

CAT 1C: Histories of Literary Creatures

Fall 2021

SOLIS 107 -- MWF 9:00-9:50

Instructor: Liz Gumm

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Office: Catalyst 160

Office Hours: W 11-12; F 10-11; and by appointment

Course Description

CAT 1 is a required 4-unit course offered every fall to Sixth College students in their first-year or their first fall quarter after successfully completing the Analytical Writing Program. As a 4-unit course, students will spend approximately 150 minutes in lecture and 50 minutes in discussion section every week.

Course Topic

This CAT 1 course will examine our human need to tell stories and the special significance that animals and other nonhuman entities play in those stories. From stories of creation, like those of Indigenous American oral tradition, to allegories of mental stability, like Franz Kafka's *Metamorphosis*, literary creatures provide insight into how humans define themselves, their communities, and their histories. At the intersection of animal and literary studies, this course invites you to develop your critical reading skills and develop a personal writing practice by engaging in questions of humanity, monstrosity, and imagination.

Required Texts/Technology

- Access to Canvas
- *They Say, I Say* CAT Edition
- Mary Shelley's *Frankenstein*, 1818 edition (it is **VERY important** that you read the 1818 version, NOT the 1831 version)

Course Objectives

By the end of CAT 1, students should be able to:

- Understand writing as a process (i.e. that includes, brainstorming, drafting, peer review, revision, reflection)
- Develop metacognitive and critical thinking skills
- Learn how to ask constructive questions.

- Practice writing as a learning strategy (this entails developing the ability to critically read, summarize, and respond to arguments)
- Learn how to read critically across a variety of genres and identify disciplinary discourse.

Core Course Concepts:

By the end of CAT 1, students should be able to understand and define the following terms/ideas:

- Ideology
- Culture, Art, and Technology
- History as storytelling/narrative
- Writing as process
- Discipline/Discourse

Program 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.

Etiquette and Conduct

What you can expect of me...

- I will be prepared for lecture and invested in the material
- I will be enthusiastic and animated during discussions (probably 95% of the time)
- I will respond to emails within 48 hours
- I will be as invested in your work as you are
- I will treat your work with honesty and compassion
- I will learn as many names as I can
- I will make fun of myself and probably make very cheesy jokes
- I may curse, but I will try not to
- 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 earnest feedback about the course seriously

What I expect of you...

- You will attend lectures on time, with a good attitude
- You will attend section on time, with a good attitude
- 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 (even if what qualifies “best” changes)
- You will do your own work with your best effort (even if what qualifies “best” changes) (See [UCSD Policies on Academic Integrity](#))
- You will read the syllabus and refer to it throughout the quarter
- You will treat your fellow classmates, your TAs, and myself with dignity; you will not engage in racist, sexist, classist, ablist, homophobic, transphobic, ethnocentric, fat-shaming, faith-shaming, or otherwise hateful communication. There is a difference between disrespectful/hateful speech and reasonable disagreement.
- You will offer your fellow writers honest and engaged critique.
- You will speak respectfully to me or your TA if you have any problems with the assignments or teaching methods; you will give us 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)

Covid-19 Policies:

Per University Guidance (which is subject to change):

- All students **must wear a mask** during class and whenever indoors, regardless of vaccination status
- All instructors **must wear a mask** while teaching and whenever indoors, regardless of vaccination status
- Students who come to class without a mask will be offered one by an instructor; students who still refuse to wear a mask without proper OSD paperwork will be asked to leave the class
- Students must sit in assigned seating during both lectures and sections (contact tracing purposes)

- If you are exposed to covid and are unvaccinated, you must get tested and quarantine for the appropriate time period. Inform your instructor about the need to quarantine.
- If you are exposed to covid and are vaccinated and **asymptomatic**, you must get tested, but do not need to quarantine

How I expect technology to be used:

Lecture

- My ideal preference is for students to use only paper materials during lecture. However, I recognize that this may not be ideal for you as a student. Therefore, I welcome laptops and tablets in lecture as a means to take notes or read/refer to material. However, I reserve the right to prohibit technology for a particular class period, or part of a class period. Be prepared to adapt to the particularities of a given class.
- If your use of technology becomes a distraction to others, or if you are not using technology for the purposes of our course, you will be asked to leave, which will impact your engagement grade.

Section

- Please refer to your TA's specific policies regarding technology in the classroom. They are within their rights to either ban or allow any/all technology according to their teaching styles.

Statement of Inclusion:

I believe very strongly that the classroom is a place to expand our knowledge and experiences safely, while being respected and valued. I support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive”. I strive to uphold the values articulated by the Office of the [Vice Chancellor for Diversity, Equity, and Inclusion](#): “We believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prosper.” I hope you will join me in creating a class that upholds these values to further enhance our learning as a community.

Americans with Disabilities Act (ADA)

Students requesting accommodations for this course due to a disability should (if needed) provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall.

