

CAT 125: Gritty Gumption
Dr. Pantoja
Spring 2018
University of California, San Diego
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MW 11-11:50 am PCYNH 106

Office: PCYNH 251

Student Hours: Wed 12-2pm, and by appointment



“Grit is sticking with sticking with your future day in and day out, and not just for the week, not just for the month, but for years.” -Angela Lee Duckworth

Course Description:

In this public rhetoric and practical communication course we will explore the intersection between perseverance and productivity. Grit is a non-cognitive skill that typically is not taught in the classroom, but is a key component in building a growth mindset and achieving long-term goal completion. Grit is not about talent or luck, but instead coincides with your ambitions. Gumption is the tangible and practical counterpart to grit. Gumption is resourcefulness and ingenuity, such as digital portfolio-making and public speaking. You are transitioning soon from your undergraduate years to graduate school or the workforce. How do you plan to present yourself to the world? What does an ideal week look like for you? Why is it beneficial to tailor cover letters specific to each application? How does an online portfolio convey your story? In this course, you will deliver a pitch performance, create your own network platform, and critically reflect on course topics related to the intersection of perseverance and productivity.

Learning Objectives:

- Develop presentation skills, performance strategies, and improvisation techniques to pitch, tell stories, and present work in public forum.
- Use design thinking, creativity and collaboration to expand notions of problem solving and innovation.
- Develop digital media skills for analyzing underlying arguments in media and narratives.
- Gain a toolbox of conceptual and technical strategies to author your own relevant materials for written, oral and electronic materials for communication and portfolios.

Required Texts/Technology:

- Composition Journal-UCSD Bookstore or Amazon (please bring to lecture & discussion)
- Access to the library website, TritonEd, & UCSD email

Discussion Sections:

A01	935593	MW	9-9:50AM	CENTR	218	Rachel Hicks
A02	935594	MW	10-10:50	CENTR	218	Rachel Hicks
A03	935595	MW	12-12:50PM	PCYNH	240	Katya Prokhorova
A04	935596	MW	1-1:50PM	PCYNH	240	Katya Prokhorova
A05	935597	MW	2-2:50	YORK	4050B	Jessica Yacovelle
A06	935598	MW	3-3:50	YORK	4050B	Jessica Yacovelle
A07	935599	MW	4-4:50	YORK	4050B	Manuel Valdes
A08	935600	MW	5-5:50	YORK	4050B	Manuel Valdes
A09	935601	MW	10-10:50AM	CENTR	220	Kevin Zhang
A10	935602	MW	12-12:50	CENTR	204	Kevin Zhang
A11	935603	MW	1-1:50	CENTR	204	Catherine Crowder
A12	935604	MW	2-2:50	CENTR	204	Catherine Crowder

Pantoja Classroom Expectations:

“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” ([UCSD’s Principles of Community](#)).

My classroom is a place where ideas are generated and discussed. We will not all agree on every single issue, but my expectation is that we will respect one another and think carefully about our word choice. I strive to foster a community of shared humanity where all students are appreciated and supported.

Course Requirements:

- Course attendance (20%). Student participation is vital to the collaborative learning process. Lectures on course content will be interactive and students are encouraged to ask questions and comment on the material. You need to be in class to participate; habitual tardiness or missing classes will dramatically reduce your participation grade. On-time attendance in lecture, section is required.
 1. Please notify your TA if you must be absent for illness or family emergency. You may miss up to three classes (either lecture or discussion) without it affecting your grade. After that, *each additional absence deducts 1/3 of a letter grade* from your final course grade (i.e. an A- would become a B+). Missing 6 or more classes (lecture or discussion section), will result in an *automatic fail* for the course. Excessive tardiness will also impact your grade and may be grounds for an absence.

2. You are expected to attend 2 CAT Events during the quarter and write a response. These events are a great opportunity to get out in the community and participate in culture. Failure to attend 2 CAT Events will reduce your participation by a $\frac{1}{3}$ letter grade (i.e., an A- would become a B+).
 3. You must schedule and attend at least one one-on-one short session with your TA between weeks 3-5, to discuss your work, goals, and why you want to get out of the course/life. This is part of your participation grade. It is highly encouraged that you attend office hours regularly with your TA to get the most out of this course!
 4. Lectures for this class will not be posted on the course website. However, I will regularly post articles, ideas, and screening questions related to the course and the week's topics.
 5. See [CAT Policies](#) for a description of what is considered "A level" class participation.
- Course Assignments (80%).
 1. Papers (First Draft and Revised) turned in at *any* point after the beginning of class are considered late. Late papers will be marked down $\frac{1}{3}$ grade per day (beginning in class). Any draft of a paper more than one week late will not be accepted (will receive a 0 grade).
 2. All papers (including drafts) not submitted to Turnitin by midnight on due date will be reduced $\frac{1}{3}$ grade on the final draft. Papers will not be returned if there is no Turnitin submission.
 3. Word count: Please stay within the assigned word count for each assignment.
 4. Academic integrity of scholarship is essential for any academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. It is your responsibility as a student to understand what the university defines as violations of academic integrity. More information is available at: <https://www.academicintegrity.ucsd.edu>. Students must submit their coursework through the TritonEd website to turnitin.com to screen for plagiarism. The UCSD [Sanctioning Guidelines](#) explain integrity offenses in greater detail.

