

CAT 125: (re)presenting self – personal identity formations & public rhetoric

Lecture: MW 2-2:50 @ PCYN 109

Instructor: Prof. Amanda Solomon Amorao

Email: alsolomon@ucsd.edu

Office Hours: W/F 1pm-2pm and by appointment @ PCYN 251

	LE	A00	MW	2:00p-2:50p	PCYNH	109	Solomon, Amanda Lee Albaniel
892068	DI	A02	MW	10:00a-10:50a	MCGIL	2315	Quintanilla, Leslie
892069	DI	A03	MW	11:00a-11:50a	MCGIL	2315	Quintanilla, Leslie
892070	DI	A04	MW	12:00p-12:50p	MCGIL	2315	Mandalay, Morgan
892071	DI	A05	MW	1:00p-1:50p	MCGIL	2315	Mandalay, Morgan
892072	DI	A06	MW	3:00p-3:50p	CENTR	204	Bagci, Nazar
892073	DI	A07	MW	4:00p-4:50p	CENTR	204	Bagci, Nazar
892074	DI	A08	MW	5:00p-5:50p	CENTR	204	Pereira, Christine
892075	DI	A09	MW	6:00p-6:50p	CENTR	204	Pereira, Christine

Course Description

In this version of CAT 125, we will fulfill the upper-division writing requirement by exploring the tensions between personal identity formations, public rhetoric, and practical communication. How do we represent and present ourselves to multiple audiences, in varied contexts, and for diverse purposes? In turn, how is our sense of identity shaped by those representations and presentations for others? How do we negotiate our self-identities with an understanding of social differences and within various institutions from the familial to the educational to the corporate? What rhetorical and communication strategies do we use when presenting ourselves publicly versus privately, whether in person, in writing, and/or in digital media? In exploring these questions of the course, we will reflect on and analyze our own identity formations as well as writing and communication practices.

Course Requirements

ALL REQUIREMENTS MUST BE COMPLETED TO RECEIVE A PASSING GRADE.

- ❖ Attendance & Participation – 10% for section + 10% for lecture

This grade is determined by a student’s consistent attendance, lack of tardiness, and engagement in *both* lecture and section. Missing more than six course meetings (lecture and discussion) and/or excessive tardiness without valid documented excuse can be grounds for a failing grade in the course. See detailed breakdown of participation grade included with general CAT program policies located at end of syllabus. Please note that in lectures, students will be asked to complete in-lecture writing exercises and respond spontaneously to lecture content.

- ❖ Learning Identities Reflection Paper – 10%

1000-1200 words reflecting on what students have learned within the university as well as outside its walls and how that education has or has not shaped their self-identities. See detailed prompt on TritonEd.

- ❖ Statement of Purpose – 20% for rough + final drafts

500-1000 word paper that may take the form of a cover letter with resume, artistic manifesto, or essays written in application for graduate school, internships, study abroad, scholarships, fellowships, grants, awards, etc. See detailed prompt on TritonEd.

- ❖ Oral Presentation – 25% for rough + final drafts

A 5-minute speech with 20 automatically timed slides (in the “Ignite” Style) to be performed in sections in week 9. Excellent oral presentations may be given to the entire class in week 10 and nominated for an award. See detailed prompt on TritonEd.

- ❖ Final Project: Self/Other Photo Essay – 25% for photos + written final draft

Students will create and curate a series of photos that demonstrate how the ways they perceive themselves relate to how others perceive them. Each photo will be captioned to guide the viewer in interpreting the photos and accompanied by a 500-750 word statement that reflects on why/how one's self-perception compares and/or contrasts to how one is perceived by others. See detailed prompt on TritonEd.

Course Policies

See attached CAT program policies that this course has adopted and will observe concerning assignment and turnitin submissions, attendance and participation, academic integrity and its consequences, the UCSD Principles of Community, and accommodating students registered with the Office for Students with Disabilities.

Required Texts

All course materials will be made available for download through our TritonEd website.

Tentative Schedule

Instructor reserves the right to alter schedule as necessary. Please constantly check TritonEd for updates.

Week 1: "I think therefore I am? Or you think therefore I am?"

Mon 1/9 – Introductions, overview, expectations

Wed 1/11

- Please complete: (1) VARK Questionnaire and (2) Multiple Intelligences Assessment
- [Invisibilia. "The Secret History of Thoughts." 9 January 2015. Podcast.](#)
- [DuBois, WEB. "Strivings of the Negro People."](#)

Week 2: identities & intersections

Mon 1/16 – NO CLASS

Wed 1/18 – **Learning Identities Reflection Paper Due in Section**

- Crenshaw, Kimberly. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color."

Week 3: institutions & rhetorical situations

Mon 1/23 – Rodriguez, Robyn and Pawan Dhingra. "Identity." *Asian America: Sociological and Interdisciplinary Perspectives*.

