

CAT 1: HEARING HISTORY
UCSD, Fall 2017
PCYNH 109 , M/W/F 2-2:50 PM
David Borgo, Ph.D., CPMC room 234
office hours: M&W 1-1:50PM or by appointment
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COURSE DESCRIPTION

Humans have undergone and effected an enormous amount of change in the past 70,000 years. We have developed new ways to think, imagine, communicate, and live together. Yet we tend to learn about this history through vision, by looking at old artifacts and reading old manuscripts hoping to interpret what they might mean. The world, however, was never a quiet place. What can an auditory history offer? What role has sound, music, and oral culture played in our abilities to imagine, communicate, and *feel* together? This introductory writing and communication course offers a sweeping, multi-disciplinary history of Homo sapiens that adds sound, music, and listening to the mix. Students will develop critical reading, writing, and listening skills that will prepare them for CAT 2 and to read college-level material across their other courses.

COURSE-SPECIFIC OBJECTIVES

- Learn to ask new questions about history, how we learn about it, and why it matters
- Develop a heightened appreciation for how remarkable our auditory abilities are and for the importance of sound, music, and audition to human history
- Explore how social and cultural values, musical practices, and related technologies are interconnected
- Develop an increased ability to reflect critically on the things we read, see, and hear, a stronger sense of how rhetoric shapes these materials and their reception, and ways to strategically employ it in our own writing, discussions, and creative work
- Present the possibility of hearing the world, and our place in it, a little differently
- Enable us to think in more imaginative ways about our future.

CAT 1 GENERAL OBJECTIVES (By the end of CAT 1, students should...)

Critical Reading and Writing

- Find and summarize academic arguments
- Use writing and reading for inquiry, learning, thinking, and communicating
- Identify and explicate a text's purpose and argument

Genre and Rhetorical Knowledge

- Understand how genres shape reading and writing
- Read and write in several genres and modes (from written to digital to visual)
- Identify and use genre conventions ranging from structure and paragraphing to tone and mechanics appropriate to the rhetorical situation
- Control such surface features such as syntax, grammar, punctuation, and spelling
- Practice appropriate means of documenting their work
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Process

- Develop flexible strategies for generating, revising, editing, and proof-reading

GENERAL DESCRIPTION

The Sixth College Core Sequence on Culture, Art and Technology gives students an opportunity to learn about the conventions of academic writing and to consider the implications of questions that are also important outside the university. CAT 1, in particular, offers an historical focus and imparts skills in critical reading and analysis, including an ability to summarize, explicate, and synthesize academic materials. This course also aims to further the College's commitment to active, hands-on learning. Students will be asked to integrate theory and practice by making connections between classroom learning and community experiences, and to complete several creative projects that extend the critical lens of the course.

COURSE READINGS: (available at the UCSD Bookstore)

- *They Say / I Say: The Moves that Matter in Academic Writing* (CAT-specific edition)
 - by Gerald Graff and Cathy Birkenstein (W.W. Norton & Co., UCSD custom ed. 2017).
- *Sapiens: A Brief History of Humankind*
 - by Yuval Noah Harari (Harper Collins, 2015/2011)
 - the online course is valuable but should not replace reading the book itself
 - <https://www.youtube.com/playlist?list=PLfc2WtGuVPdmhYaQjd449k-YeY71fiaFp>
- *Noise: A Human History of Sound and Listening*.
 - by David Hendy (Harper Collins, 2013).
 - the podcasts are required; reading the accompany book is highly recommended
 - <https://itunes.apple.com/us/album/noise-human-history-complete/id642879246>

all other readings available online: <http://reserves.ucsd.edu/>

COURSE WEBSITE:

- <http://triton.ucsd.edu> - lecture slides, assignments, discussions, etc.; also podcast.ucsd.edu

ETIQUETTE POLICY:

The use of personal technology (laptops, mobile phones, etc.) is not permitted during lecture. YOU SHOULD PLAN TO BUY A PHYSICAL NOTEBOOK FOR THE CLASS

