



## **CAT 125: Public Rhetorics of Identity**

Winter 2022

T/TH 12:30-1:50 (section 015) & 2:00-3:20 (section 016) in CAT Conference Room

**Instructor: Dr. Jennifer Marchisotto**

**Office Hours: Mon 11:00-12:00 & 12:30-3:00 at the Mandeville Coffee Cart & Wednesday 10:00-12:30 on Zoom & by appointment**

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### **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.

### **Course Topic**

In this CAT 125, we will focus on storytelling as a foundation for public rhetoric and practical communication. Whether you are preparing for graduate school, or plan to enter the workforce following graduation, you will be presenting yourself to new audiences through written and spoken words. Job applications, personal statements, even e-mails all tell stories about who we are. In this course we will think about how rhetorical choices shape written presentations of the self, and critically reflect on how those choices contribute to our public identities as we move within and between larger communities. We will discuss how different choices (for example humor, emotion, visual framing, etc.) shape the impact of narratives. Drawing on popular written and visual texts as models, we will discuss how to apply these choices in your own writing.

Ultimately, this class should give you practical skills to help navigate your personal and professional lives post-college. This course will be a combination discussion and workshops all meant to help you hone your writing skills so that you can more effectively wield them in myriad future contexts.

### **Required Texts/Technology**

- Access to Canvas
- *They Say, I Say* CAT 5th Edition
- Netflix subscription during week 5

### **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 their own authority as writers and understand how different genres and citation conventions are appropriate for establishing credibility in different contexts.

### **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.

#### **On Inclusion and Creating an Equitable Classroom:**

Please note that in this class, we will discuss the politics of race, and gender, among other intersections of identity, such as class, ability, and sexuality. These conversations can be difficult, thus, I expect you to practice respect, listening, patience, and kindness with and towards each other. This includes how you speak to both me (your professor), and your fellow classmates. In this course, your ideas may be challenged and I ask that you are open to that challenge, meeting it with intellectual curiosity, respect for others’ ideas and experiences, and empathy. I believe that ethical argumentation is imperative to a civil and just society and that is a value that I hope we form, instill, and engage with in this course. This is all to say, disagree with each other, with me, with your TA, but do so in a way that respectfully engages the other person’s ideas.

## **Etiquette and Conduct**

CAT students are expected to comply with the [UCSD Principles of Community](#). This means you should always:

- Be respectful and kind to classmates and the instructor at all times. Our class will often deal with sensitive issues. While I neither expect nor wish students to always agree on ideas, differences of opinion need to be discussed considerately. Any individual who, as a result of their words or behavior, silences their classmates will be held accountable.
- *Respect Diversity*. Be sensitive to the rich and diverse, multi-cultural community in which we are participating, and show respect to authors and fellow attendees at all times. Please avoid any language that is—or that could be construed as—offensive toward others. Racist, sexist, and heterosexist comments are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, weight, and age.
- Remember that it may sometimes be difficult to understand tone in written responses and consider how your audience might interpret your response in a remote context.
- If any student posts content to the course website that violates UCSD's Principles of Community, the post will be removed and your instructor will reach out to the author via email to discuss the issue.

## **My Responsibility to the Course:**

- I will prepare for class thoughtfully and with enthusiasm.
- I will respond to emails within 48 hours (excluding weekends and holidays)
- I will treat your work with honesty and compassion
- 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 feedback about the course seriously

## **Your Responsibility to the Course:**

- You will participate in discussion section thoughtfully and on time.
- You will attend section on time, ready to participate
- 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
- You will do your own work with your best effort (See [UCSD Policies on Academic Integrity](#))
- You will offer your fellow writers honest and engaged critique.
- You will speak respectfully to me if you have any problems with the assignments or teaching methods; you will give me 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)

### **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.

- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback.
- Self-Evaluations and Reflections are also a crucial part of this course. I will ask you to do reflections on your work throughout the term and a final reflective portfolio. If you fail to do a reflection, it will lower your final assignment grade by  $\frac{1}{3}$  a letter grade.

### **Participation and Attendance**

Participation includes:

- Completing modules on time
- Reading all assigned readings fully and carefully
- Being present and engaged as an active participant and listener
- Attending and participating in discussions consistently

There are many different ways you can contribute to our conversations. **You don't have to have a fully-formed interpretation of the text in order to make a positive contribution to our discussion.** Some excellent ways to contribute include pointing out a section you found particularly interesting or confusing, asking a classmate a follow-up question about something they have said, or offering textual evidence that either supports or complicates an interpretation one of your classmates has suggested. **If you are finding it difficult to join the conversations we are having in class, do not hesitate to talk to me.** I am happy to strategize with you about making our discussions more accessible to everyone.

