

Public Rhetoric and Practical Communication

Culture, Art and Technology 125A Fall 2017, UC San Diego

Professor: Joe Cantrell, joe@joecantrell.net

Office: PCH 247 Office Hours: By appointment

Lecture:

MW 12:00 - 12:50pm Pepper Canyon Hall 109

Teaching Assistants and Sections:

A1	909402	MW	8-8:50AM	LEA JOHNSON	lmj002@ucsd.edu
A2	909403	MW	9-9:50	LEA JOHNSON	
A3	909404	MW	10-10:50	ANN THRESHER	athreshe@ucsd.edu
A4	909405	MW	11-11:50	ANN THRESHER	
A5	909406	MW	1-1:50	MANUEL VALDEZ	mavaldes@ucsd.edu
A6	909407	MW	2-2:50	MANUEL VALDEZ	
A7	909408	MW	3-3:50	EKATERINA PROKHOROVA	eprokhor@ucsd.edu
A8	909409	MW	4-4:50	EKATERINA PROKHOROVA	
A9	909410	MW	5-5:50	KAYLA HUNTER	k4hunter@ucsd.edu
A12	909413	MW	6-6:50	KAYLA HUNTER	

ALL SECTIONS HELD IN CENTER HALL ROOM 204.

COURSE OVERVIEW AND OBJECTIVE

In this course students will be introduced to rhetoric as a vital part of your career as a citizen scholar and intellectual entrepreneur. They will explore the mechanics of argumentation and its important relationship to critical thought, understanding and a meaningful life course. Students will examine their own sense of ethics, self, and their relationship with long-term goals to author their own relevant materials. Students will complete multi-modal writing assignments, develop a presentation, and create a portfolio of their work.

Learning Objectives:

- Gain an understanding of rhetorical situations (audience, decorum and kairos), as well as appeals (ethos pathos and logos).
- Develop presentation skills and performance strategies to present their own work in a public forum with a variety of media.
- Develop skills for analyzing underlying arguments in media and narratives.
- Gain a toolbox of conceptual and technical strategies to author their own relevant materials for written, oral, and electronic communication and portfolios.

ASSIGNMENTS

The course will cover the mechanics of argumentation that underpin the practical engagement with critical thinking and a personal sense of ethics. There will be a reading and writing assignment each week that expands on the topics discussed in lecture and apply them to your own experience and future goals. This includes examination of personal interests and ethics, and their relationship to aspects of your field of study.

The material in the course is integrated into the assignments, and are interrelated. Therefore, participation in lecture and sections is essential. Students are expected to come prepared to contribute to in-class and in-section discussion to share ideas, questions, problems and observations about the course material. In short, the more you talk during discussion, the better your participation grade. Attendance is a vital part of this discussion, so students may miss no more than three lectures and sections combined to receive a passing grade.

Written assignments should be double spaced, use 12 point font, and have margins no larger than 1". Papers are to be written in full sentences with well-formed paragraphs. Weekly assignments are due by 11:59pm the following week on TritonEd. Late assignments will be accepted with a reduction of one half grade for each day late. For example, a paper that would have received a B+ if turned in on time would receive a B if turned in one day late, a B two days late, etc.

Personal Narrative:

A written personal statement or narrative that outlines your own unique story and achievements in relation to your field of study, your life history and your future goals.

Presentation:

An ignite-style speech, 5 minute story/pitch with 20 automatically timed slides, given in section explaining the topic within your field that you chose and the discourse surrounding it.

Final project: The capstone project in CAT 125 is a portfolio that showcases your expertise in a particular area. Because the focus of this course is on developing rhetorical awareness, your portfolio does not have to be a technically or artistically ambitious.

You may want to focus on the practical by creating a portfolio that you think would enhance a cover letter, résumé, or personal statement. Such portfolios for college graduates often highlight research, coursework, fieldwork, clinical experience, or community service that would be considered important to a graduate or professional school or to a future employer. You may incorporate your personal ethical stance, aimed at an audience of your choice.

GRADING

Weekly Assignments: 15%

Personal Narrative: 20%

Presentation: 20%

Final Portfolio: 25%

Participation: 20%

ACADEMIC INTEGRITY

<http://students.ucsd.edu/academics/academicintegrity/aiandyou.html>

The integrity of your scholarship is expected in every course you take at the university. All suspected violations will be reported and dealt with through official university channels. Consequences can include a failing grade in the class and administrative sanction up to and including loss of scholarships/grants and expulsion. Please review the policies at the URL above.

COURSE MATERIALS

Lectures will focus on specific key material that highlights the topic of discussion.

Readings can be found on the course's reserves page and/or at links provided. It is often necessary to read a text more than once to fully understand it. Make sure to give yourself enough time to read, absorb and re-read the assigned material. 'Cramming' readings is heavily discouraged. Readings should be completed *before* the lecture or assignment with which they are associated.

