

# CAT 125R: Mindful Rhetoric

Summer I 2019

Online

<https://cole2.uconline.edu/courses/1128297>

**Dr. Liz Gumm**

Zoom Office Hours - M 1-3pm PST

[egumm@ucsd.edu](mailto:egumm@ucsd.edu)

<https://ucsd.zoom.us/my/lizgumm>

<https://www.remind.com/classes/cat125r/people>



## Course Description

In this public rhetoric and practical communication course, we will explore the intersection between attention and expression. In particular, we will examine how the quality of our attention impacts the quality of our expression, a practice in mindfulness. Mindfulness, broadly speaking, is "the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us." Mindfulness and other contemplative practices are often not taught in the classroom, but they are key components to making a fulfilling life path, whether towards a professional career, graduate school, or an unconventional journey.

Some key questions considered are: What kind of attention do you pay to your presentation of self? How is opportunity impacted by your attention and self-expression? How might you develop a flexible self-narrative that allows you to blossom in a variety of spaces—from the classroom, to the hourly wage job, to the corporate boardroom, to the community forum?

In this course, you will use the strategies of mindfulness to inform your rhetorical practices of reading, writing, speaking, and listening. Exercises and assignments are loosely structured so as to allow you to mindfully compose texts that will support your present and/or future life intentions.

## Learning Objectives

- Develop increased experience and proficiency in public presentation, documentation, and curation.
- Direct written, spoken, or digital compositions to multiple audiences.
- Examine 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 reliable internet connection
- Access to computer video and audio
- Access to Netflix

## TA Information

Section ID	Section #	DAYS	TIME	TA	TA CONTACT
A01	975125	TTH	9-10:50	Vanessa Teck	<a href="mailto:vteck@ucsd.edu">vteck@ucsd.edu</a> <a href="https://ucsd.zoom.us/my/vanessana">https://ucsd.zoom.us/my/vanessana</a>
A03	975127	TTH	11-12:50		
A05	975129	TTH	1-2:50		
A02	975126	TTH	10-11:50	Casey Polacheck	<a href="mailto:cpolache@ucsd.edu">cpolache@ucsd.edu</a> <a href="https://ucsd.zoom.us/my/cpolache">https://ucsd.zoom.us/my/cpolache</a>
A04	975128	TTH	12-1:50		
A06	975130	TTH	2-3:50		
A13	975137	WF	12-1:50	Cheyenne Jennings	<a href="mailto:c3jennin@ucsd.edu">c3jennin@ucsd.edu</a> <a href="https://zoom.us/j/2066549140">https://zoom.us/j/2066549140</a>
A15	975139	WF	2-3:50		
A17	975141	WF	4-5:50		
A14	975138	WF	1-2:50	Jess Yacovelle	<a href="mailto:jyacovel@ucsd.edu">jyacovel@ucsd.edu</a> <a href="https://ucsd.zoom.us/my/jessky">https://ucsd.zoom.us/my/jessky</a>
A16	975140	WF	3-4:50		
A18	975142	WF	5-6:50		

## Class Participation

Your attendance and participation grade is holistic; simply being at section is not enough, as productive contributions to class discussions and active participation in small group work are essential to both the momentum of the class 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.

## Section Attendance

On-time attendance in section is required to pass this course. Please notify your TA if you must be absent for illness or family emergency, and arrange to make up any work missed. Excessive absences (more than two class sessions) may be grounds for failure. Excessive tardiness will also affect your grade and may be grounds for failure.

Attendance of online section meetings requires a working webcam with microphone and access to reliable WiFi. Attending section meetings without a webcam and microphone, constantly pausing your webcam, or calling from distracting/noisy locations will be counted as an absence.

## Assignment Submission

On-time completion of every phase of the development of the course assignments (proposals, drafts, revisions etc.) is required to receive a passing grade on an assignment. Late submissions of a draft component of a major assignment may prevent you from being able to complete peer reviews and from receiving feedback from your instructors.