*Absences:*

- You are allowed 3 absences from discussion section without penalty. For every additional absence, you will lose  $\frac{1}{3}$  a letter on your course grade.
- Arriving more than 10 minutes late for section two times counts as one absence.

Overall, your health and well being should be the priority. These absences are yours to use as you choose. If you have an emergency or if there are any extenuating circumstances that would cause you to miss more than two weeks of class, please let me know as soon as you are able so that I can make sure to provide any necessary support.

### **Accommodations:**

Everyone should have the opportunity to succeed and learn during our time together. My goal is to make full participation and success in this class accessible to all students. If there is any feature of this course, from the readings to the assignments to the way we work together in class, that could be made

more accessible to you, please discuss it with me as soon as possible. I am willing to consider any modification that will enable you to experience the class more effectively. You do *not* have to disclose or document any disability or illness, physical or mental, to me or to anyone else in order to discuss accommodations with me.

In addition, there are many resources available to you through UCSD. The peer tutors at the Writing Center can help you with any writing assignment at any stage of the writing process, from brainstorming to final revisions. The Office of Academic Support & Instructional Services (OASIS) offers tutoring and support in both academic subjects and study skills. Both of these resources exist to help you get the most out of your education, and are highly recommended for *all* students. If you have a documented disability, the Office for Students with Disabilities (OSD) can support you in identifying and requesting relevant accommodations. Contact the OSD for further information: <http://disabilities.ucsd.edu>

According to the Office for Students with Disabilities (OSD), “Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the OSD. Students are required to present their AFA letters to the MCWP Program Representative/OSD liaison in advance so that accommodations can be arranged.” Contact OSD at (858) 534-4382, [osd@ucsd.edu](mailto:osd@ucsd.edu). Per university policy, OSD accommodations are not retroactive. The CAT OSD liaison is Lynette Brossard: [lbrossard@ucsd.edu](mailto:lbrossard@ucsd.edu).

### **CalFresh & Basic Needs Information**

If you are facing food insecurity, we encourage you to contact [calfresh@ucsd.edu](mailto: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 [MLA guidelines](#) including a header clearly identifying your name, your TA’s name, and other required information.
- In order to receive a letter grade, all assignments must be submitted through Turnitin on Canvas.
- Assignments are due on or before the due date and time listed. Failure to submit on time will result in the loss of  $\frac{1}{3}$  of a letter grade for each day late including weekends. If the assignment is more than a week late, you will receive an F.
  - This includes draft deadlines for the major assignments. While drafts are not given a formal letter grade (they are assessed on a complete/incomplete basis), failure to submit them on time will result in the penalty noted above.

- Make-up or late engagement work 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.

## **Assignments and Grade Breakdown**

### **Major Assignments- 55%**

1. [Personal Essay](#) (25%)
2. [Public Performance](#) (30%)

### **Minor Assignments-35%**

1. [Reflections \(3 total\)](#) (15%)
2. [CV/Resume](#) (5%)
3. [Final Reflection](#) (15%)

### **Engagement- 10%**

### **Grading Policies**

- [CAT Writing Rubric](#)
- 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)	○ C+ (76.6-79.5)
○ A (93.6-96.5)	○ C (73.6-76.5)
○ A- (89.6-93.5)	○ C- (69.6-73.5)
○ B+ (86.6-89.5)	○ D (60-69.5)
○ B (83.6-86.5)	○ F (0-59.9)
○ B- (79.6-83.5)	
- If you feel as though you earned a grade different than what you received on an assignment you may request a regrade. All disputes over grades must be conducted according to the following guidelines:
  - **Wait 48 hours after receiving a grade before disputing it.**

- Contact me for an appointment to discuss the grade.
- Attend your appointment having read the my comments and the CAT rubric thoroughly.
- After you have discussed your assignment and feedback, if you still feel as though you earned a grade different from what you received, may you request a regrade. To request a regrade you must write a letter to me stating your case and providing specific evidence as to why you believe your grade should be changed. Such evidence must discuss elements of your writing, including thesis, use of analysis, organization, and argumentation.
- I will review your letter and the assignment(s) in question and make a decision based on that evidence. However, please note that I reserve the right to lower your grade should I feel it was originally graded too generously.

### **Course Schedule (Subject to Change)**

\*\*PLEASE NOTE: Many of the readings in this class deal with content that may be triggering. The texts discuss topics such as violence, racism, sexism, and ableism among others. I will do my best to provide content warnings for specific readings; however, I cannot anticipate all potential triggers. If you have specific concerns about content please speak with me. I will not require you to disclose any specific information, but am happy to help you develop a strategy for engaging with the course materials in a safe way.\*\*

All assignments should be completed before the following class meeting.