Course reserves can on TritonEd <http://tritoned.ucsd.edu>

Please check TED frequently for information, additional resources, answers to student questions, outside examples/sources, and the like.

Note: Digital reserves can be accessed through any computer on campus (with UCSD IP address). If you live off campus, you must configure your web browser to use a proxy server. Details can be found on the library's Remote Access page:

<http://libraries.ucsd.edu/services/remote.html>

CLASS SCHEDULE (SUBJECT TO CHANGE)

Week 1

(Oct 2): Course overview / introduction: the Examined life and critical thinking

(Oct 4): Arguments, Rhetoric, and Appeals

Reading: Chris Mooney - "[The Science of Why We Don't Believe Science](#)"

Written Assignment: Keeping in mind the balance between Pathos, Logos, Ethos and Audience, read Mooney's text. Consider the content of the article and find an example either in your own life or in the press that relates to the presentation of facts over the facts themselves. Write 500 words in response to the article as if you were posting a comment on the article to the Mother Jones website.

Week 2

(Oct 9): Claims and evidence- types of claims, assumptions.

(Oct 11): Reasoning- Deductive, inductive, informal fallacies.

Written Assignment: Describe in 500 words up to three assumptions you have made about your field of study and the wider world before you began your degree program. How have these assumptions changed? What changed them?

Week 3

(Oct 16): [Case Study - What should be done?: Academic speech and cultural sensitivity.](#)

Reading: "[China Cuts Funding For Visiting Scholars After Dalai Lama Visit.](#)"

Begin personal narrative draft.

(Oct 18): [Researching sources - Types of sources, assessing ethos through references.](#)

Written Assignment: Read the article linked above. Find every source that is linked in the article. And keep going until you run out of sources. Record each source as you find them. Report on which sources are credible and which are questionable. How does this lead to a sense of ethos regarding the author of each? How do you intend to establish your own brand of professional ethos?

Week 4

(Oct 23): [Case study, what does it mean?: Freedom of speech and on-campus hate.](#)

Reading: Wendy Leo Moore and Joyce M. Bell. "The Right to Be Racist in College: Racist Speech, White Institutional Space, and the First Amendment."

(Oct 25): Discourse and dialectics - seeing many sides.

Written Assignment: Read the assigned text, and interview someone whose view of the issue differs from yours. You may need to talk to several people. Make sure you get their permission and be respectful of their views. Your role is to listen and understand. Transcribe your interview or upload audio onto TritonEd. Discuss your process and experience in section.

Week 5

(Oct 30): The writing process - gather, analyze, edit, repeat.

(Nov 1): Discourse analysis

Personal Narrative Draft Due

Discourse Analysis Assignment: Locate a topic in your field about which experts disagree. Research at least two credible sources that support different perspectives. Write a 500-word essay on your results. Include in your conclusion your own reflection on the discourse and what's at stake.

Week 6

(Nov 6): Outlining and organization

(Nov 8): Writing introductions and conclusions, paragraphing

Week 7

(Nov 13): Ignite speech primer

(Nov 15): Knowing your audience, presentation techniques

Discourse Analysis Due

Ignite Speech Assignment: Ignite speeches last for exactly five minutes and use exactly 20 slides, with each slide advancing automatically every 15 seconds. This forces the speaker to get to the point quickly and keep their timing precise. Your ignite speech will be focused on the following questions: Considering your previous assignments, frame the discourse of your field and your potential within it. What questions or problems do you hope to address? What experiences led you to be focused on this particular area? Your audience should be a college-educated person who has no knowledge or experience in your major, or a potential employer whose expertise and education is unknown to you. Develop an outline of your speech and at least 5 images to bring to section for feedback and discussion.

Week 8

(Nov 20): Telling a story - narrative arc

(Nov 22): No Class- Thanksgiving

Assignment: Develop your previous outline into an ignite speech of 5 minutes, presented in section next week. Come to section with at least 5 slides to present and discuss.

Week 9

(Nov 27): Final project assignment. Making it all fit - professional and personal continuity

(Nov 29): Online career document platforms - Portfolium, Interfolio and Linked-in

Assignment: Ignite speeches presented in section. Begin placing work within online platform(s).

Week 10

(Dec 4): Best of Student presentations, part 1

(Dec 6): Best of Student presentations, part 2

Finals Week

Personal Narrative, and final portfolio revisions due on Triton Ed Monday December 11, 1pm.

POLICIES:

1. 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 **three** 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.

2. 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. Because some of CAT 125 is based on collaborative, project-based learning, you are also expected to contribute as a responsible member of a group and section. See the participation evaluation rubric below for more information.

3. 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 hardcopy and/or via email/link (for an online assignment). 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.

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/academicintegrity/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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Your Signature HERE: