

Your Voice in a Globalized World
CAT 125
University of California, San Diego

**Syllabus is subject to change at any point in the quarter*

Professor: Bill Robertson Geibel

Email: wgeibel@ucsd.edu

Lecture Hours: Monday and Wednesday, 11:00am - 11:50am

Lecture Location: See course webpage

Office Hours: Mondays from 1-2pm, Wednesdays from 2-3pm (or by appointment)

Office Hours Location: <https://ucsd.zoom.us/j/6966412335>

TA CONTACT INFORMATION

Maya Vanderschuit

Email: mavander@ucsd.edu

Zoom link: <https://ucsd.zoom.us/j/2334743382>

Lucky Sassafras

Email: scurdock@ucsd.edu

Zoom link: <https://ucsd.zoom.us/my/luckythemonster>

Amrita Kurian

Email: akurian@ucsd.edu

Zoom link: <https://ucsd.zoom.us/my/amritakurian>

COURSE DESCRIPTION:

The purpose of this course is to equip you with the practical skills, perspectives, and tools to be successful in your professional lives, particularly through effective and authentic communication. To do this, we will explore a variety of topics, through various forms of media, that help to either explain or demonstrate important elements of successful communication. We will investigate how communication is not just about what you say, but is influenced by numerous factors, including audience, context, non-verbal cues, and environment. As such, we will explore how concepts such as identity, power, and agency influence the way we see the world, and in turn, the way we present ourselves to the world. Given the increasing global nature of our everyday lives, special attention will be paid to the ways in which globalization has influenced communication. Thus, this course will prepare you to be successful in your future career and life by developing skills and strategies to engage effectively across various cultural, geographic, and rhetorical contexts.

Course Learning Objectives:

Students will leave with the skills and knowledge to:

1. Identify and interrogate their identity, values and positionality, and style of communication
2. Confidently and effectively communicate, in both written and verbal mediums, around topics of passion/interest/study
3. Engage in self-led career exploration and professional development
4. Create, curate, and critically analyze online content and information

COURSE POLICIES:

Attendance: Lectures and sections are synchronous and you are required to attend each via ZOOM. While attending, I ask for your undivided attention and that you are not using or looking at your phone, websites not related to the course, or other technology. You are also required to keep your video on (at all times) and your audio muted (unless you have a question). To ask a question or provide a comment during lecture, please use the “Raise Hand” function and I will call on you. If you have any concern about upholding these requirements, please talk to your TA or me as soon as possible.

Recorded Lectures: Every lecture will be recorded and made available within 24 hours on the course website. These recordings are intended for anyone who is unable to attend a lecture live (e.g. you are in a different time zone, you are ill, etc.). If you have an issue with attending the lectures live, please talk to your TA immediately.

The Respect Rule: I ask you all to show the utmost respect to everyone in the classroom. We all have different backgrounds, values, beliefs, identities, and experiences that may sometimes cause disagreement; but when you are in this class, you are required to demonstrate understanding, respect, and empathy towards your fellow classmates, guest speakers, and instructors.

Office Hours Policy: I highly encourage you to take advantage of both my office hours and our TA’s. My (virtual) door is always open and I am happy to talk to students about a range of topics, not just course-specific issues. I want to help make your experience at UCSD a positive one. If you cannot make my scheduled times, let me know, and we can make an individual appointment. My office hours will be held at: <https://ucsd.zoom.us/j/6966412335>

Late Work Policy: We will accept late work for three days after it is due. For each day it is late, we will deduct $\frac{1}{3}$ a letter grade. The maximum deducted will be 1 full letter grade. After that (i.e. after 3 days), you receive a zero for that assignment. If you are concerned you will miss a

deadline, please contact your TA at least 48 hours before the assignment is due to work out a new deadline. (We will not give extensions retroactively).

Academic Honesty: Plagiarism or cheating is a serious offense and will be dealt with following university guidelines. It is your responsibility to become familiar with its policies, definitions, and penalties. These rules apply to exams and papers. If you have any questions about proper conduct, please see me. Do not guess or be uncertain about what constitutes cheating. Resources and information on academic integrity can be found at <https://academicintegrity.ucsd.edu/>

Plagiarism and/or cheating will not be tolerated, and at **the very least**, you will receive zero points on the assignment and be reported to the University. Ultimately, you may receive a failing grade in the class and be subject to university discipline.

