

CAT 125A
Sixth College, UC San Diego

Public Rhetoric and Practical Communication

Winter, 2018
Monday and Wednesday, 2:00-2:50
Ledden Auditorium

Prof. Michael Ano
Office hours: Monday 11:30-1:30,
6th College
Email: mano@ucsd.edu

This syllabus is subject to revision.



Bill Viola, *The Greeting*, 1995

This course in public rhetoric and practical communication examines the use of digital media as a demonstration of expertise and gives students the opportunities to create their own expertise-related materials. We will consider everyday interactions small and big—a handshake, a presentation, a personal statement, etc.—as performance. This performance may be inscribed onto 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 artworks (visual/literary/performative) media platforms, and recent world events that frame our understanding of expertise and how we perform that proficiency. Through a series of projects utilizing and reflecting on social spaces, times, and practices, students will produce a biography, an IGNITE-style presentation, and a web-based project.

TA Sections and Office Hours

Section	Time	Room	Name	Email	Office Hours
956562	8:00-8:50 AM	MANDE B-146	Katya Prokhorova	eprokhor@ucsd.edu	
956563	9:00-9:50 AM	MANDE B-146	Katya Prokhorova	eprokhor@ucsd.edu	
956564	5:00-5:50 PM	HSS 2305B	Corey Dunlap	cpdunlap@ucsd.edu	Wed, 10 - 12:00 CAT TA Lounge
956565	6:00-6:50 PM	HSS 2305B	Corey Dunlap	cpdunlap@ucsd.edu	Wed, 10 - 12:00 CAT TA Lounge
956566	7:00-7:50 PM	HSS 2305B	Cole Goodwing	cfgoodwi@ucsd.edu	Mon, 3 - 4:50 CAT TA Lounge
956568	3:00-3:50 PM	MANDE B-152	Maya Vandershuit	mavander@ucsd.edu	
956569	4:00-4:50 PM	MANDE B-152	Maya Vandershuit	mavander@ucsd.edu	
956570	5:00-5:50 PM	MANDE B-152	Gabriela Rubio Moreno	gprubio@ucsd.edu	Wed, 3 - 5:00 CAT TA Lounge
956571	6:00-6:50 PM	MANDE B-146	Gabriela Rubio Moreno	gprubio@ucsd.edu	Wed, 3 - 5:00 CAT TA Lounge
956572	3:00-8:50 PM	MCGIL 2315	Corey Dunlap	cpdunlap@ucsd.edu	Wed, 10 - 12:00 CAT TA Lounge
956573	4:00-8:50 PM	MCGIL 2315	Corey Dunlap	cpdunlap@ucsd.edu	Wed, 10 - 12:00 CAT TA Lounge
956574	5:00-8:50 PM	MCGIL 2315	Cole Goodwing	cfgoodwi@ucsd.ed	Mon, 3 - 4:50 CAT TA Lounge

COURSE GOALS AND POLICIES

Goals:

- Gain an understanding of rhetorical situations, genre, audience, ethos pathos and logos as well as the use of design and media to co-shape the message.
- Develop presentation skills, performance strategies, and improvisation techniques to pitch, tell stories, and present work in public forum.
- Use design thinking, creativity and collaboration to expand notions of problem solving and innovation.
- Develop digital media skills for analyzing underlying arguments in media and narratives.
- Learning aspects of media and design production: empathizing, pitching, ideating, prototyping, editing, curating, documenting
- Gain a toolbox of conceptual and technical strategies to author your own relevant materials for written, oral and electronic materials for communication and portfolios.

Attendance

- For complete CAT policies on attendance, Turnitin, and more please check CAT website.
- Missing more than 4 class sessions total, 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 8 or more classes, is grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

Discrimination and Harassment

UCSD does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, sexual orientation, disability, or status as a U.S. veteran. This class adheres to those guidelines. Alternative viewpoints are welcome in this classroom. *However, statements that are deemed racist, sexist, classist, ableist, homophobic, or otherwise discriminatory toward others in the class will not be tolerated and students will be asked to leave.* Students come from a wide variety of backgrounds and possess a diverse array of values and beliefs and the classroom must be a safe space to discuss opinions and ideas. As such, I will not tolerate harassment of any kind in my classroom.

Americans with Disabilities Act (ADA)

UCSD complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who may require an accommodation under such provisions should contact me and your TA as soon as possible and no later than the end of the first week of classes or as soon as you become aware. No retroactive accommodations will be provided in this class.

ASSIGNMENT/ GRADE BREAKDOWN

15% SECTION PARTICIPATION - Section attendance and participation are mandatory. Any absences must be cleared with your TA in advance, or justified with written documentation (e.g. letter from student health, etc.). See the official CAT program policy below for details.