Wed 1/25

- Losh and Alexander. "Why Rhetoric?" *Understanding Rhetoric*.
- [UCSD CSC. "Professional School Personal Statement."](#)
- [UCSD CSC. "Résumés."](#)
- [UCSD CSC. "Cover Letters."](#)
- [Grant Space. "Artist's Statements."](#)

Week 4: communicating through difference

Mon 1/30

- ["When Swinton and Cho Talk Race, The Point's Lost in Translation." NPR Code Switch. Dec 21, 2016.](#)
- Lorde, Audre. "The Transformation of Silence Into Language and Action."

Wed 2/1 – **Personal Statement Rough Draft Due in Sections**

- Select Ignite speeches TBA

Week 5: public (counter)narratives

Mon 2/6

- [Gallo, Carmine. "Barack Obama: A Master Class in Public Speaking."](#)
- [Obama, Barack. Immigration Reform Speech Announcing Executive Action. Nov 20, 2014.](#)
- *Voice of Art – Migration is Beautiful.* <https://youtu.be/LWE2T8Bx5d8>

Wed 2/8

- [Coulter, Ann. Audio Selections from Adios America: The Left's Plan to Turn Our Country into a Third World Hellhole.](#)
- ["Pro-Trump, anti-Mexican messages chalked on California campus as 'chalking' movement spreads."](#) *The Washington Post*.

Week 6: myself(ie)

Mon 2/13

- Sontag, Susan. "On Photography."
- Wortham, Jenna. "My Selfie, Myself."

Wed 2/15 – **Final Draft of Personal Statement Due in Sections**

- Selections from Sherry Turkle's *Alone Together: Why We Expect More From Technology and Less from Each Other*

Week 7: emotional intelligence

Mon 2/20 – NO CLASS

Wed 2/22 – *Section visits by Active Minds*

- [Bradbury, Travis and Jean Greaves. "What Emotional Intelligence Looks Like: Understanding the Four Skills." Emotional Intelligence 2.0.](#)

Week 8: body talks

Note: Sections cancelled for students to meet one on one with TAs to run through oral presentations

Mon 2/27 – [Matsumoto, David, Mark Frank and Hyi Sung Hwang. Selections from *Nonverbal Communication: Science and Applications*.](#)

Wed 3/1

- Cuddy, Amy. "Your Body Language Shapes Who You Are." TED Talks. Oct 1, 2012
- "Power Poses' Co-Author: 'I Do Not Believe The Effects Are Real'" NPR.org. Oct 1, 2016.

Week 9: irony, parody, satire

Note: All students will give their oral presentations in sections

Mon 3/6 - Wed 3/8 – Readings/Texts TBA

Week 10: It's your class

Mon 3/13 - Wed 3/15

- Showcase of excellent oral presentations in lecture
- Workshop first drafts of self/other photo projects in section

**BY 2PM MON OF FINALS WEEK
SELF/OTHER PHOTO PROJECTS DUE
@ CAT OFFICES (PCYN 251)**

POLICIES:

1. **ASSIGNMENT SUBMISSION**
2. **ATTENDANCE**
3. **CLASS PARTICIPATION**
4. **CAT GRADING CRITERIA – PARTICIPATION**
5. **ACADEMIC INTEGRITY**
6. **UCSD'S PRINCIPLES OF COMMUNITY**
7. **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

1. ASSIGNMENT SUBMISSION**A. Due Dates**

An assignment may receive an F if a student does not participate in **every** phase of the development of the project and **meet all deadlines** for preliminary materials (proposals, drafts, etc).

Failure to submit **any** of the graded course assignments is grounds for failure in the course.

If a final draft, plus required addenda, is not submitted **in class on the date due**, it will be considered late and will lose one letter grade for each day or part of a day past due (A to B, etc.). Assignments are due in hard copy as well as via turnitin. You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

B. Turnitin

Final drafts must be submitted to Turnitin via TED **BY MIDNIGHT** on the day it is submitted in class. A grade will not be assigned to an assignment until it is submitted to Turnitin via TED. Failure to submit an assignment to Turnitin via TED is grounds for failure of the assignment.

2. ATTENDANCE

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive absence (more than six class sessions, either lectures or sections) may be grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

3. CLASS PARTICIPATION

Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities.

While you may use your digital devices during class, they must only be used for clear educational purposes. If your use of digital devices becomes distracting or disruptive you will be asked to leave class (lecture and/or discussion) and will lose participation points for that day.

See the participation evaluation rubric below for more information.

4. CAT GRADING CRITERIA – PARTICIPATION

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 fairly, but this is a general description for each letter grade.

A – Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B – Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C – Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D – Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F—Failing

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

5. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://students.ucsd.edu/academics/academic-integrity/policy.html>. 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, but are not limited to, the following:

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 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.

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.

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.

6. UCSD's PRINCIPLES OF COMMUNITY

The CAT program affirms UCSD's Principles of Community, and expects all students to understand and uphold these principles, both in their daily interactions and in their spoken, written and creative work produced for CAT classes:

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

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7. ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

Contact the OSD for further information:

858.534.4382 (phone)

osd@ucsd.edu(email)

<http://disabilities.ucsd.edu>(website)