Discrimination and Harassment: UCSD does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, sexual orientation, disability, or status as a U.S. veteran. This class adheres to those guidelines. Alternative viewpoints are welcome in this classroom. *However, statements that are deemed racist, sexist, classist, ableist, homophobic, or otherwise discriminatory toward others in the class will not be tolerated and students will be asked to leave.* Students come from a wide variety of backgrounds and possess a diverse array of values and beliefs and the classroom must be a safe space to discuss opinions and ideas. As such, I will not tolerate harassment of any kind in my classroom.

ADA Statement: Students requesting accommodations for this course due to a disability should (if needed) 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 then required to present their AFA letters to Faculty (please make arrangements to contact your professor privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. No retroactive accommodations can be provided. The CAT OSD liaison is Lynette Brossard: lbrossard@ucsd.edu.

Other Important Policies: Anyone having problems in this course is strongly encouraged to contact me or their TA as early as possible. We will be happy to meet you and help you in any way possible. **Our goal is for you all to succeed!**

GRADING AND ASSIGNMENTS:

Major Assignments (55%)

- | | |
|-----------------------------|-----|
| 1) Personal Narrative | 15% |
| 2) Presentation/Performance | 15% |
| 3) Website | 25% |

Minor Assignments (45%)

4) Discussion Board	15%
5) Participation	10%
6) Informational Interview	10%
7) Quizzes	5%
8) Resume/CV	5%

TOTAL	100%

Your final grade will be determined by the following point scale:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
		D+	67-69
		D	63-66
B+	87-89	D-	60-62
B	83-86	F	00-59
B-	80-82		

Major Assignments

- 1) Personal Narrative (15%):** A 500-700 word written statement that may take the form of a personal statement, statement of purpose, artistic manifesto, graduate school application essay, or grant essay. You will submit a draft worth 5% of the assignment grade prior to final submission. Further instructions/resources will be posted on the course website.
- 2) Presentation/Performance (15%):** You will record an original 4-6 minute presentation or performance to share with your section. It is recommended (but not required) that you relate this presentation/performance to the subject matter featured in your personal narrative and/or your website. During week 9, section will be devoted to Q&A about your performances/presentations. Participation in Q&A is 5 points of assignment grade. Further instructions/resources will be posted on the course website.
- 3) Website (25%):** The final project of this course is a published website that you create. This can take the form of an online portfolio, research website, personal website, or blog showcasing expertise. In addition to written posts about your subject, you will create and edit media (images, video, or audio) to populate your site. Further instructions/resources will be posted on the course website.

Minor Assignments

- 4) Participation (10%):** You are expected to attend and actively engage in all sections via ZOOM. You must always notify your TA if you are to miss a section. You are permitted 1

absence without penalty. Any further unexcused absences will result in a deduction of your participation grade.

- 5) **Quizzes (5%):** Throughout the quarter, there will be short quizzes to complete. These quizzes are meant to ensure that you are comprehending the readings and lecture material. Quizzes will open after lecture on Wednesdays and close on Fridays.
- 6) **Discussion Board (15%):** Each week you are required to write 1 post and 2 comments on the discussion board. Posts are due on Wednesdays and comments are due by Friday. Posts will be evaluated based upon their thoughtfulness and completeness. Prompts will be posted weekly.
- 7) **Informational Interview (10%):** You will conduct an informational interview with a person of your choosing. This person should be someone whose job/career interests you. Instructions and resources can be found on the course website. See website for further instructions/resources.
- 8) **Resume/CV (5%):** See website for further instructions/resources.

TOPICS AND ASSIGNED READINGS:

WEEK 1: WHAT'S THIS COURSE ALL ABOUT?		
<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, January 4: Course Introduction Section: No Section today	N/A	Discussion Board: <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 1/6 ○ Two comments due Friday, 1/8
Wednesday, January 6: The Purpose of Education	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> ● Andrew Hoffman, What Is Your Theory of Change ● bell hooks, Teaching Critical Thinking (chapters 1-2) ● Paulo Freire, Pedagogy of the Oppressed (chapter 2, pgs 71-74 only) 	

Week 1 Guiding Questions: What is the purpose of education? What is the purpose of this class? What is communication and why is it important?

