

CAT 125R: Building the Written Self

Summer 2022

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Office Hours: Monday/Tuesday @ 12-1 & by appointment

Course Description

CAT 125 courses are 4-unit, upper-division writing and communication classes in which students focus on translating skills developed in lower-division writing courses into writing after college and public rhetoric. CAT 125R is the online version of CAT 125. Please note that students must only take one of these two courses to fulfill their upper-division writing requirement. Students must have completed the lower-division writing sequence—CAT 1, CAT 2, and CAT 3—before taking CAT 125 or CAT 125R. Students will spend 100 minutes a week in lecture and 100 minutes a week in discussion sections.

Course Topic

The textual self we create through resumés and personal statements is one end of a long historical line of textual selves. In this course, we'll use diverse texts—from the 15th century *Booke of Margery Kempe* to modern reality television—to understand how different versions of the self can be constructed through language. Students will experiment with building different textual selves for different rhetorical spaces, using the conventions of both personal and professional genres. In addition, students will begin to unpack the ideological and social contexts that impact narratives of the self, including race, class, gender, and ability.

Course Content Notes

In this course, we will discuss in some detail the violences of religion (particularly Christianity), misogyny, institutionalization, ableism, racism, slavery and enslavement, documented and undocumented immigration, homophobia, and transphobia.

Course Objectives

By the end of the quarter, you should be able to:

- Develop increased experience and proficiency in public presentation, documentation, and curation.
- Direct written, spoken, or digital compositions to multiple audiences.
- Examine your own authority as a writer and understand how different genres and citation conventions are appropriate for establishing credibility in different contexts.

Required Texts/Technology

- Access to Canvas (text excerpts will be provided on Canvas)

Course 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

Statement of Inclusion:

The classroom is a place to expand our knowledge and experiences and to experience productive challenges while being respected and valued. We 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.” The classroom can be a vulnerable space, and learning takes risks - let’s make it safe to take risks as a community.

For more information, <https://commons.ucsd.edu/files/Inclusion-Statements-Handout-4.pdf>.
And <http://diversity.ucsd.edu>.

Discrimination and Harassment

Please see Canvas for [UCSD’s Principles of Community](#) for a description of your campus’s commitments.

Technology

This course will require access to a laptop or device as well as access to reliable internet and Canvas; your TAs may have individual technology policies for their sections.

Students with Disabilities

Office for Students with Disabilities: <https://disabilities.ucsd.edu/>- 858-534-4382

Please let me know ASAP if you have OSD documentation and need accommodation; in addition, I will do my best to make any accommodations requested, within my ability, regardless of OSD documentation - you just need to let me know what you need.

Assignment Submission and Late Work

- All major assignments require you to submit a rough draft before the final due date. While the draft does not count towards your grade, failure to submit a draft will result in the loss of a letter grade on the final submission.
- In order to receive a letter grade, all assignments must be submitted through Canvas.
- For each day work is late, your grade goes down by $\frac{1}{3}$ letter. If the assignment is more than a week late, you will receive a 0.

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.

Attendance

For Lecture:

- You are allowed 3 unexcused lectures for which you do not participate in the interactive portions of that lecture. For every absence after 3, you will lose $\frac{1}{3}$ a letter grade of your overall participation grade.

For Section:

- You are allowed 2 unexcused absences. For every absence after 2, you will lose $\frac{1}{3}$ a letter grade of your overall participation grade.

If something impedes your ability to attend your sections, please let your TA and me know.

Participation

Watching lectures and showing up to sections are a small portion of what counts as participation. You can earn your participation grade through various forms of engagement with the course. Such forms include, but are not limited to:

- Engaging in section discussion and online communication
- Asking questions in instructor office hours
- Completing readings
- Working respectfully with others
- Coming to section on time

- Taking notes
- Putting away distractions (no cell phones!)
- Attending office hours with either your TA or Instructor

TAs will determine your participation holistically, which means they will assess which of the following characteristics best represents your average participation:

A – You are well prepared for lecture and section, demonstrated by: having all your materials; consistently contributing to discussion; asking productive questions; listening actively and taking notes; engaging in group work; supporting and respecting other students; respecting TAs, the instructor and course material; attending office hours; coming to lecture and section on time and staying for the entire class time; taking responsibility for any work or material missed if absent; overall proactive and attentive.

B – You are somewhat prepared for lecture and section, demonstrated by: occasionally contributing to discussion; listening actively; engaging in group work; respecting other students; respecting TAs, the instructor, and course material; mostly coming to lecture and section on time and staying for the entire class time; overall responsible.

C – You are inconsistently prepared for lecture and section, demonstrated by: rarely contributing to discussion; missing materials; managing time poorly; working well with others, but unable to contribute fairly; respecting TAs, instructor, and course materials; mostly coming to lecture and section on time and staying for the entire class time; overall, inconsistent.

D – You are physically present but mentally disengaged from the course, demonstrated by: never contributing to discussion in lecture or section; consistently coming to class late or leaving early; working well with others, but unable to contribute fairly; failing to develop any relationships with TAs and/or instructor; overall, disengaged.

0 – You demonstrate through behavior and/or language that you are uninterested in learning; or, alternatively, you are regularly disrespectful of other students, TAs, the instructor, or course material.

Assignments and Grade Breakdown

Major Assignments - 60%

- Personal statement / memoir
- Presentation/interview
- Final interactive presentation/portfolio

Minor Assignments - 30%

- Reflection 1
- Resume / CV
- Reflection 2

Participation - 10%

Grading Policies

- Failure to turn in one of the three major writing assignments will result in a failure of the course, regardless of numerical grade.
- Grades are assigned by letter and correspond to specific numerical percentages. Limitations on possible numerical grades enable more effective holistic grading on essay assignments, as well as discourage arguments over points.

Excellent	Good	Average	Inefficient	Needs Extensive Revision
A+ = 97%	B+ = 87%	C+ = 77%	D = 65%	F = 50%
A = 95%	B = 85%	C = 75%		
A- = 92%	B- = 82%	C- = 72%		

- 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

TA Name	Section #	Day/Time	Email
Sean Compas	A01	MW / 9-9:50	scompas@ucsd.edu
Sean Compas	A02	MW / 10-10:50	scompas@ucsd.edu

Tina Hyland	A03	MW / 11-11:50	thyland@ucsd.edu
Tina Hyland	A04	MW / 12-12:50	thyland@ucsd.edu
Jess Silbaugh-Cowdin	A05	MW / 1-1:50	jsilbaug@ucsd.edu
Jess Silbaugh-Cowdin	A06	MW / 2-2:50	jsilbaug@ucsd.edu
Wambui Wainaina	A07	MW / 3-3:50	lwainain@ucsd.edu
Wambui Wainaina	A08	MW / 4-4:50	lwainain@ucsd.edu
Klara Feenstra	A09	TTH / 9-9:50	kfeenstr@ucsd.edu
Klara Feenstra	A10	TTH / 10-10:50	kfeenstr@ucsd.edu
Klara Feenstra	A11	TTH / 11-11:50	kfeenstr@ucsd.edu
Lauryn Smith	A12	TTH / 12-12:50	lasmith@ucsd.edu
Lauryn Smith	A13	TTH / 1-1:50	lasmith@ucsd.edu
Lauryn Smith	A14	TTH / 2-2:50	lasmith@ucsd.edu
Dylan Hallingstad O'Brien	A15	TTH / 3-3:50	dhalling@ucsd.edu
Dylan Hallingstad O'Brien	A16	TTH / 4-4:50	dhalling@ucsd.edu

Course Schedule

Readings are due the day they are listed.

Week 1 - The self as text

Writing a Resume & Personal Statements/Cover Letters

Lecture 1: Course overview/What is the text of the self?

Lecture 2: The genres of the textual self

Reading: Robin Kimmerer - “*Mishkos Kenomagwen: The Teachings of Grass*” (from *Braiding Sweetgrass*)

DUE (FRIDAY 11:59): Reflection #1 + CV/résumé

PORTFOLIO MILESTONE: Consider portfolio/interactive presentation topics and genres

Week 2 - The self-text is not self-created

Writing for an Audience & Translating Jargon to Vernacular

Lecture 1: The social matrix

Reading: Audre Lorde - “Transforming Silence Into Language And Action”
Margery Kempe - Book 1, Chapter 13

Lecture 2: Navigating the social matrix

Reading: Esmé Weijun Wang - “High-Functioning” (from *The Collected Schizophrenias*)

DUE (FRIDAY 11:59) - Personal statement/memoir draft

PORTFOLIO MILESTONE: Choose portfolio/interactive presentation style and begin collecting materials

Week 3 - Self-presentation as narrative choice

Interviews & Giving Presentations

Lecture 1: Constructing the self within social narrative

Reading: Frederick Douglass - *Narrative in the Life of Frederick Douglass, an American Slave*, Chapter X

Lecture 2: Agency and transactional authenticity

Reading: Marcelo Hernandez Castillo - excerpt from *Children of the Land: a Memoir*
(pp. 75-81)

DUE (FRIDAY 11:59) - Presentation draft

PORTFOLIO MILESTONE: Complete portfolio map (parts of website, outline of materials)

Week 4 - The self in multiple narratives

Lecture 1: Liberace as case study

Reading: Liberace - excerpts from *Liberace*

Lecture 2: Queering the self-narrative

Reading: Porpentine Charity Heartscape - *Ultra Business Tycoon III*

DUE (Friday 11:59) - Final draft of personal statement/memoir

PORTFOLIO MILESTONE: First website draft complete

Week 5 - {Public Presentations}

Lecture 1: The self-narrative as open text

No readings this week! (Clips to watch TBD.)

Lecture 2: The collaborative self

No readings this week! (Clips to watch TBD.)

DUE in section: Final presentation!

Finals Weekend

DUE: Interactive presentation/portfolio (website, reflection #2)