While rough drafts of assignments do not count towards your final grade, if you fail to submit one, you will lose 10 points on your final draft.

Your timeliness in assignments is even more important in this course because it is only 5 weeks. By virtue of the limited timeframe, you must manage your workload even more responsibly than you might for a full quarter.

All assignment submissions are timestamped. Major writing assignment submissions uploaded after the due date will be flagged as late, and will lose one letter grade for each calendar day. Late work for the smaller periodic assignments (Journals, Discussion Boards, etc.) will not receive any credit.

Failure to submit all three of the major assignments will result in failure of the course. Failure to complete any peer-review assignments may be considered grounds for failure in the course.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with CAT 125R policies on participation, attendance, and assignments.**

## 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.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity.**

## Principles of Community

Students in this course are expected to uphold the UC San Diego Principles of Community.

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 UC San Diego community. UC San Diego 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, UC San Diego 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. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- We value each member of the UC San Diego 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 UC San Diego 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 UC San Diego. 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 UC San Diego community, we can enhance the excellence of our institution.

## **Classroom Ethics**

It has become a truism in our culture that the screen provides anonymity, or at least a psychological barrier between real people. As a result, our communication strategies may be affected. In a purely online course, you may be tempted to believe that your behavior and language on the screen will not result in the same consequences as in the physical world. However, it is the very nature of our digital classroom that demands that our respectful engagement with each other take explicit priority. Respectful engagement includes, but is not limited to the following:

- Written and spoken language which is thoughtful and non-discriminatory
- Eye contact with the screen during real-time meetings
- Avoidance of multi-tasking during real-time meetings
- Attentiveness to deadlines, particularly those which are collaborative

Students who treat the digital classroom and/or the people that make up that classroom carelessly, may be asked to leave real-time meetings or removed from collaborative assignments. Carelessness and/or disrespect will be fairly assessed and will affect one's grade accordingly.

**Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD Principles of Community and 125R policies on classroom ethics.**

## **Major Assignments**

Personal Narrative Assignment - 20%

“This I Believe” Speech - 20%

Professional Portfolio - 20%

Peer Reviews - 15%

## **Minor Assignments**

Mindfulness Journals - 10%

Participation - 10%

Art & Tech Events (1) - 5%

## **Grading Schema**

A	95
A-	91.5
B+	88.5
B	85
B-	81.5
C+	78.5
C	75
C-	71.5
D	65
F	50

## Course Schedule Overview

### Week 1\* -- Paying Attention & The Rhetoric of Purpose

Lesson 1 - Introductions & Key Concepts

Lesson 2 - Narrating the Self

[Lecture Videos](#)

**Deadlines** - Friday July 5 by 11:59pm - [Mindfulness Journal #1](#)

Monday July 8th by 11:59pm - [Personal Narrative First Draft](#)

\* Due to the July 4th holiday, you will only have your first real-time section meeting on Tuesday July 2nd or Wednesday July 3rd. There will be no section meetings on Thursday July 4th or Friday July 5th.

### Week 2 -- Personal Rhetorics

Lesson 1 - Multimodality & Genre

Lesson 2 - Embodied Rhetoric & Engagement

[Lecture Videos](#)

**Deadlines** - Wednesday July 10th by 11:59pm - [Personal Narrative Peer Review](#)

Friday July 12th by 11:59pm - [Mindfulness Journal #2](#)

Friday July 12th by 11:59pm - [Personal Narrative Final Draft](#)

### Week 3 - Community Rhetorics

Lesson 1 - The Rhetorical Situation, Presentations & Interviews

Lesson 2 - Rhetorical Listening

**Deadlines** - Wednesday July 17th by 11:59pm - [“This I Believe” Speech First Draft](#)  
(recording, script, and slides)

Friday July 19th by 11:59pm - [Mindfulness Journal #3](#)

Friday July 19th by 11:59pm - [“This I Believe” Speech Peer Review](#)

