CAT 1A: A History of Literary Creatures

Summer Session I 2022
Synchronous Remote Lecture 9:00-10:50am
Lecture Zoom ID: 938 8913 9230
Password: creatures

Instructor: Liz Popko   **Zoom Office:** https://ucsd.zoom.us/my/lizpop
Email: egumm@ucsd.edu   **Office Hours:** M 11:30-12:30; F 11:30-12:30; by appointment

Course Description

CAT 1 is a required 4-unit course offered every fall to Sixth College students in their first-year or their first fall quarter after successfully completing the Analytical Writing Program. As a 4-unit course during a summer session (5 weeks), students will spend approximately 300 minutes in lecture and 100 minutes in discussion section each week.

Course Topic

This CAT 1 course will examine our human need to tell stories and the special significance that animals and other nonhuman entities play in those stories. Specifically, we will explore the shorter literary forms of poems, stories, and essays and how those genres animate much of the mythology of particular creatures, whether real or imagined. From fairy tales to sonnets, literary creatures provide insight into how humans define themselves, their communities, and their histories. At the intersection of animal and literary studies, this course invites you to develop your critical reading skills and develop a personal writing practice by engaging in questions of humanity, animality, and imagination.

Required Texts/Technology

- Access to Canvas
- *They Say, I Say* CAT 5th Edition (you will use this also for CAT 2 & 3)

Course Objectives

By the end of CAT 1, students should be able to:

- Understand writing as a process (i.e. that includes, brainstorming, drafting, peer review, revision, reflection)
- Develop metacognitive and critical thinking skills
- Learn how to ask constructive questions.
- Practice writing as a learning strategy (this entails developing the ability to critically read, summarize, and respond to arguments)
- Learn how to read critically across a variety of genres and identify disciplinary discourse.

Core Course Concepts:

By the end of CAT 1, students should be able to understand and define the following terms/ideas:

- Ideology
- History as narrative
- Production of Knowledge (Culture, Art, Technology)

Core Skills:

Over the course of the term, students will practice and strengthen the following skills:

- Critical curiosity (active reading & asking productive questions)
- Summary (including identifying the parts of an argument when applicable)
- Analysis
- Paragraph structure
- Reflection & metacognition

Program Policies

Communication

In CAT, it is our hope that in this course we will develop a supportive learning community that fosters discussion, engagement, and excitement. Often, we will engage in the course material through the sharing of ideas, questions, and personal experiences. "Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others" are basic guidelines that can help create a positive learning environment. Your participation and feedback are important to the success of the course and I welcome your thoughts throughout the term on how we might improve class processes that will encourage effective communication and dialogue.

Etiquette and Conduct

What you can expect of me…

- I will be prepared for lecture and invested in the material
- I will be enthusiastic and animated during discussions (probably 95% of the time)
- I will respond to emails within 48 hours
- I will be as invested in your work as you are
- I will treat your work with honesty and compassion
- I will learn as many names as I can
- I will make fun of myself and probably make very cheesy jokes
- I may curse, but I will try not to

- I will be willing to allow for extensions if you demonstrate engagement in the course and come speak with me early about needing one
- I will be a safe sounding board for ideas, whether related to your assignments or not
- I will take earnest feedback about the course seriously

What I expect of you…

- You will attend lectures on time, with a good attitude
- You will attend section on time, with a good attitude
- You will take responsibility for your actions and feelings, especially as they manifest within the course
- You will do the work assigned, both readings and writings, to the best of your ability (even if what qualifies "best" changes)
- You will do your own work with your best effort (even if what qualifies "best" changes) (See UCSD Policies on Academic Integrity)
- You will read the syllabus and refer to it throughout the quarter
- You will treat your fellow classmates, your TAs, and myself with dignity; you will not engage in racist, sexist, classist, ablist, homophobic, transphobic, ethnocentric, fat-shaming, faith-shaming, or otherwise hateful communication. There is a difference between disrespectful/hateful speech and reasonable disagreement. (See UCSD Principles of Community)
- You will offer your fellow writers honest and engaged critique.
- You will speak respectfully to me or your TA if you have any problems with the assignments or teaching methods; you will give us the chance to correct mistakes or address any miscommunication
- You will own your part of class culture (you will recognize that your experience with the class is in part your responsibility)

Technology & Some General Policies for the Remote Classroom

Given that our course this term is conducted online, a technology policy seems a little silly. However, for the success of our course, we need to follow some general etiquette with how we use this technology. These guidelines are applicable to live lecture, live section, and digital collaborations:

- Please mute yourself whenever you are not speaking; this avoids the distraction of environmental noise

- Please have your camera on so that we can see your lovely face! Visibility contributes to a more engaged online classroom and higher student (and teacher!) morale. If you have technical issues or other reasons for keeping your camera off, you must notify Dr. Popko and your TA as soon as possible.
  - Cameras on is preferable but not required for lecture
  - Cameras on is required for section (unless you have a qualified exception)
- Please attend to your immediate environment to make it as little distracting as possible (visually and aurally) - For example, you may want to ban pets or roommates from the room (although, let's face it - pets are more than welcome to class).
- Please do not attend live sessions if you are going to be actively engaged in another activity; online education is not an excuse to multitask. Indeed, multitasking is one of the main causes for poor performance in online courses. Requiring cameras to be on during class in part holds us all accountable for being present in class, just as we would be in person.
- Please be sure that your name in Zoom sessions includes both your first and last names, along with your pronouns. This will facilitate the assessment of lecture engagement and building community.
- Be mindful of the chat function in Zoom - the default is that any comment you make will be made visible to the entire session, including the instructor; however, the chat function is a great place to ask for clarification, offer comments if you are shy, or pose questions. Students who misuse the chat may be dismissed from Zoom.
- Recordings of lectures will be made available only to the specific course and only during the specific term.
- If you have technical difficulties, please keep your TA and instructor updated.

Statement of Inclusion:

I believe very strongly that the classroom is a place to expand our knowledge and experiences safely, while being respected and valued. I support the values of UC San Diego to "create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive". I strive to uphold the values articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion: "We believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prosper." I hope you will join me in creating a class that upholds these values to further enhance our learning as a community.

Americans with Disabilities Act (ADA)

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. OSD should provide the instructor with any AFA letters, but you may want to double check with both your instructor and your TA to be sure they have the documentation. No retroactive accommodations can be provided. Any questions regarding accommodations should be directed to Dr. Popko directly.

CalFresh & Basic Needs Information

If you are facing food insecurity, we encourage you to contact **calfresh@ucsd.edu**, call (858) 246-5581, or visit the CalFresh Website. For more information on food and housing resources, please visit the Basic Needs Center or **The HUB Basic Needs Center** located at the Original Student Center, Building A, Room E-100, to the left of the Triton Food Pantry.

Assignment Submission and Late Work

- All written assignments must be submitted to Canvas, with the exception of in-class work.
- All assignments must be formatted according to this policy
- Assignments are due on or before the due date and time listed; failure to submit on time will result in the loss of ½ a point (or ½ a letter grade) for each day late.
  - This policy does not apply in cases where an extension has been granted
- Any assignments submitted 1 week after the due date or later will receive a grade of a 5 (or 50%)
- Make-up or late engagement work, for lecture or section, must be approved first. In other words, engagement work not turned in on time will receive no credit, unless the instructor or TA has granted an exception.

Academic Integrity

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online https://academicintegrity.ucsd.edu/. 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 include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course.

Course Policies

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the first year writing program at UCSD. In this class (and CAT broadly), 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.

Attendance

Attendance in lecture and discussion section are very important. Lecture attendance ensures that you understand and can ask questions about the specificities of your topic. Discussion sections build community and provide a space to work through your ideas and engage with your peers. Ultimately, you create the majority of a class's success. Without the students, there is no class - only readings. **Enrolling in a course means that you agree to be a part of a specific community for a specific term.** I see attendance--including mine and the TAs--as a gesture of respect to our educational community. However, because of the current health crisis, attendance will look necessarily different.