Assignments

- A. [Grit Weekly Assignments](#) (2% each/10% total): 400-600 words.
- B. [Personal Narrative](#) (15%)
- C. [Pitch Performance](#) (20%)
- D. [Final Portfolio/Website](#) (35%)

GRADING BREAKDOWN:

ATTENDANCE AND PARTICIPATION	20%
GRIT REFLECTIONS (5)	10%
PERSONAL NARRATIVE	15%
PITCH PERFORMANCE	20%
FINAL PORTFOLIO (MULTI-COMPONENT)	35%

IMPORTANT DATES:

Grit #1: upload to TritonEd by 11am (Fri week 1)	Apr 6
Grit #2: upload to TritonEd by 11am (Fri week 2)	Apr 13
Personal Narrative Draft due in Lecture (Mon week 3)	Apr 16
Grit #3: upload to TritonEd by 11am (Fri week 3)	Apr 20
Grit #4: upload to TritonEd by 11am (Fri week 4)	Apr 27
Personal Narrative Final draft due in lecture (Mon week 5)	Apr 30
Grit #5: upload to TritonEd by 11am (Fri week 5)	May 4
Pitch Performance draft due in Lecture (Mon week 6)	May 7
Gumption #1 : upload to TritonEd by 11am (Fri week 6)	May 11
Gumption #2: upload to TritonEd by 11am (Fri week 7)	May 18
Gumption #3: upload to TritonEd by 11am (Fri week 8)	May 25
Pitch Performance final draft upload to TritonEd (Wed Week 9)	May 30
Gumption #4: upload to TritonEd by 11am (Fri week 9)	June 1
Gumption #5: upload to TritonEd by 11 am (Fri week 10)	June 8
2 CAT Event responses due to Turnitin (Fri week 10) 11:59pm	June 8
Final Portfolio/Website to Turnitin by 3pm (Tues-Finals Week)	June 12

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the CAT program. You will do a fair amount of peer review, revision, working in groups, and reflection on your work. That is, be prepared both to receive and offer constructive criticism and re-work your writing, presentations, etc.

- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback.
- Revision will be a crucial component of each major assignment. Failure to revise an assignment and/or participate in peer review will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- Self-Evaluations and Reflections are also an integral part of this course.

Useful Resources:

- 1) Google Calendar Link-Important dates/Assignments for Class
- 2) Writing Resources:
 - [Sixth Writing Studio](#)
 - [Hub Writing Center](#)
 - [OASIS](#)
 - Helpful Videos/Handouts-on TritonEd under “Writing Resources”
- 3) [CAT General Policies](#)

Schedule of Classes:

- This is a living document, which will continue to evolve throughout the quarter. I reserve the right to change/alter this schedule as the course progresses.
- **Please note that all readings are required and to be completed before class on the day they are assigned (unless otherwise noted).**

COURSE SCHEDULE

Week 1 Motivation & Engagement

Apr 2 Introduction

- [Valerie Strauss, “The Surprising Thing that Google Learned About its Employees”](#)

Discussion: Team building

Apr 4 Why Grit Isn’t Everything: Character is Plural

- [Judith Shulevitz, “Grit, By Angela Duckworth” Book review](#)
- [Daniel Engber, “Is Grit Really the Key to Success?”](#)
- [David Denby, “The Limits of Grit”](#)

Discussion: Scavenger Hunt

Apr 6 **Grit #1: upload to TritonEd by 11am**

Week Two Intention & Deep Listening

- Apr 9 Work-life integration: What does an effective week look like?
- [Jacob Morgan, “Work Life Balance is Becoming Work Life Integration”](#)

Discussion: Personal Narrative overview/Deep Listening Exercise

- Apr 11 Brain Chatter: Quieting the distracting inner-dialogue
- [Remez Sasson, “The Mental Noise and How to Overcome It”](#)

Discussion: Bring effective weekly calendar

Apr 13 **Grit #2: upload to TritonEd by 11am**

Week 3 Assessment & Commitment

Apr 16 Predictive Outcomes: Short term vs. long term goal assessment

Discussion: UCLA meditation (bring yoga mat or towel)

Personal Narrative Draft due in Lecture!