### Week 4 - Reflecting on Rhetorical Choices

Lesson 1 - Curating Mindfully

Lesson 2 - Learning from Failure



**Deadlines** - “This I Believe” Speeches will be delivered in sections this week  
Friday July 26th by 11:59pm - Mindfulness Journal #4

Week 5 - Imaginative Rhetorics

Lesson 1 - Playing With Conventions

Lesson 2 - Improvisation & Humor

**Deadlines** - Monday July 29th by 11:59pm - Portfolio First Draft  
Wednesday July 31st by 11:59pm - Portfolio Peer Review  
Friday August 2nd by 11:59pm - Mindfulness Journal #5  
Friday August 2nd by 11:59pm - Art and Tech Event  
Saturday August 3rd by 11:59pm - Portfolio Final Draft

## Assignment Descriptions

### Personal Narrative Assignment

#### Rubric:      [Personal Narrative Rough Draft Directions](#)

One of the most common documents that you will have to provide for a public, and usually professional, audience is a personal narrative. As you seek your place in the world beyond the undergraduate classroom, you will need to tell your story in such a way that readers have a clear understanding of who you are and how you will fit into particular communities. You may choose one of the three options below, but you must write **500-700 words**, regardless of option.

#### Requirements:

- 1" Margins
- Double Spaced (this is for our course purposes only; cover letters and statements are often written in single spacing)
- Size 11-12 font
- Heading appropriate to genre
- No visual aids (again, this is for our course purposes only; you may alter this when you incorporate the personal narrative into your professional portfolio project)
- 500-700 words

### Option 1: Personal Statement for Graduate School/Cover Letter for Employment

Perhaps the most common personal narrative, a personal statement provides future graduate schools or employers with a quick glimpse into who you are and how well you will fit into a program or workplace. These statements very often follow the formulaic essay style, as readers of these statements must sort through hundreds in a short amount of time. The keys for these statements are clarity and authority. Your job is to research the school or company/job and depict yourself in a way that shows readers why you are a good investment.

You may use this option as an opportunity to compose a statement for a real graduate school or job opening; or you may respond to the prompt below, which is similar to many prompts for graduate school:

*How have you made use of your education for the betterment of the community around you? How will your research/scholarship in our program allow you to further develop your communities?*

[Example Statement of Purpose \(Links to an external site.\)](#)

[Example Cover Letter](#)

### Option 2: Artist's Statement

Similar to a personal statement for graduate school, an artist's statement provides a narrative of one's work. More specifically, an artist's statement not only describes one's art and aesthetic perspective, but also connects one's work to a larger context (historical, political, etc.). The statement may also justify the work the art does or the value that it holds.

Typically, an artist's statement is included in programs for an exhibition of an artist's work, or on the artist's personal website. You may compose an artist's statement for a specific gallery that you imagine might exhibit your work.

[Example Artist Statement 1 \(Links to an external site.\)](#)

[Example Artist Statement 2](#)

### Option 3: Personal Ethnography

If you have no specific audience for whom you would like to write, you may choose to write a personal ethnography essay. Similar to a personal statement or an artist's statement, a personal ethnography tells a biographical story. However, as with the scientific genre of ethnographic writing, you will analyze your own personal story or experience with a critical eye. In particular, your ethnography must examine how one moment or event in your life reflects the way you are socially positioned by gender, race, class, sexual orientation, or nationality.

The objective of this genre, much like the other two options, is to reflect on the reciprocating forces of your own intentions, values, and desires and the cultural conditions that surround you.

