

## CAT 125: Public Rhetoric and Practical Communication Spring 2017

**Instructor: Diane Forbes Berthoud, Ph.D.**

[daforbes@ucsd.edu](mailto:daforbes@ucsd.edu)

(858) 534-1484

Office: Pepper Canyon 249

Office Hours: CHANGE – Monday 10-11 and 12-1pm Pepper Canyon 229

### **Teaching Assistants**

Alexa Arani [aarani@ucsd.edu](mailto:aarani@ucsd.edu)

Zachary Hayes [zhayes@ucsd.edu](mailto:zhayes@ucsd.edu)

Audrey Hope [amhope@ad.ucsd.edu](mailto:amhope@ad.ucsd.edu)

Marco Huerta [mhuertaa@ucsd.edu](mailto:mhuertaa@ucsd.edu)

Amanda Martin Sandino [amartins@ucsd.edu](mailto:amartins@ucsd.edu)

### **Course Description**

This course in Public Rhetoric and Practical Communication prepares you for postgraduate experiences in academic and professional settings by studying rhetorical strategies for future success. We will examine our roles as social and organizational actors who produce and participate in various forms of organizational discourses. The course will cover performances such as interviews, job application letters, ignite speeches, branding, framing and personal statements which students will have opportunities to learn more about through class readings, discussions and graded oral and written assignments.

### **Course Readings**

All course readings will be available on the TED page ([ted.ucsd.edu](http://ted.ucsd.edu)). Please complete all readings, viewings, and assessments before the due days.

### **Assignments**

Learning reflection assignment 10%

Interview 20%

Personal statement 20%

Speech Outline 5%

Ignite speech 15%

Cover letter for final portfolio 10%

Participation 20%

**Note: PLEASE KEEP all graded assignments, notes, drafts, and feedback as they will be handed in with your final portfolio at the end of the quarter.**

## COURSE SCHEDULE (Subject to change)

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<b>WEEK 1</b>	<p><b>Lecture:</b> Rhetoric, Rhetorical situation and Rhetorical Appeals</p> <ul style="list-style-type: none"> <li>● Course Overview – expectations and goal setting</li> <li>● Introduction to first assignment</li> </ul> <p><b>Read</b> for Week 2: Harris, J. (2011). The idea of community in the study of writing.</p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>● Course Overview – expectations and goal setting.</li> <li>● Your experience as a rhetor (writing and speaking). Your profession’s rhetorical expectations.</li> <li>● Begin discussion about college learning – preparation for first writing assignment. Transcript discussion. One-page draft due <b>Monday, 4/10</b>.</li> </ul>
<b>WEEK 2</b>	<p><b>Lecture:</b> Rhetoric, Rhetorical situation and Rhetorical Appeals</p> <ul style="list-style-type: none"> <li>● You as a rhetorical actor/agent; Appeals</li> <li>● <b>Due 4/19</b> in lecture - What I learned assignment</li> <li>● Introduce Interview Assignment</li> </ul> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>● What is the value of an undergraduate education? Discuss: Cronon - The goals of a liberal education. <a href="http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf">http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf</a></li> <li>● DUE <b>Monday</b> in section: 1-page draft ready for peer review and discussion. What I learned in and outside of college.</li> </ul>
<b>WEEK 3</b>	<p><b>Lecture:</b> Rhetoric, Personal Branding, and You! Interview Assignment Review</p> <p><b>DUE in class 4/19:</b> What I learned writing assignment</p> <p>READ: Dutta (2010). What’s your personal social media strategy? <a href="http://www.forbes.com/sites/dailymuse/2012/02/14/the-first-step-to-building-your-personal-brand/">http://www.forbes.com/sites/dailymuse/2012/02/14/the-first-step-to-building-your-personal-brand/</a></p>

	<p><a href="http://blogs.hbr.org/cs/2012/08/what_your_brand_can_learn_from.html">http://blogs.hbr.org/cs/2012/08/what_your_brand_can_learn_from.html</a>  <a href="http://brandingpays.com/book_sections/Branding_Pays_TOC_Intro_Chapter1.pdf">http://brandingpays.com/book_sections/Branding_Pays_TOC_Intro_Chapter1.pdf</a></p> <p>Reminder: Interview assignment due next week!  DUE: During Week 3 - April 17-21– Take Myers Briggs and career assessments</p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>• Preparation for interview assignment: Discussion about your interviewing experience</li> <li>• Incorporating assessments into interview assignment. Practice sessions in dyads.</li> <li>• READ:  <a href="https://soulsearch.files.wordpress.com/2007/05/64interviewquestions1.pdf">https://soulsearch.files.wordpress.com/2007/05/64interviewquestions1.pdf</a></li> </ul>
<p><b>WEEK 4</b></p>	<p><b>Lecture:</b> MBTI and Career Assessment  Your Personal Statement/Written communication skills</p> <p>READ: <a href="http://career.ucsd.edu/_files/personalstmt.pdf">http://career.ucsd.edu/_files/personalstmt.pdf</a>  <a href="http://www.kon.org/bottoms_nysse.html">http://www.kon.org/bottoms_nysse.html</a>  <a href="http://time.com/3838524/emotional-intelligence-signs/">http://time.com/3838524/emotional-intelligence-signs/</a></p> <p><b>DUE:</b> Interview Assignment in class <b>4/26</b>. Email to TA before class time.</p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>• Begin discussing personal statement (first draft due in a week).  Personal statement – drafting, peer review, discussion.</li> </ul>
<p><b>WEEK 5</b></p>	<p><b>Lecture:</b> Your Personal Statement/Written communication skills</p> <p>READ: <a href="http://career.ucsd.edu/_files/personalstmt.pdf">http://career.ucsd.edu/_files/personalstmt.pdf</a>  <a href="http://www.kon.org/bottoms_nysse.html">http://www.kon.org/bottoms_nysse.html</a></p> <p>Keller (2010). Studies explore whether the internet makes students better writers.</p> <p>Tell your story out loud: <a href="https://www.washingtonpost.com/news/grade-point/wp/2016/08/04/one-way-to-write-a-great-college-admissions-essay-tell-your-story-out-loud/">https://www.washingtonpost.com/news/grade-point/wp/2016/08/04/one-way-to-write-a-great-college-admissions-essay-tell-your-story-out-loud/</a></p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Personal Statement draft <b>May 3</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>● Exploring your expertise. Start discussing topics for your Ignite presentation</li> </ul>
<b>WEEK 6</b>	<p><b>Lecture:</b> You as public rhetor Speaking/outlining READ: Kairos and the rhetorical situation: Seizing the moment (Crowley &amp; Hawhee, 2009)</p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>● Personal Statement draft return 5/10.</li> <li>● Finalize Ignite topic. Discuss ideas for outline. Peer review.</li> </ul>
<b>WEEK 7</b>	<p><b>Lecture:</b> Ignite Speech preparation Nonverbal Communication, Introductions, Conclusions Watch: <a href="http://gender.stanford.edu/voice-influence">http://gender.stanford.edu/voice-influence</a></p> <p><b>DUE:</b> Personal Statement <b>Monday, 5/15</b></p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>● <b>DUE:</b> Draft of full-sentence outline, <b>5/17</b></li> <li>● Mandatory meetings with TA during office hours and sections to discuss outlines and ignite delivery</li> </ul>
<b>WEEK 8</b>	<p><b>Lecture:</b> Course Review/Preparation for final assignment Watch: <a href="http://www.ted.com/playlists/171/the_most_popular_talks_of_all?gclid=Cj0KEQjwxLC9BRDb1dP8o7Op68IBeiQAwWggQHxQzI9DukeKkVsn2qtb8tYe8xzswzOSIfEUZs_NsnYaAkjv8P8HAQ">http://www.ted.com/playlists/171/the_most_popular_talks_of_all?gclid=Cj0KEQjwxLC9BRDb1dP8o7Op68IBeiQAwWggQHxQzI9DukeKkVsn2qtb8tYe8xzswzOSIfEUZs_NsnYaAkjv8P8HAQ</a>  <a href="http://www.huffingtonpost.com/dr-r-keith-sawyer/memory-and-creativity_b_2926307.html">http://www.huffingtonpost.com/dr-r-keith-sawyer/memory-and-creativity_b_2926307.html</a> <a href="http://www.huffingtonpost.com/2012/02/28/best-ted-talks_n_1307131.html#s733863&amp;title=Sheryl_Sandberg">http://www.huffingtonpost.com/2012/02/28/best-ted-talks_n_1307131.html#s733863&amp;title=Sheryl_Sandberg</a></p> <p><b>Section</b></p> <ul style="list-style-type: none"> <li>● Ignites delivered in sections</li> <li>● <b>Completed Outlines handed in 5/22.</b></li> </ul>
<b>WEEK 9</b>	Lecture: Ignite Speeches Part I - May 31

	<p><b>May 29 - Memorial Day</b></p> <p><b>Section</b> Ignite Presentations NOTE: Please send all materials (slides, outline etc.) to your TA <b>before</b> your presentation.</p>
<b>WEEK 10</b>	<p><b>Lecture:</b> Ignite Presentations Part II - June 5 NO CLASS: June 7.</p> <p><b>Section:</b> Preparation for portfolio assignment – review and drafting.</p>
<b>FINALS WEEK</b>	<p>Cover letter with portfolio due: <b>Thursday June 8</b> in the CAT Office, Pepper Canyon 257 by noon.</p>

### UCSD Principles of Community

The CAT program fully supports the UCSD Principles of Community. Please take a moment to review them as part of our code of conduct for the class.

<http://www.ucsd.edu/explore/about/principles.html>

[http://www.ucsd.edu/files/POC\\_Spanish.pdf](http://www.ucsd.edu/files/POC_Spanish.pdf)

### Assignment Submission

All assignments must be submitted in writing by the day and time specified in the Syllabus. Additionally, all assignments must also be submitted digitally via turnitin.com by **midnight** of the due date.

All graded writing must be submitted to Turnitin.com to receive credit. Late submissions will be penalized. If an assignment is not time stamped in Turnitin.com by midnight on the date it is due, it will be reduced by one full grade (i.e.: An **A** would be lowered to a **B**). Papers not submitted to turnitin.com by the time of the final exam will be lowered two full grades (i.e.: An **A** would be lowered to a **C**).

If you have an emergency and you discuss it with your TA or me **before** the deadline, it may be possible to make arrangements but this is not guaranteed.

### Academic Integrity

You are expected to uphold the standards of academic integrity in all your work.

UCSD has a university-wide Policy on Integrity of Scholarship, which can be found online at <http://www-senate.ucsd.edu/manual/appendices/app2.htm>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator. Students found to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course.

Specific examples of prohibited violations of academic integrity include the following: (although this should in no way be considered an exhaustive list of examples):

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or helping or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes. Helping other students to cheat or steal is also cheating.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

***Please do not ask or allow friends or family members to write or substantially edit your work. That is both a violation of academic integrity and a short-circuiting of the learning process.***

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity.**

### **Attendance and Participation**

Please plan to be on time and engaged in both section and lecture. You will be allowed **up to three absences total**. For each subsequent absence, there will be a 2% grade reduction. Excessive absences and tardiness may be grounds for failure in the course and continuous use of electronic devices not connected to the class will significantly affect your participation grade. Please note that participation constitutes 20% of your final grade (two letter grades).

### **Participation Grades**

Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more exactly, but on this sheet we will simply show a general description for each letter grade.

**A – EXCELLENT.**

You are always well-prepared for discussion in lecture and for section, with almost no absences. You can explain each reading in your own words. In addition, you have already asked yourself questions about what it means, focusing on specific passages that are interesting to you and making connections between various readings and ideas.

- You express your thoughts clearly and politely, making and supporting specific claims. You respond to what other students are saying in order to have a dialogue with them.
- You find ways to connect the course material with issues that matter to you personally.
- You do all section activities with high energy and attention to detail, taking personal responsibility for achieving the assigned goal.

**B – GOOD.**

You attend lecture and section with few absences. You have done most of the preparation. If you don't understand the reading the first time you read it, you wait to have it explained by the TA.

- You talk on a regular basis. Sometimes you offer well-thought-out ideas and connections, supported with evidence; sometimes your contributions are merely a statement of opinions or initial reactions.
- You do assigned activities willingly; but if you run into obstacles, you let the TA or someone else figure out how to overcome those obstacles.

**C – SATISFACTORY.**

- You are present in lecture and section, with few absences, and have done some of the reading some of the time.
- You occasionally contribute to the discussion; your contributions are opinions more often than they are thoughtful efforts to make connections. You're not a real self-starter, and you have to be nudged to participate.
- You do activities when asked, because it's required.

**D – UNSATISFACTORY.**

- You have multiple absences from section.
- When you come, you're often not very prepared, and you don't say much.
- You may have a habit of using your cell phone or computer in class to chat or do things not directly related to the course. Playing online poker or shopping for surfboards in either lecture or section, for instance, would be ways to earn a "D" (or lower) in participation.

**F—FAILING.**

- You have many absences, are habitually unprepared, or are uncooperative.