I appreciate your respect for the following policies that I see as integral to a successful synchronously remote course:

Lecture

- Lecture attendance is not required, but you do have a lecture component of your participation.
- I am a better teacher when students are present and engaged, so I would prefer for as many of you to attend the live lecture as possible. Attendance is an important component of creating a class community; while there are many of you, all of your contributions are important for everyone's learning, including mine!
- Please see the specific directions for attendance in the technology policy above

Section

- Attendance at section is **required** for this course. Your work during sections is important for your development in crafting an analytical argument, addressing alternative points of view, and revising - not simply editing - your writing. We never write nor analyze in a vacuum; thus, you should see your section as a writing community, of which you are an indispensable part. In many ways, your section meetings are composition labs during which you workshop ideas and strategies for your assignments.

- Cameras are expected to be on for every discussion section you attend. If you have technology or environment issues, please contact your TA and Dr. Popko.
- Late arrivals and early departures are more significant to the functioning of sections. Students arriving later than 10 minutes to section (without TA approval) or leaving before the final 10 minutes of section (without TA approval) will be counted as absent.
- In the event of an absence, please let your TA know as soon as possible, preferably before the absence. Knowing about absences facilitates our ability to support you, particularly when assignments are due.
- As this is a Summer session, you are allowed **1 unexcused absence** with no penalty to your participation grade; please see the section engagement policy statement for further details; 6 or more absences from discussion section will result in an automatic failure for the course (unless you have documented accommodations)
- If you have extenuating circumstances, please contact your TA and Dr. Popko as soon as possible.
  - You are allowed to make up absences as granted by Dr. Popko or your TA. Unless otherwise instructed, the absence policy stands.

Assignments and Grade Breakdown

[Writing Assignments - 60%](#)

[Completion Assignments - 5%](#)
- Introductory Survey & Buckley Waiver
- Beginning Reflection
- Library Tutorial

Engagement - 10%
- [Lecture](#)
- [Section](#)

[Final Portfolio - 25%](#)

Grading Policies
- [CAT Writing Rubric](#)
- Failure to turn in all writing assignments will result in the loss of a full letter grade for the course. Even though the two lowest scores in your writing assignments will be dropped, you are required to submit all assignments and follow their directions.
- Assignments will be assessed using a 10 point scale, with only ½ point intervals:
  - Outstanding - 10
  - High Pass - 9 or 9.5
  - Pass - 8 or 8.5
  - Low Pass - 7 or 7.5
  - Not Passing - 5
- Limitations on possible points enable more effective holistic grading, as well as discourage "point negotiation." Do not ask your TA to give you a score of .25 or .75.
- Final Portfolio assignments are NOT assessed by your TA and can receive only the following grades:
  - High Pass - 9.5
  - Pass - 8.5
  - Low Pass - 7.5
  - Not Passing - 5
- For purposes of **final course grades** as calculated by Canvas's gradebook, the following ranges will determine letter grades submitted to eGrades:
  - A+ (96.6-100)
  - A (93.6-96.5)
  - A- (89.6-93.5)

- ○ B+ (86.6-89.5)
- ○ B (83.6-86.5)
- ○ B- (79.6-83.5)
- ○ C+ (76.6-79.5)
- ○ C (73.6-76.5)
- ○ C- (69.6-73.5)
- ○ D (60-69.5)
- ○ F (0-59.9)
- ● All disputes over grades must be conducted according to the following guidelines:
  - ○ **Wait 48 hours after receiving a grade before disputing it.**
  - ○ Contact your TA for an appointment to discuss the grade.
  - ○ Attend your appointment having read the TA's comments and the CAT rubric thoroughly.
  - ○ Only after you have discussed your essay with your TA may you request a regrade from the course instructor

TA Information

Please also consult your TA's home page in Canvas for more information

TA Name	Section #	Day--Time	Email
Wentao	A01	MW--11am	w4ma@ucsd.edu
	A02	MW--12pm	
Denise	A03	MW--1pm	dtrodrig@ucsd.edu
	A04	MW--2pm	
Allison	A05	MW--3pm	aoevans@ucsd.edu
	A06	MW--4pm	

Course Schedule*

*Subject to change

Readings should be completed BEFORE the class time they are listed under.

