

Homework via the On-Line Course Calendar

- 2 Sep - Thur: Meet at the Student Recreation Center. GIC 12:30-3:20. Required unless documented conflict brought in advance [alternate assignment].

If you do not object, add a picture of yourself to ASULearn [Profile/Edit profile/Choose File]. Note that this picture would be seen by anyone in your ASULearn courses.

- 7 Sep - Tues Discussion Questions: (To Turn In)
 - 1) Breakthroughs and controversies of GIC?
 - 2) Science and mathematics connections?

Begin working on *Taking Sides* Reading



i-clicker Questions

Did you attend the small-group orientation discussions of the book led by faculty?

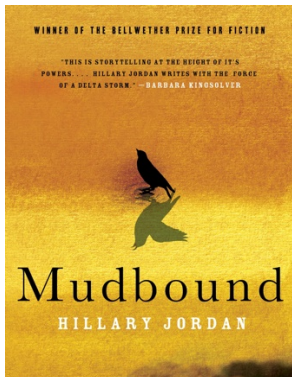
- a) Yes
- b) No
- c) Unsure

Did you read *Mudbound* over the summer?

- a) Read all of it then
- b) Read most of it then
- c) Read some of it then
- d) Had not read it over the summer, but I have started or finished it recently
- e) I have not begun

Research Project 1: Summer Reading Book

- Convocation & class discussion on controversy in the book
- Project - research a topic or theme that re-occurs in the book and science & mathematics connections. Prepare informal research notes and a publication quality (maximum 1/2 page for each lens) summary.

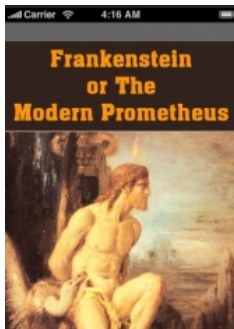


How many names did you correctly identify?

- a) 0-5
- b) 6-10
- c) 11-15
- d) 16-20
- e) More than 20

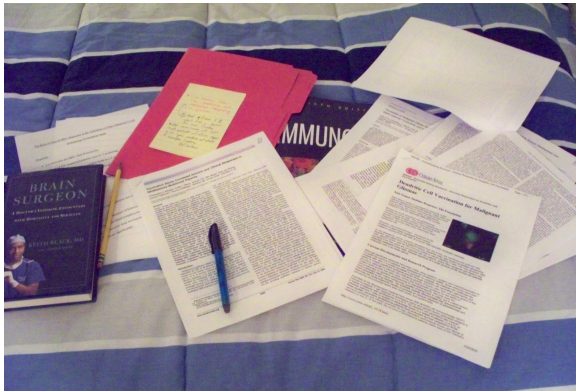
Academic Reading: Frankenstein

- Fun sci-fi monster or treatise about the limits of science?
- Some academic readers connect to “our Frankenstein monster”
- Context of the author: Mary Shelley’s time - medical schools were examining the bodies of recently dead and entrepreneurs dug up specimens for doctors.
- Appeal of a novel lies in collaborative nature - actively involved in the creation of meaning.



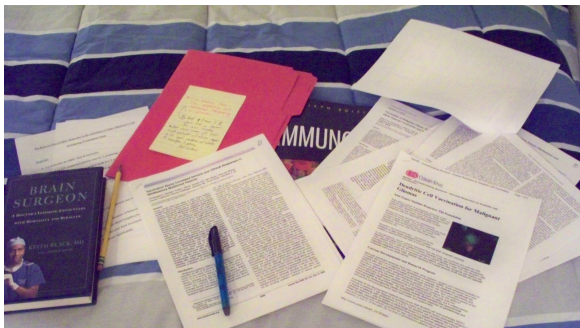
Reading Research: Science & Mathematics

- Textbooks
- Journalists or wikipedia summaries
- Scientists and mathematicians discussing their own research or beliefs
- Scientific or mathematical research papers



Scientific or Mathematical Research Papers

- Basic understanding to broaden my knowledge?
- Analyze and critique the article?
- Pull methods for my use?
- Audience of specialists: I might only be able to understand parts of an article, but still be able to get what I need. Or I may have to spend months or longer learning material to be able to do so.



Sixth Extinction: New Yorker staff writer Elizabeth Kolbert

- **First 2 Pages** (4 Sides)

RQ1: What are the various **academic fields** or subjects that relate to the article?

RQ2: Find at least one aspect that you **disagreed with or that related to you** in some way.

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- **Third and Fourth Pages** - In this section:

RQ1 + RQ3: **Methods** for experiments or forming theories. (One method from section 1 is to isolate a sample of frogs from their environment. Another is to observe frogs in the wild in different areas and track the progression, or to take samples.)

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- **Fifth and Sixth Pages** - In this section:

RQ1 + RQ4: **Author credibility?** For example, empirical in presenting the ideas, logical errors like faulty cause/effect relationships, distortion, oversimplification, or faulty