*You will attend TWO Art + Tech events and respond to the prompt. Your response should be posted on TritonEd no later than a week after the event.

*You will schedule a 1:1 meeting with your TA during their office hours between week 2-5.

15% PROPOSITIONS- 3 one page proposals for alternative/experimental ideas for personal statements, presentations, and web projects. Prompts will be provided.

-[Proposition 1](#) (Personal Statement)- Monday, January 14th at 9:00 AM

-[Proposition 2](#) (Presentation)- Monday, January 28th at 9:00 AM

-Proposition 3 (Web Project)- Monday, February 18th, at 9:00 AM

20% PERSONAL STATEMENT - A 500-600 word written statement that should reflect on a seemingly everyday event and may take the form of a personal statement, statement of purpose, artistic manifesto, graduate school application essay, or grant application. Drafts will be turned into your TA and for peer review.

-Outline - Friday, January 18th at 11:50 PM

-Draft - Friday, February 1st at 11:50 PM

-Peer review - Week 6 (in section)

-Final - Friday, February 22nd at 11:50 PM

20% PRESENTATION (Ignite-style) - 5 minute speech with 20 automatically timed slides. Students will submit a written "script" of their presentation before presentations in section for TA review and peer review. Great presentations are often informative with a call to action.

-Outline - Friday, February 8th at 11:50 PM

-Draft - Friday, February 15th at 11:50 PM

-Final script and slide show - Monday, February 25 at 8:00 AM

-Presentations - Week 8 (in section)

-6th College Writing Award presentations- Week 10

20% WEB PROJECT - Likely this will take the form of an online portfolio, research website, online reference work, or blog. In addition to written posts, you will create and edit media (images, video, or audio) to populate your site.

-Outline - Friday, March 1st at 11:50 PM

-Final - Friday, March 22nd at 2:30PM

10% FINAL REFLECTION -

Write a 500-700 word reflection of the Personal Statement or Presentation projects.

-Final - Friday, March 22nd at 2:30PM

SCHEDULE

Week 1- January 7 & 9

Performing everyday- propositions and proposals

Due:

PROPOSITION 1

Section meetings:

Introductions / Workshop Proposition 1

Readings:

- Steal like an artist (ch 1-3 and notes) by Austin Kleon
 - <https://drive.google.com/file/d/1JfiibLI7xUyCPJy4b8Szv95qul9sZGx/view?usp=sharing>
- Catherine Opie (pg. 169-171) from RCAME
 - https://drive.google.com/file/d/1Eyaokg_rIUK_CNNJOHdqacAPEZ_RyvJ9/view?usp=sharing
- Yoko Ono, Cut Piece, 1965
 - <https://www.youtube.com/watch?v=IYJ3dPwa2tl>
- A Professor's Pointers for Success in College
 - www.huffingtonpost.com/ann-marie-gardinier-halstead/a-professors-pointers-for_b_5654706.html

Week 2- January 14 & 16

Personal statements and other biographies

Due:

PERSONAL STATEMENT- ideas/ outline

Section meetings:

Review Losh / Workshop Personal Statement

Read:

- Why Rhetoric? (pg 36-47) from Understanding Rhetoric by Losh, Alexander, Cannon
 - https://drive.google.com/file/d/1gsrTqQ_ybiTw6nkycL7ERfA-m8x_e2wP/view
- Introduction (pg. 7-22) The True Story of the End of the World Trade Organization by The Yes Men

- <https://drive.google.com/file/d/1eSdDHmjYR7uRO4P2PD50elvafQod2ocy/view?usp=sharing>
- Glen Ligon (pg. 145-147) from RCAME
 - https://drive.google.com/file/d/1Eyaokg_rIUK_CNNJOHdqucAPEZ_RyvJ9/view?usp=sharing

Week 3- January 23

Me and you

Due:

PROPOSITION 2

Section meetings:

Workshop Proposition 2 / Workshop- what is my idea

Read:

- Writing Identities (pg. 113-142) from Understanding Rhetoric by Losh, Alexander, Cannon
 - <https://drive.google.com/file/d/1igW8bEdmxwwMTa82s7Q0GQvKYArtuy4e/view?usp=sharing>
- Audience Questions (pg. 21-25) from Education for Socially Engaged Art by Pablo Helguera
 - <https://c4atlanta.org/wp-content/uploads/2016/09/Education-for-Socially-Engaged-Art.pdf>
- Andrea Bowers (pg. 73-75) from RCAME
 - https://drive.google.com/file/d/1Eyaokg_rIUK_CNNJOHdqucAPEZ_RyvJ9/view?usp=sharing

