

## CAT 125B

### Public Rhetoric and Practical Communication: Developing Expertise through Digital Media

Prof. Joe Bigham, Ph.D.

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Office: PCyH 247

Office Hours: Tues 1-2, Thurs 1-3pm, and by appt

Lecture: Tuesday 5-6:50pm, Pepper Canyon Hall 109

#### Section Meetings:

Section	Time	Location	TA	TA Email
B1 (909415)	Tu/Thu 8-8:50a	Center 204	Kyle Benzinger	<a href="mailto:kbenzing@ucsd.edu">kbenzing@ucsd.edu</a>
B3 (909417)	Tu/Thu 10-10:50a	Center 204	Kyle Benzinger	<a href="mailto:kbenzing@ucsd.edu">kbenzing@ucsd.edu</a>
B4 (909418)	Tu/Thu 11-11:50a	Center 204	Yaroslav Marakov	<a href="mailto:ymakarov@ucsd.edu">ymakarov@ucsd.edu</a>
B5 (909419)	Tu/Thu 12-12:50p	Center 204	Bianca Martinez	<a href="mailto:Bnm005@ucsd.edu">Bnm005@ucsd.edu</a>
B6 (909420)	Tu/Thu 1-1:50p	Center 204	Gabriela Rubio	<a href="mailto:gprubio@ucsd.edu">gprubio@ucsd.edu</a>
B7 (909421)	Tu/Thu 2-2:50p	Center 204	Gabriela Rubio	<a href="mailto:gprubio@ucsd.edu">gprubio@ucsd.edu</a>
B8 (909422)	Tu/Thu 3-3:50p	Center 204	Bianca Martinez	<a href="mailto:Bnm005@ucsd.edu">Bnm005@ucsd.edu</a>
B9 (909423)	Tu/Thu 4-4:50p	Center 204	Gabriela Lopez	<a href="mailto:glopezal@ucsd.edu">glopezal@ucsd.edu</a>
B10 (909424)	Tu/Thu 4-4:50p	Center 218	Bianca Martinez	<a href="mailto:Bnm005@ucsd.edu">Bnm005@ucsd.edu</a>
B11 (909425)	Tu/Thu 7-7:50p	Center 204	Gabriela Lopez	<a href="mailto:glopezal@ucsd.edu">glopezal@ucsd.edu</a>
B12 (909426)	Tu/Thu 7-7:50p	Center 296	Yaroslav Makarov	<a href="mailto:ymakarov@ucsd.edu">ymakarov@ucsd.edu</a>

#### Course Description:

This course in public rhetoric and practical communication examines the use of digital media as a demonstration of expertise, and gives students opportunities to create their own expertise-related materials. Challenging the notion of expertise as a body of knowledge, we will consider expertise as a type of performance. This performance may be inscribed into a recorded form, such as a blog text or a YouTube video. It may also be performed for a live audience, as in a presentation. We will examine expertise demonstrations, how media affect the performance of expertise, and how individuals have created media-specific identities. Students will reflect on their own expertise, and learn how to efficiently demonstrate their authority through digital media. Students who have completed the 124 Practicum course are highly encouraged to focus on their practicum experience.

### Course Website:

Important information for the class can be found on the course website at <http://ted.ucsd.edu>. Your user name and password is the same used to login to TritonEd. Make sure that you can login to the system by the first day of class. A copy of this syllabus, assignment details, video links, and important reminders will be posted to the site.

The instructor reserves the right to alter the syllabus during the course of the quarter. Any changes made will be posted to an updated syllabus on the TED website.

### Course Readings:

Almost all course readings and materials will be posted on our class web site (<http://ted.ucsd.edu>), as indicated in the schedule of readings. Complete readings before the week for which they are assigned (with the exception of the first week).

### Proxy server:

Please note: Access to the TED and reserves websites may be restricted to UCSD IP addresses.

To access the reserves materials off campus you may need to use UCSD's "proxy server." Visit <http://www-no.ucsd.edu/documentation/squid/> for more info. Alternatively, you may login from off-campus using the Virtual Private Network. Details to configure VPN found here: <http://libraries.ucsd.edu/services/computing/remote-access/vpn-virtual-private-network.html>

### Assignments/Grade Breakdown:

**Expertise Speech/Ignite-Style Oral Presentation: 20%** 5 minute speech with 20 automatically timed slides. Students will submit a written "script" of their presentation before presentations in section.

**Written Statement Assignment: 25%** -A two page written statement that may take the form of a personal statement, statement of purpose, artistic manifesto, graduate school application essay, or grant essay.

**Website Assignment: 25%** - Likely this will take the form of an online portfolio, research website, online reference work, 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. You will build individual pages for this project throughout the quarter.