- <https://goo.gl/Dv1qLH>
- <https://goo.gl/7mYnVi>
- <https://goo.gl/oKoXdz>

General rules of thumb:

- When in doubt about how you should speak, write, or act, always err on the side of formality. You will never offend or annoy someone by being overly formal and polite.
- While you are in college, your coursework is your job. You should behave as you would in a professional work environment.
- See "U Can't Talk to Ur Professor Like This" — <https://goo.gl/1LA76>



Class discussions should be both informed and respectful. All students are encouraged to raise questions, explore ideas, and express misgivings. We will aim to make certain that everyone's voice is heard and that all viewpoints are given equal consideration.

COURSE SCHEDULE

Date	Topic	Assignments Due	Readings (chapter)	<i>Sapiens</i> (chapter)	<i>Noise</i> (track)	<i>They Say/ I Say</i> (chapter)
9/29	Introduction					
10/2	Culture/Art/Technology		CT intro			preface
10/4		signed syllabus	CT pp.11-28			introduction
10/6		what I hope to learn or improve	CT pp. 28-38			
10/9	Sound/Music/Noise/Listening	what culture means to me	KIS 9		3	1
10/11			KIS 10		23	2
10/13			KIS 11		24	3
10/16	The Cognitive Revolution	deep listening		1	1	
10/18				2	2	
10/20				3	4	
10/23		always on/unplugged * library workshop visits Oct 23-26		4	5	
10/25	The Agricultural Revolution			5	6	4
10/27				6	7	5
10/30		sound recording proposal		7		6
11/1				8	19, 20	
11/3	The Unification of Humankind			9	8	
11/6				10	9	
11/8				11	10	
11/13		sound recording project		12	13, 14	
11/15				13	15	
11/17	The Scientific Revolution			14	22	
11/20				15	16	
11/22				16	18	
11/27		they say		17	21	32
11/29				18	27, 28	
12/1				19	29	
12/4	The End of Homo Sapiens			20	30, epilogue	
12/6						7
12/8		they say, I say (preferred)				
12/13 (3pm)		they say, I say				

NOTE: CT = Culture & Technology by Andrew Murphy and John Potts; KIS = Keywords in Sound edited by Novak and Sakakeeny

GRADED ASSIGNMENTS AND EXPECTATIONS

- Reading/Listening assignments should be completed BEFORE the class for which they are assigned. This will greatly improve your comprehension of lectures and your chances of success in the class, as well as the quality of class discussion. On-demand in-class writing assignment will often be used to gauge your comprehension of the assigned reading/listening and count towards your overall class grade.
- Assignments are due DIGITALLY SUBMITTED to TritonED PRIOR TO THE START OF LECTURE on the date for which they are listed. You must PUT FINAL WORD COUNT clearly on the top of all assignments. Please START EARLY. Be aware that in some cases there are additional assigned readings connected with the assignments. In many cases you may want to BRING A HARD COPY of your assignment to your YOUR SECTION TIME to facilitate feedback and discussion. Please check with your TA. NOTE: The final assignment must be digitally submitted before the official end of the course final exam time.
- Grading, scheduling details, and assignments are subject to change at the discretion of the professor

Assignment	Word Count	% of final grade
class participation	in lectures and sections	10
on-demand in-class writing (including library workshop activities)	variable; time-limited	5
What I Hope to Learn or Improve	100-300	5
What Culture Means to Me	300-500	10
Deep Listening	400-500	10
Always On/ Unplugged	400-500	10
Sound Recording Project Proposal	100-200	5
Sound Recording Project	200-400 (plus sound/video materials)	10
They Say	400-600	15
They Say/ I Say	600-800	20

- earning some limited extra credit may be possible, and will be announced in class.