Week 1 - Introductions & Contexts

Monday - CAT & The Production of Knowledge (June 27)
- No reading for lecture
- Read for Section - bell hooks' "Critical Thinking"
- DUE - Reflection Assignment by Tuesday 11:59pm

Wednesday - Critical Reading & Ideology (June 29)
- Read for lecture - Naomi Oreskes' "CODA: The Values of Science"
- Read for Section - TSIS "Introduction"
- DUE - Annotation Pages (Assignment #1) by Thursday 11:59pm

Friday - Historical Narrative of Creatures (July 1)
- Read for lecture - Mario Robles' "What is it like to be a trope?"
- DUE - Introductory Survey & Buckley Waiver by Friday 11:59pm
- DUE - Lecture discussion board (if applicable) by Sunday 11:59pm
- DUE - Annotation Pages (Assignment #2) by Tuesday 11:59pm

Week 2 - Poetry

Monday - No Classes; 4th of July Holiday (July 4)
- Remember that Annotation Pages (Assignment #2) are DUE by Tuesday 11:59pm

Wednesday - Short Form (July 6)
- Read for lecture - Selected haikus; Shakespeare's "The Phoenix and the Turtle"; Georgia Douglas Johnson's "The Heart of a Woman"
- Read for section - TSIS ch. 1
- DUE - Critical Questions (Assignment #3) by Thursday 11:59pm

Friday - Long Form (July 8)
- Read for lecture - Christina Rosetti's "Goblin Market"
- DUE - Lecture discussion board (if applicable) by Sunday 11:59pm

Week 3 - Prose

<u>Monday - Fairytales (July 11)</u>
- Read for lecture - Madame d'Aulnoy's "The Benevolent Frog"
- Read for section - Charles Perrault's "Little Red Riding-Hood"; Grimm Brothers' "Little Red-Cap"
- <mark>DUE - Critical Questions (Assignment #4) by Tuesday 11:59pm</mark>

<u>Wednesday - Short Story (July 13)</u>
- Read for lecture - Saki's "Tobermory"
- Read for section - TSIS ch. 2
- <mark>DUE - Analysis #1 (Assignment #5) by Thursday 11:59pm</mark>

<u>Friday - Non-fiction (July 15)</u>
- Read for lecture - Edward Topsell's selected bestiary entries; Henry David Thoreau's "Battle of the Ants"
- <mark>DUE - Lecture discussion board (if applicable) by Sunday 11:59pm</mark>

Week 4 - Themes Part I

<u>Monday - Humanity (July 18)</u>
- Read for lecture - Tukaram's "Landlocked in Fur"; H.G. Wells' "The Limits of Individual Plasticity"
- Read for section - Robert Burns' "To a Mouse"; Rainer Maria Rilke's "The Panther"
- <mark>DUE - Analysis #2 (Assignment #6) by Tuesday 11:59pm</mark>

<u>Wednesday - Mystery (July 20)</u>
- Read for lecture - Franz Kafka's "A Hunger Artist"
- Read for section - TSIS ch. 3
- <mark>DUE - Analysis #3 (Assignment #7) by Thursday 11:59pm</mark>

<u>Friday - Companionship (July 22)</u>
- Read for lecture - Katherine Mansfield's "The Canary"; Elizabeth Barret Browning's "To Flush, My Dog"
- <mark>DUE - Lecture discussion board (if applicable) by Sunday 11:59pm</mark>

Week 5 - Themes Part II

Monday - Pain & Mourning (July 25)
- Read for lecture - Paul Laurence Dunbar's "Sympathy"; Amy Levy's "Captivity"
- Read for section - Pu Songling's "The Fighting Cricket"
- DUE - Revision Assignment due by Tuesday 11:59pm

Wednesday - Humor (July 27)
- Read for lecture - John Donne's "The Flea"; Lewis Carroll's "Jabberwocky"
- Read for section - chosen work for Final Portfolio
- DUE - Final Portfolio by Thursday 11:59pm
- DUE - Lecture discussion board (if applicable) by Thursday 11:59pm

Friday - No Classes; Portfolio Assessment Day (July 29)