Optional reading:

- Talking About Pelosi's Pink Dress from Washington Post
 - https://www.washingtonpost.com/opinions/2019/01/04/talking-about-pelosis-pink-dress-isnt-sexist-it-means-youre-paying-attention/?fbclid=IwAR3zsspzUM8nkaCenY5H5479nSNJxcDPN-yXCDPHAhJ7jz3bfB7eNrE9cjs&noredirect=on&utm_term=.614d1bb4fb37

Week 4 - January 28 & 30

Presenting: Lecture, workshop, class, talk

Due:

PERSONAL STATEMENT- draft

Section meetings: Workshop presentation- audience

Read:

- Rirkrit Tiravanija (pg. 214-216) from RCAME
 - https://drive.google.com/file/d/1Eyaokg_rIUK_CNNJOHdqucAPEZ_RyvJ9/view?usp=sharing
- How to Provide an Artistic Service (pg. 69-75) by Andrea Fraser from Theory in Contemporary Art since 1985
 - <http://web.mit.edu/allanmc/www/fraser1.pdf>
- A Cyborg Manifesto (pg 65-85) by Donna Haraway
 - https://monoskop.org/images/4/4c/Haraway_Donna_1985_A_Manifesto_for_Cyborgs_Science_Technology_and_Socialist_Feminism_in_the_1980s.pdf
- Benjamin Bratton - What's wrong with TED talks, 2013
 - <https://www.youtube.com/watch?v=Yo5cKRmJaf0>

Week 5 - February 4 & 6

Sell me- Ignite, HSN, and SAE

Due:

PRESENTATION- ideas/ outline

Section meetings:

Presentation brainstorm / Workshop proposition 3

Read:

- Conversation Pieces, The Role of Dialogue in Socially-Engaged Art (pg. 76-88) by Grant Kester from Theory in Contemporary Art since 1985
 - <https://drive.google.com/file/d/1dF387VI4PPrDdvSaqOBHb92aYnIGGL7F/view?usp=sharing>
- A Cyborg Manifesto (pg 85-101) by Donna Haraway
 - https://monoskop.org/images/4/4c/Haraway_Donna_1985_A_Manifesto_for_Cyborgs_Science_Technology_and_Socialist_Feminism_in_the_1980s.pdf
- Watch Joy

Week 6

February 11 & 13

The Internet - platforms and posting

Due:
PROPOSITION 3
PRESENTATION - draft

Section meetings:
Personal statement peer review

Read:

- Rethinking Revision (pg. 217-244) from Understanding Rhetoric by Losh, Alexander, Cannon
 - <https://drive.google.com/file/d/12CBubQpDE8QKwm2kjt1uhSPQXY-501as/view?usp=sharing>
- TED- Hasan Elani
 - https://www.ted.com/talks/hasan_elahi
- Art Criticism in the Age of Yelp from Rhizome.org
 - <http://rhizome.org/editorial/2013/nov/12/art-criticism-age-yelp/>

Week 7

February 20
Digital activism - remaking digital space

Due:
PERSONAL STATEMENT- final draft

Section meetings:
Presentation workshop/ peer review

Read:

- Transborder Immigrant Tool, from Net Art Anthology
 - <https://anthology.rhizome.org/transborder-immigrant-tool>
- Networked Equality: Technology and Access (pg. 54-63) from RCAME
 - https://drive.google.com/file/d/1Eyaokg_rIUK_CNNJOHdqucAPEZ_RyvJ9/view?usp=sharing

Week 8

February 25 & 27
Remember the everyday (web projects)

Due:

PRESENTATION- final script and slide show

WEB PROJECT- ideas/ outline

Section meetings:

Presentations

Read:

- Database as Symbolic Form by Lev Manovich
 - http://www.mfj-online.org/journalPages/MFJ34/Manovich_Database_FrameSet.html

Week 9

March 4 & 6

Transforming content- recode, remix, re-edit

Section meetings:

Web project workshop

Read:

- When Form has Become Attitude and Beyond by Thierry de Duve
 - <http://readings.design/PDF/ThierrydeDuveFormAttitude.pdf>

Week 10

March 11 & 13

CLASS PRESENTATIONS: BEST OF PROPOSITIONS AND IGNITE

Section meetings:

Web project workshop

FINALS

March 18

Due:

WEB PROJECT

FINAL REFLECTION

CAT PROGRAM POLICIES (following pages):

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 integrity.

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 four classes in a term without penalty (this includes lecture and section).
- Missing more than four 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 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.

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