WEEK 2: IDENTITY

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, January 11: Identity, Intersectionality, Positionality	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> ● John Warren & Deanna Fassett, Chapter 4: Identity and Perception, pg. 60-80 (may need to use ucsd vpn to access) ● (Watch) Hannah Gadsby, Nanette (on Netflix - if you do not have an account, please try to find someone who will share with you. If you can't find a way to watch it, please email me and I'll try to get you access or provide an alternative) ● Dictionary.com, Positionality 	Discussion Board: <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 1/13 ○ Two comments due Friday, 1/15
Wednesday, January 13: Social Identity	<p><i>To prepare for class, please read/listen:</i></p> <ul style="list-style-type: none"> ● Cathleen Clerkin, Understand Social Identity to Lead in a Changing World ● (Listen) NPR, 'Americanah' Author Explains 'Learning' To Be Black In The U.S. 	

Week 2 Guiding Questions: How do you think of yourself? How do you think others see you? What do you love about yourself? Is identity important to you? Why?

WEEK 3: THINKING ABOUT A CAREER

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, January 18: MLK Jr. Day, No Class or Section	N/A	Discussion Board: <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 1/20 ○ Two comments due Friday, 1/22
Wednesday, January 20: Values, Careers, and Goals	<p><i>To prepare for class, please read/watch:</i></p> <ul style="list-style-type: none"> ● Sandra Loffredo, Do your career and work values align? 	

	<ul style="list-style-type: none"> ● UCSD Career Center, Roadmap (Read through all the pages) ● BuzzFeed, 15 Stories From People Who Found Their Unexpected Dream Jobs ● Amy Gallo, How to build a meaningful career 	
--	---	--

Week 3 Guiding Questions: What are your values? What constrains you from living these values? What is an issue you'd like to change? How would you go about it?

WEEK 4: LOOKING FORWARD

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, January 25: Values, Careers, and Goals	<i>To prepare for class, please read/listen/watch:</i> <ul style="list-style-type: none"> ● Emily Poague, These are the 6 skills college grads need to compete in the post-Covid jobs market ● Rebecca Knight, How to get the most out of an informational interview ● Natalie Lundsteen, Best practices for professional email ● (Listen) In Pursuit Podcast, Brene Brown 	Discussion Board: <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 1/27 ○ Two comments due Friday, 1/29 CV/Resume DUE <ul style="list-style-type: none"> ● Due: Friday, 1/29, 11:59pm
Wednesday, January 27: Creating a Personal Brand	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> ● Herminia Ibarra and Kent Lineback, What's Your Story? ● Lauren Marinigh, Use Personal Branding to Share Your Narrative ● Celinne Da Costa, 3 Ways To Use Your Story To Build A Stronger Personal Brand 	

Week 4 Guiding Questions: What is your personal/professional brand? "What do you want to do with your life"? What's your story?

WEEK 5: COMMUNICATING YOURSELF

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, February 1: Cover Letters/Personal Statements	<p>To prepare for class, please read/watch:</p> <ul style="list-style-type: none"> ● UC Graduate Admissions Statement of Purpose Tips ● UC Graduate Admissions Personal Statement Tips ● University of Michigan Personal Statement Tips ● (Video) Chimanda Ngozi Adichie, The Danger of a Single Story 	<p>Discussion Board:</p> <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 2/3 ○ Two comments due Friday, 2/5 <p>Personal Narrative Draft DUE</p> <ul style="list-style-type: none"> ● Due: Friday, 2/5, 11:59pm
Wednesday, February 3: Authority and Power	<p>To prepare for class, please read/watch:</p> <ul style="list-style-type: none"> ● Marcel Schwantes, According to science this is the best way to gain power and influence others ● May Busch, How to Speak in Meetings With Confidence and Authority ● (Video) Brene Brown, The Power of Vulnerability ● (Video) Greta Thunberg, Speech 	
<p><i>Week 5 Guiding Questions: When do you feel the most confident? Why is this? What are you an authority on? Does someone give you authority or do you take it? When do you feel vulnerable? Why?</i></p>		
<p>WEEK 6: COMMUNICATING WITH AUDIENCES NEAR AND FAR</p>		
<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, February 8: Intercultural Communication	<p>To prepare for class, please read/watch:</p> <ul style="list-style-type: none"> ● Mei Zhong, Dialectics of Identity and Diversity in a Global Society ● Emily Braucher, 5 Tips for Communicating Across Culture and Difference 	<p>Discussion Board: Video Entry</p> <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 2/10 ○ Two comments due Friday, 2/12 <p>Informational Interview Summary DUE</p> <ul style="list-style-type: none"> ● Due: Friday, 2/12, 11:59pm

	<ul style="list-style-type: none"> • (Video) Peter Alfandary, The myth of globalization 	Website Outline DUE <ul style="list-style-type: none"> • Due: Saturday, 2/13, 11:59pm
Wednesday, February 10: Diversity and Difference	<i>To prepare for class, please read/watch:</i> <ul style="list-style-type: none"> • James Baldwin, The Discovery of What it Means to be an American • Madeleine Holden, The Exhausting Work of LGBTQ Code-Switching • NPR, How Code-Switching Explains the World • (Video) President Barack Obama, Correspondents' Dinner Speech 	

Week 6 Guiding Questions: How do you know what to say to people when you meet them? What cues do you look for? Do you ever find yourself changing the way you speak or act, why/why not?