TEACHING ASSISTANTS

name	email	office hours
Haley Daigle	hdaigle@ucsd.edu	Wednesdays 3-5pm
Amrita Kurian	akurian@ucsd.edu	Wednesdays 11-noon and 3-4pm
Jeanine Webb	j3webb@ucsd.edu	Friday 11am-1pm @ Perk's (Price Center)
Kevin Zhang	kkz002@ucsd.edu	Tuesdays 2-5pm

- TAs will hold office hours in the CAT TA office (except where noted)
- Please **direct all email correspondence to your TA** who can forward your message to me if needed
- You should **visit your own TA's office hours whenever possible, but if needed you can visit another TA's office hours**

CAT POLICIES:

1. **ASSIGNMENT SUBMISSION**
2. **ATTENDANCE**
3. **CAT TECHNOLOGY POLICIES**
4. **CLASS PARTICIPATION**
5. **CAT GRADING CRITERIA – PARTICIPATION**
6. **ACADEMIC INTEGRITY**
7. **UCSD'S PRINCIPLES OF COMMUNITY**

1. ASSIGNMENT SUBMISSION

A. Due Dates

- The writing process itself is important in developing writing and argumentation skills. An assignment may receive an F if a student does not participate in every phase of the development of the project and meet all deadlines for preliminary materials (proposals, drafts, etc).
- Failure to submit any of the graded course assignments *may be grounds for failure in the course*.
- Any assignment that is not submitted by the date due and time will be considered late and *will lose one letter grade for each day or part of a day past due* (A to B, etc.).
- All physical copies of assignments, when required, must be submitted directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

B. Turnitin

- Assignments are due digitally submitted to TritonED prior to the start of lecture on the date for which they are listed. You must put the final word count clearly on the top of all assignments.
- A grade will not be assigned to an assignment until it is submitted to Turnitin via TritonEd. Failure to submit an assignment to Turnitin via TritonEd is grounds for failure of the assignment. see "Academic Integrity" below for more information.

2. ATTENDANCE

- *On-time attendance in lecture and section is required. Regular attendance will be taken in both lecture and section.*
- Please notify your TA if you must be absent for illness or family emergency.
- You may miss up to three classes in a term without penalty (absences from both lecture and section count towards this allowable total)
- Missing more than three class sessions, either lectures or sections, will result in deducting $\frac{1}{3}$ of a letter grade off your final course grade (i.e. an A- would become a B+). Missing 6 or more classes results in losing an entire letter grade (i.e., A to B or A- to B-). *Missing 8 or more classes is grounds for failing the course.* Excessive tardiness will also impact your grade and may be grounds for failure. Being tardy—defined as no more than 15 minutes late—on 3 occasions is the same as missing one class. Arriving more than 15 minutes late will be considered the same as an absence.

3. TECHNOLOGY

- See above for the specific class etiquette policy regarding technology.
- *You may be asked to leave the classroom if you have your phone or computer out* and will then be marked as absent for that day.

4. CLASS PARTICIPATION

- Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. See the participation evaluation rubric below for more information.

5. CAT Grading Criteria – Participation

- Here is a description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade.

A (9-10 pts.) – Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B (8 pts.) – Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C (6-7 pts.) – Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D (5 pts.) – Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F (fewer than 5 pts.) – Failing

Failing participation is marked by excessive absences (see above for additional potential consequences, including failure of the entire course), a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

6. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://students.ucsd.edu/academics/academic-integrity/policy.html>. 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 receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. Specific examples of prohibited violations of academic integrity include, but are not limited to, the following:

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

7. UCSD's PRINCIPLES OF COMMUNITY

The CAT program affirms UCSD's Principles of Community, and expects all students to understand and uphold these principles, both in their daily interactions and in their spoken, written and creative work produced for CAT classes:

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- 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.
- We are committed to the enforcement of policies that promote the fulfillment of these principles.
- We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

Receipt of this CAT syllabus constitutes an acknowledgment that you are have understood and are responsible for understanding and acting in accordance with the above CAT and UCSD guidelines, including the UCSD principles of community and guidelines on academic integrity.