- Apr 18 Invite Stress into Your Life: Chasing meaning involves commitment
- [Rob Asghar, “How Stress and Anxiety Can Fuel Peak Performance”](#)

Discussion: short term and long-term goal creation

Apr 20 **Grit #3: upload to TritonEd by 11am**

Week 4 Primal & Raw

Apr 23 Food is Fuel: There is no substitute

Discussion: **Return Narrative Draft**/The Musical Chairs Mindset

- Apr 25 Recognizing Peak Performance Times: What is Your Sleep Animal?
- <https://thepowerofwhenquiz.com/>
 - [Sunil Sharma and Mani Kavuru “Sleep and Metabolism: An Overview”](#)

Discussion: Sleep/Food Journal

Apr 27 **Grit #4: upload to TritonEd by 11am**

Week 5 Defining Yourself

- Apr 30 Pitch performance: Knowing Your Audience
- [JJ Abrams Mystery Box Talk](#)
 - Jeremiah Gardner, [“The ‘Personal Brand’ Myth”](#)
 - Erin Biba, [“Personal Branding Made Easy”](#)
- Personal Narrative Final draft due in Lecture!**
- Discussion: Pitch Performance group work/**topic approved by TA**
- May 2 Portfolio Introduction: “How do I assert my voice?”
- [Watch: Ignite Talks \(Pick a few\) from Matt Harding, Lee Stewart, and Mehal Shah](#)
 - [Donald M. Murray, “Following the Voice of the Draft”](#)
- Discussion: Story-telling exercise
- May 4 **Grit #5: upload to TritonEd by 11am**
- Week 6 Professional Development**
- May 7 Guest Lecturer: Crystal Goldman (Library Instruction Coordinator)
- Stephanie Leary, [Beginning WordPress 3](#)
 - [Lyndsay Grant, “Life Narratives in Social Media”](#)
 - [Rhetorical Situations](#)
- Discussion: Photo Session & Website check
- Pitch Performance draft (no slides) due in Lecture!**
- May 9 Personal Narrative and Presenting an Authentic Self:
social media/email Selfies without Self
- Matthew Alexander Manos [“Futuring Practices”](#)
 - [Ian Bogost, The Cocktail Party Test](#)
- Discussion: Peer Review Pitch drafts
- May 11 **Gumption #1 (website & photo): upload to TritonEd by 11am**
- Week 7 Authentic Yet Concise**
- May 14 Interviewing & Obstacles: What unspoken barriers exist for me?
- Watch: [Amy Cuddy, Your Body Language Shapes Who You are \(Power Poses\)](#)
- Discussion: Cover Letter Tutorial/**Pitch Performance Drafts returned**

- May 16 Tips for Interviews
- [Neil Postman, *Amusing Ourselves to Death*](#) (pp. 142-154)
- Discussion: work on cover letter (email Pitch Performance Slides to TA by 5pm)
- May 18 **Gumption #2 (cover letter): upload to TritonEd by 11am**
- Week 8 Curiosity & Empathy**
- May 21 Web Design
- Thomas Laurinavicius, [“Top Web Design Trends to Watch in 2018”](#)
 - [Introduction to Design Thinking](#) (Stanford Design School)
- Discussion: Mock-interviews
- May 23 Holy Grail of Learning Outcomes=Critical Thinking
- [Neil Postman, *Amusing Ourselves to Death*](#) (pp. 64-80)
- Discussion: Resume/CV group work
- May 25 **Gumption #3 (resume/cv): upload to TritonEd by 11am**
- Week 9 Growing Beyond**
- May 28 **Memorial Holiday-No Class!**
- May 30 Going forward Pt. 1 “How can I grow beyond college?”
- [UC Graduate Admissions State of Purpose Tips](#)
 - [UC Graduate Admissions Personal Statement Tips](#)
- Pitch Performance final draft due in Lecture!**
- Discussion: Pitch Performance
- Jun 1 **Gumption #4 (biography) : upload to TritonEd by 11am**
- Week 10 I Thought I Could**
- Jun 4 Conclusion Going forward Pt 2-The Obstacle is the Way
- [Kevin Granville, “How To Manage Your Career”](#)
- Discussion: Pitch Performance

Jun 6 SHOWCASE of student projects

Discussion: Present websites/CAPE

Jun 8 **Gumption #5 (creative work/research): upload to TritonEd by 11am**

2 CAT Event responses due to Turnitin by 11:59pm

Finals Week

Sun Jun 10 Submit online your CAPE evaluations for the course. Each discussion section that submits 90% of their evaluations, will receive $\frac{1}{3}$ grade bump up on final portfolio

Tues Jun 12 CAT 125 Final Portfolio/Website Due (You will only submit an electronic link of the assignment to TritonEd by 3pm).