WEEK 7: PUBLIC SPEAKING

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, February 15: President's Day, No Class or Section	N/A	Discussion Board: <ul style="list-style-type: none"> • Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 2/17 ○ Two comments due Friday, 2/19 Personal Narrative DUE <ul style="list-style-type: none"> • Due: Friday, 2/19, 11:59pm
Wednesday, February 17: Public Speaking 101	<i>To prepare for class, please read/watch:</i> <ul style="list-style-type: none"> • Marjorie North, 10 tips to improve public speaking • Emily Grossman, How to present complex ideas clearly • Carmine Gallo, Neil DeGrasse Tyson Teaches Three Persuasive Communication Strategies In His New MasterClass • (Video) Barack Obama, DNC Convention Speech • (Video) President George Bush, Iraq War Speech 	

Week 7 Guiding Questions: Why are some people seen as “good” speakers? What makes a good speaker? How do you explain what you know to others?

WEEK 8: PUTTING YOURSELF “OUT THERE”

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, February 22: Public Scholarship	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> ● Janet Napolitano, Why More Scientists are Needed in the Public Square ● Kelly Baker, A Rallying Cry for Humanities ● Netflix, Our Planet: Fresh Water 	Discussion Board: <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 2/24 ○ Two comments due Friday, 2/26 Presentation/Performance DUE <ul style="list-style-type: none"> ● Due: Friday, 2/26, 11:59pm Upload in 2 places: Week 8 assignment submission and discussion board for Q&A.
Wednesday, February 24: Networking and Social Capital	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> ● Nancy Hoffman, Who You Know Matters More than Ever in the COVID-19 Job Market ● OECD, What is Social Capital ● US News, 6 ways to network while you’re in college 	

Week 8 Guiding Questions: What’s social capital, and do you have it? Whose in your network? How do you get people in your network? Why should you share what you know with others?

WEEK 9: DIGITAL COMMUNICATION

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
Monday, March 1: Digital Communication Basics Section: Presentation/Performance Q&A	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> ● Madeleine Hillyer, How has technology changed - and changed us - in the past 20 years? ● Chuck Cohn, A beginner’s guide to establishing an online presence on a budget ● Pew Research, Social Media Fact Sheet 	Discussion Board: <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 3/3 ○ Two comments due Friday, 3/5
Wednesday, March 3: Digital Communication Barriers	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> ● LA Times, Inside a Long Beach Web operation that makes up 	

<p>Section: Presentation/Performance Q&A</p>	<p>stories about Trump and Clinton: What they do for clicks and cash</p> <ul style="list-style-type: none"> ● Marjorie Hershey, Political bias in media doesn't threaten democracy — other, less visible biases do ● Pew Research, Publics in emerging economies worry social media sows division ● PBS Newshour (listen), How media literacy can help students discern fake news 	
---	--	--

Week 9 Guiding Questions: How is technology changing the way we communicate? Is this good or bad? How can you use digital media successfully? How do we know what's true and not online?

WEEK 10: FINDING BALANCE & PURPOSE

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
<p>Monday, March 8: Work-Life Balance</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> ● Tim Kreider, The Busy Trap ● TBD (check website at later date) 	<p>Discussion Board:</p> <ul style="list-style-type: none"> ● Due Dates <ul style="list-style-type: none"> ○ Post due Wednesday, 3/10 ○ Two comments due Friday, 3/12
<p>Wednesday, March 10: Civic Engagement / Global Citizenship</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> ● Madeleine F. Green, Global Citizenship – What Are We Talking About and Why Does It Matter? ● TBD (check website at later date) 	

Week 10 Guiding Questions: What do you want out of life? How can you make a positive impact on the world?

WEEK 11: FINALS WEEK

Assignments

Website DUE

- Due: Wednesday, 3/17, 11:59pm