#### **Week 1-Introduction to the course and defining public rhetoric**

**1/9-1/13**

Tuesday: Introduction to the course

- Homework:
  - Read “[Affective Economies](#)” by Sara Ahmed
  - Read “[Someday I’ll Love Ocean Vuong](#)” by Ocean Vuong

Thursday: What is public rhetoric?

- Homework:
  - Read Emily McCrary-Ruiz-Esparza, [Generation Amazing!!! How We’re Draining Language of Its Power](#) (2022)
  - Listen: “[\(Ep 18\) Pt. 9-Under the Blacklight: Narrating the Nightmare and \(Re\)Imagining the Possible](#)”

Reflection #1 due Friday 1/13 by 11:59pm

#### **Week 2- Representation and Power**

**1/16-1/20**

Tuesday: Representation and meaning

- Homework:
  - Read “[Yes, It \\*Is\\* About Disability: Reflections on Disability and Media Criticism After Sundance 2020](#)” by Laura Dorwart
  - *Optional*: Watch [Crip Camp](#)

Thursday: The work of representation

- Homework:
  - Listen [Finding Fred, “The Genius of Empathy”](#) (Season 1, Ep 1 from October 22, 2019)

Reflection #2 due Friday 1/20 at 11:59pm

### **Week 3- Claiming Space**

**1/23-1/27**

Tuesday: Who is listening?

- Homework:
  - Read “[The Transformation of Silence into Language and Action](#)” by Audre Lorde
  - Read [Lizzo’s Vanity Fair profile](#)

Thursday: Who is talking back?

- Homework:
  - Read selections from [Hunger](#) by Roxane Gay
  - Read “[Not Here to Make Friends](#)” by Roxane Gay

Resume/CV Due 1/27 at 11:59pm

### **Week 4- Beginning to theorize form**

**1/30-2/3**

Tuesday: How to talk back

- Homework:
  - Read “[The Pornography of Genre, or the Genre of Pornography](#)” by Neil Gaiman
  - [UC Personal Statements](#) & [Statements of Purpose](#)

Thursday: How to use expectations to your advantage

- Homework:
  - Finish Draft #1 of Personal Essay

Personal Essay Draft #1 due 2/3 by 11:59pm



## Week 5- Breaking form

2/6-2/10

Tuesday: Peer Review Personal Essay Draft 1 (if you have made changes since Friday, please use your most current draft for review)

- Homework:
  - Watch *Nanette* by Hannah Gadsby (available on *Netflix*)
  - Read “Step 1: Epilogue” from [Ten Steps to Nanette](#) by Hannah Gadsby

Thursday: Making choices in your personal essay

- Homework:
  - Gloria Anzaldúa “[Speaking in Tongues](#)”
  - Joseph Azam, “[Last, First, Middle](#)”
  - Vauhini Vara, [Ghosts](#) (2021)

Reflection #3 due Friday 2/10 by 11:59

## Week 6- Storytelling

2/13-2/17

Tuesday: The importance of revision

- Homework:
  - Read “[How to Tell a Dragon Slaying Story](#)”
  - *Optional*: watch “Los Angeles” from *Breakfast, Lunch, & Dinner* by David Chang (available on *Netflix*)

Thursday: The personal and the public

- Homework:
  - Read Gilbert, “[Curiosity and Devotion to Inquisitiveness](#)”
  - Watch “[The Medium is the Message](#)”

Personal Essay Final Draft due 2/17 by 11:59pm

## Week 7- Popular Culture

2/20-2/24

Tuesday: Form and Content

- Homework:
  - “[On White Queer Fandom and the Erasure of Fans of Color](#)” by Stitch
  - “[She Coined the Term ‘Intersectionality’ Over 30 Years Ago. Here’s What It Means to Her Today](#)” by Kimberlé Crenshaw

Thursday: Intersections

- Homework:

- Finish draft of Public Performance

Outline for public performance due by 2/24 at 11:59pm

## **Week 8- Presentation strategies and examples**

2/27-3/3

Tuesday: Due in class for peer review: Draft of public performance

- Homework:
  - Watch Selected clips from *Last Week Tonight* with John Oliver:
    - [Octopuses](#)
    - [Cereal](#)
    - [Pennies](#)

Thursday: What can we learn from what we love?

- Homework:
  - Read “[On Optimism and Despair](#)” by Zadie Smith

## **Week 9- Presentations**

3/6-3/10

Tuesday: Considering all dimensions of rhetoric

- Homework:
  - Finish Revising Presentation

Thursday: Presentations

- Homework:
  - None

## **Week 10- Re-Defining Public Rhetoric**

3/13-3/17

Tuesday: Presentations

- Homework:
  - None

Thursday: Presentations

- Homework: Finish reflection

Final Reflection due 3/17 by 11:59pm