[Example Personal Ethnography 1 \(Links to an external site.\)](#)

[Example Personal Ethnography 2](#)

## “This I Believe” Speech

[Peer Review Directions](#)   [Rough Draft Directions](#)

A popular podcast from NPR, This I Believe asks for listeners and speakers to critically think through the values and worldviews that guide their everyday choices, no matter how small. For this assignment, you will construct your own “This I believe” statement on everyday ethics. Everyday ethics concern minor acts that point to your values. Some examples might include:

- Depositing dropped money into a tip jar
- Giving money to buskers
- Slowing down to allow cars to merge
- Making eye contact and smiling with service workers
- Chewing food with your mouth closed

Think about how you would complete one of the following sentences:

I believe you should always \_\_\_\_\_.

I believe you should never \_\_\_\_\_.

While the above statements are rather absolute, your speech may work through some of the qualifiers and complexities of your belief.

Your speech will be delivered in the style of an Ignite speech - a 5 minute speech that is supported by 20 automatically timed slides. While these conditions may feel limiting, such conditions encourage you to be intentional in your linguistic, embodied, and visual rhetoric.

Once you have written your speech and constructed your accompanying slide show, you will produce a recording of you giving the speech for the purposes of peer review. Ultimately, you will deliver this speech live to your section during week \_\_\_\_.

## Professional Portfolio

Your digital presence has become more important than ever, especially as such presence becomes a normal component of how you are assessed for employment. This term-long project asks you to create a digital collection space for items, information, and projects that represent your professional persona to the world. As a result, this assignment is largely self-directed in terms of what it looks like and of what it is composed. Essentially, you may create a digital portfolio (such as Google Drive) or a personal/professional website. This assignment must include the following:

- CV/Resume
- Personal Narrative/Bio
- Ignite Speech recording
- 2-4 other projects, specific to your own research or work (examples include, a grant proposal, potential publication submission, exhibition of artwork or engineering work, video tutorials of expertise, etc.)

All components of the portfolio must be curated, which means that you must organize and display them in an intentional way. Even if you create a fairly basic Google Drive, you have the ability to change folder colors and incorporate a variety of genres of composition.

## Peer Reviews

You will be assigned to review one of each of the major assignments for a fellow classmate. Directions for each peer review will be noted in the peer review assignment section, including peer review deadlines. These deadlines are incredibly important to meet since peer reviews are essentially collaborative. Please do not interfere with another student's time management by completing peer reviews late, or not at all. If you fail to complete any of the peer reviews, that may be grounds for failure in the course.

## [Peer Review Guide](#)

## Mindfulness Journals

Each week, you will be asked to submit a small reflective journal assignment. Per the name, mindfulness journals will ask you to reflect on your experience the past week of being fully present (or not being fully present), specifically as is related to your modes of expression. While each week will include a prompt, you are welcome to write about anything from the week as long as it illustrates your thinking about mindfulness, attention, and rhetoric. I especially welcome reflections on the real-time discussion section meetings.

Please write 200-300 words per entry, and respond to one other person over the course of the next week (50-word responses).

[Mindfulness Journal 1 Prompt](#)

[Mindfulness Journal 2 Prompt](#)

[Mindfulness Journal 3 Prompt](#)

## Participation

As stated in the syllabus, participation is holistic and requires more than simply appearing in section.

A – You are well prepared for 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 section on time keeping your environment quiet and free of distractions; taking responsibility for any work or material missed if absent; overall proactive and attentive.

B – You are somewhat prepared for 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 section on time; keeping your environment free of distractions; overall responsible.

C – You are inconsistently prepared for 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 section on time and mostly keeping environment free of distractions; overall, inconsistent.

D – You are disengaged from the course, demonstrated by: never contributing to discussion in section; consistently coming to class late or leaving early; environment is often distracting; 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.

### Art & Tech Event

As this session is so short, you are only required to complete 1 Art & Tech write up (approximately 200 words). However, as this write up is 5%, you need to be sure to complete this assignment with focused attention and in a timely way. While you are welcome to, as always, access the master list of Art & Tech events if you are in the San Diego area. However, I encourage you all to investigate whatever community surrounds you and attend an event that you believe illustrates the intersection of culture, art, and technology. If you have questions about a potential event, don't hesitate to contact me!