from entering a language class?

What other activities are discussed in the chapter in relation to language? (p.19)

Explain how language might help one understand differing course designs and/or expectations of different courses? (p.19-20)

**2. Consider note taking –**

*Questions to consider:*

*Is there a connection between language and note taking?*

*Do you have any particular note taking strategy that you use consistently?*

*Is there a need to change note taking strategies?*

*Explain how using the same note taking strategy across the disciplines is akin to Marie’s situation in chapter 1.*

*How does reading the material prior to class help when it comes to taking notes?*

*How might double-entry notes help one to make a better connection with materials in class?*

Notes:

1. Connection between language and note taking?

-think of note taking as a kind of writing (p.21)

b. Give listening the priority over writing (p.22)

-trying to write down everything, you will fall behind and miss substantial portions of the lecture

-Put writing in the service of listening, understanding, and remembering

c. Suggestions: (pgs.22-23)

-Do assigned readings before the lecture, not after

-Listen for the structure of the lecture

-Fill in details and perspectives shortly after the lecture

-Adapt your note-taking strategies to the type and design of the course

-Keep double entry notes for some courses (lecture notes and accompanying

reflections, in this class we use your journal for this purpose)

-Review your notes with a friend from class

**3. Forms and Functions of a College Writing Class –**

Accurate placement is a critical step – especially in a writing program such as ODU’s Undergraduate Writing Program – C or better in two composition course and the writing intensive course in the major

-Entering students have always had trouble adapting to unfamiliar writing expectations, required writing courses like this exist to…

First year writing courses generally designed to help students with the transition to college writing and learning

**4. Writing Centers and Other Assistance –**

UNIV 150 students will seek assistance in the study hall held by the Writing for College Success Program.

The Writing Center in the Learning Commons provides services for students with credit for ENGL 110C.