The purposes of this course are two. The first is to provide a context in which you will reflect on your experience of postsecondary education; write an essay (through at least two drafts) on your experience, making at least a mention of your practicum; and prepare an oral presentation on your experience. The second is to provide you with new tools for presenting yourself and your work, both inside and outside of academic contexts, as well to provide you an opportunity to sharpen tools you already have.

**Grades.** Your grade in CAT 125 will be based on:

- Reflective essay: 35%
- Oral presentation: 35%
- Participation and weekly assignments: 30%

**Attendance.** Lectures are from 5:00 to 5:50 on Mondays and Wednesdays.

Attendance at all lectures, required Friday sessions, and sections is mandatory. You may be absent once during the quarter without explanation. (Absence in lecture and absence in section on a single day constitutes one absence.) In addition, you may be absent on one additional occasion for illness or with the permission of your TA. Additional absences may be excused for good cause, with advance notice or a note from a medical professional.

The primary justification for mandatory attendance is fairness.

For the first three weeks of the fall quarter, attendance will be on the honor system, and we will not take attendance during those three weeks. If the system is honored, this will be the policy for the remainder of the quarter. If there is a notable decline in attendance, it will be necessary to install a system for taking attendance.

**Readings.** All required readings are available on WebCT or on the internet. In addition, you will be asked to read additional essays to find examples of the components of essays. Your TA will make suggestions for finding suitable essays.

**Oral presentations.** You are required to prepare and to present some portion of your essay in spoken form. The other students in your section, plus your teaching assistant, will be your audience. These oral presentations are to be approximately five minutes in length, and will be followed by questions.
**Best presentations.** Sixth College takes CAT 125 seriously as a culmination and fulfillment of each student’s undergraduate education. With this in mind, some of the presentations in section will be of such quality that they deserve to be heard by the entire class. Accordingly, students in sections will determine, by vote, the best presentations, and these will be presented at somewhat greater length before the full class during the final week. Students who are chosen and who deliver best presentations are invited to an informal congratulatory reception where the provost will present them with certificates of merit.

**Overview.** Each of the ten weeks of CAT 125 has a theme. The themes are as follows:

- First week: The what and why of CAT 125; modes of discourse; description
- Second week: Personal reflection
- Third week: Narrative
- Fourth week: Making a pitch
- Fifth week: Tension
- Sixth week: Structure
- Seventh week: Saying it
- Eighth week: Audiences
- Ninth week: Revision
- Tenth week: Best Long Pitches

(It may be worthwhile to print out this page, cut out the overview, and tape it to the mirror in your bathroom, just so that you know where we are from week to week.)

First week: The what and why of CAT 125; modes of discourse; description

**Assignment:**

- Complete the exercise

**Reading** Wallace essay

**Monday 27 September 2010**

- What is CAT 125? Modes of discourse

**Wednesday 29 September 2010**

- Description

Second week: Personal reflection

**Assignment:**

- Write a 300-word essay in which you describe an environment that you experienced as a college student. You must bring the essay to section in the second week

**Reading** “Never Had a Job” and related essays:
http://chronicle.com/article/Never-Had-a-Job-/46500/

http://chronicle.com/article/Teaching-Resolutions-for-the/48379/


*These readings should be done before the lecture at 5:00 P.M. on Monday, October 4, 2010.*

**Monday 4 October 2010**

- The personal, reflective essay; objectivity; truth and sincerity
- The writing of “Never Had a Job”
- Talking about oneself: the uses of the first person in science, literature, philosophy, and daily life
- Exposition

**Wednesday 6 October 2010**

- Inigo Montoya day

  Third week: **Narrative**

**Assignment**

- Reflect on the experience that you described in the first week’s essay. Craft a narrative that places you and/or people you know in that experience, in a 300-word essay and bring this with you to your first section in the third week.

**Reading:** E. B. White, “The Death of a Pig”

**Monday 11 October 2010**

- Narrative

**Wednesday 13 October 2010**

- Confabulation, rationalization, and personal myth making

  Fourth week: **Making a Pitch**

**Assignment**

- Reflect on your narrative and description. What possible meanings can you, or another observer, derive from the experience? Write your reflections in a 300-word essay and bring this with you to your first section in the fourth week.

**Reading:** TBA
Monday 18 October 2010
  • Pitches (Clint’s and Tara’s sections)

Wednesday 20 October 2010
  • Pitches (Laura’s, Katrina’s, and DJ’s sections)

      Fifth week: Tension

Assignment
  • TBA

Reading: TBA

Monday 25 October 2010
  • What’s the point?
  • Creating a tension

Wednesday 27 October 2010
  • Writing a nut graf

      Sixth week: Structure

Assignment
  • TBA

Reading: “The Sound of Wukoki”

Monday 1 November 2010
  • Models for structuring informal essays and oral presentations

Wednesday 3 November 2010
  • Using the models

      Seventh week: Saying it

Assignment
  • Rough essay drafts are due in section on Thursday, 11 November

Monday 8 November 2010
  • Introduction to the long pitch

Wednesday 10 November 2010
  • Pitch session – full lecture class

      Eighth week: Audiences

Assignment
  • Identify two audiences that you want to reach in the final, reflective essay for this course. Briefly describe each audience. Examine the two essays you’ve written, and find sentences or full paragraphs that specifically address one audience or
another. Think about how you can (1) sharpen the sentences you can already identify with any audience to better address that audience, and (2) write sentences that address one or the other of your audiences, or both.

**Monday 15 November 2010**
- What’s an audience? Who are your possible audiences?
- Writing for more than one audience

**Wednesday 17 November 2010**
- Audiences and tensions
- Making it compelling

  Ninth week: **Revision**

**Monday 22 November 2010**
- Compelling pitches

**Wednesday 24 November 2010**
- Suffering the consequences of pitches that are not compelling

  Tenth week: **Best Long Pitches**

**Monday 29 November 2010**
- Best long pitches

**Wednesday 1 December 2010**
- Best long pitches