**Section Participation: 20%** - Section attendance and participation are mandatory. Any absences must be cleared with the TA in advance, or justified with written documentation (e.g. letter from student health, etc.). See the official CAT program policy below for details.

**Lecture Participation: 10%** -The instructor will (at his discretion) take attendance during lecture or give a brief assignment announced only in lecture.

**Extra Credit:** Throughout this quarter, you can attend arts and technology-related events (presentations, exhibitions, concerts, etc.) for extra credit. You are encouraged to attend up to 3 events during CAT 125 for extra credit points. Submit your Extra Credit to the extra credit section of your course TED within one week after attending the event. The instructor may assign additional extra credit in lecture.

## Schedule

### Week 1: Your Rhetorical Position

Section meetings: Introductions, developing your subject/theme

Readings: WW Norton Writing Field Guide: Rhetorical Situations

Erin Biba "Facebook: Personal Branding Made Easy"

Tom Scheinfeldt "Brand Name Scholar"

Jeremiah Gardner "The Personal Brand Myth"

### Week 2: Identifying Audience

Project proposals due Oct 13 by 5pm via online submission,

Section meetings: Brainstorming individual projects

Readings

Crunk Feminist Collective, "Mission Statement"

RILM "Not a Universal Language"

John Landsberger "Determining Audience/Readership"

NEDARC "Determining Your Target Audience"

William Arruda "Build a Relationship with Your Audience , and Deliver a Successful Presentation"

### Week 3: Curating Digital Media, Images as Rhetoric

URL's due by Oct 20 by 5pm via online submission

Statement draft due Thurs Oct 19

Section meetings: Draft of "About me/About this Site" page (online critiques)

Readings: <http://igniteshow.com/> (videos will be specified)

#### Week 4: Compositional Structure, Public Speaking

Section meetings: 1 minute ignite presentations, draft of 1 web page converting Presentation material

Readings:

Carmine Gallo, "Barack Obama: A Masterclass in Public Speaking"

Jane Goodall, Stage Presence, "Introduction."

#### Week 5: Developing Thesis, Genres of Written Statements

Section Meetings: Ignite presentations, scripts due via TED submission by 11:59pm Oct 29<sup>th</sup> (Sunday), draft of 1 web page

Readings:

UC Graduate Admissions Statement of Purpose Tips

UC Graduate Admissions Personal Statement Tips

University of Michigan Personal Statement Tips

Clairmont Graduate University: Writing the Artist Statement

#### Week 6: Composing for Digital Media

Section Meetings: Ignite presentations cont., 2nd draft of written statement due in section Nov 9<sup>th</sup> (Thurs)

Readings: Laurinavicius, Tomas ["Top Web Trends for 2017"](#) Forbes.com

Merix Studio ["Web Design Trends for 2017"](#) awwwards.com

#### Week 7: Authorship and Authority, Links and Metatags

Section Meetings: Draft of links page

Reading: Kirby Ferguson, Everything is a Remix (watch 4 videos ~60 minutes total)

#### Week 8: Streaming Media and Graphic Design

Section Meetings: No section Thurs (Thanksgiving break)

Readings: Emily Thompson and Scott Mahoy, The Roaring Twenties

Week 9: Networks: Social Capital, Affecting Media, Defining Web Practices

Section Meetings: Individual TA meetings

Readings: TBD

Week 10: Student Presentations

Hardcopy of Written Statement final draft due in Dec 5<sup>th</sup> (Tues) in lecture and via Turnitin

Section: Peer review of online portfolios

**Final online portfolio Due Monday Dec 11<sup>th</sup> by 5pm via TED submission.**

#### 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

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

## 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 is grounds for failure in the course.
- If a final draft, plus required addenda, is not submitted **in class on the date due**, it will be considered late and *will lose one letter grade for each day or part of a day past due* (A to B, etc.).
- You must submit your assignments 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 in hard copy as well as via turnitin (via TritonEd). Final drafts must be submitted to Turnitin **BY MIDNIGHT** on the day they are submitted in class.

- 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.

## **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 (this includes lecture and section).
- Missing more than three class sessions, either lectures or sections, will result in deducting 1/3 of a letter grade off your final course grade (i.e. an A- would become a 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.

## **3. TECHNOLOGY**

- For in-class technology, we ask that you use your best judgment and common sense. Each CAT instructor may have a different specific policy in relation to technology, but broadly, if and when you use technology in the classroom, it should directly relate to the course (i.e., feel free to take notes on your computer/tablet, tweet about the class if appropriate, etc.).
- In some CAT courses, phones and computers are not allowed in the lecture halls or discussion sections. Having your phone or computer out, then, may mean you are 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.

### **A. 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 – 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 – 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 – 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 – 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—Failing**

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

### **5. 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.

### **6. 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.

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