Students are then required to present their AFA letters to Faculty (please make arrangements to contact your professor privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. No retroactive accommodations can be provided. **The CAT OSD liaison is Lynette Brossard: lbrossard@ucsd.edu.**

CalFresh & Basic Needs Information

If you are facing food insecurity, we encourage you to contact 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 major assignments require you to submit a rough draft before the final due date. While the draft does not count towards your grade, failure to submit a draft will result in the loss of a letter grade on the final submission.
- In order to receive a letter grade, all assignments must be submitted through Canvas.
- If you turn in an assignment after its due date without an extension, you will lose $\frac{1}{3}$ a letter grade. If the assignment is more than a week late, you will receive a 50%.

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.

Course Policies

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.
- Revision will be a crucial component of each major assignment. Failure to revise an assignment and/or participate in peer review will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- 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.
- [Grade Contesting Policy](#) (Must be done before Monday of Finals Week).

Attendance

Attendance in lecture and discussion are very important. Lecture attendance ensures that you understand and can ask questions about the specificities of your topic. Discussion sections build community and provide a space to work through your ideas and engage with your peers. Ultimately, you create the majority of a class's success. Without the students, there is no class - only readings. Enrolling in a course means that you agree to be a part of a specific community for a specific term. I see attendance--including mine and the TAs--as a gesture of respect to our educational community. However, because of the current health crisis, attendance will look necessarily different.

I appreciate your respect for the following policies that I see as integral to a successful course:

Lecture

- Lecture attendance is not required, but you do have a [lecture component of your engagement grade](#).
- If you choose to not attend lectures regularly, you will still be held accountable for all information provided. If you make a habit out of asking TAs, myself, or other students to repeat information, please know that that is a form of academic dishonesty in that you are asking others to do your work for you. Consider how your presence and absence from class may impact others.
- I am a better teacher when students are present and engaged, so I would prefer for as many of you to attend lectures as possible. Attendance is an important component of creating a class community; while there are many of you, all of your contributions are important for everyone's learning, including mine!

For Section:

- You are allowed 2 absences (i.e. 2 weeks of CAT 1). For every absence after 2, **you will need to make up for your missed section time**. Please consult with Dr. Gumm and your TA about the work you will need to complete for any excessive absences from class. Please keep up with consistent and open communication with your TA.

Engagement Rubric

CAT courses are designed to support and strengthen your communication and thinking skills. Your participation in the course is required for the development of these skills and will be assessed according to the following rubric:

Excellent (10)- You are well prepared for lecture and 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 lecture and section on time and staying for the entire class time; taking responsibility for any work or material missed if absent; overall proactive.

Good (9) - You are usually prepared for lecture and section, demonstrated by: contributing to discussion; listening actively; engaging in group work; respecting other students; respecting TAs, the instructor, and course material; mostly coming to lecture and section on time and staying for the entire class time; overall responsible.

Adequate (8) - You are inconsistently prepared for lecture and 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 lecture and section on time and staying for the entire class time; overall, inconsistent.

Developing (7) - You are physically present but mentally disengaged from the course, demonstrated by: never contributing to discussion in lecture or section; consistently coming to class late or leaving early; working well with others, but unable to contribute fairly; failing to develop any relationships with TAs and/or instructor; overall, disengaged.

Unacceptable (5) - 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.

Assignments and Grade Breakdown

Major Assignments - 50%

1. [Definitional Essay](#) (includes submission of draft, participation in peer review, and submission of final draft) - 25%
2. [Final Portfolio](#) - 25%
 - a. Revision and expansion of one short essay
 - b. Reflection narrative

Minor Assignments - 40%

1. [Annotation Pages](#) (8) - 16%
2. [Short essays](#) (3) - 24%

Engagement - 10%

1. [Section](#) (includes the Library tutorial)
2. [Lecture](#) (includes pop quizzes and discussion board writing)

Grading Policies

- Failure to turn in the major writing assignments will result in a failure of the course, regardless of numerical grade.
- Grades are assigned by letter and correspond to specific numerical percentages. Limitations on possible points enable more effective holistic grading on essay assignments, as well as discourage arguments over points.

Assignment Type	Excellent	Good	Adequate	Developing	Incomplete or Inappropriate
Major	A+ = 97	B+ = 87	C+ = 77	D = 65	F = 50
	A = 95	B = 85	C = 75		
	A- = 91	B- = 81	C- = 71		
Minor	10	9	8	7	5
Complete/ Incomplete	10			0	

- 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)
 - A (93.6-96.5)
 - A- (89.6-93.5)
 - B+ (86.6-89.5)
 - B (83.6-86.5)
 - B- (79.6-83.5)
 - C+ (76.6-79.5)
 - C (73.6-76.5)
 - C- (69.6-73.5)
 - D (60-69.5)
 - F (0-59.9)

- All disputes over grades must be conducted according to the following guidelines:
 - **Wait 48 hours after receiving a grade before disputing it.**
 - Contact your TA for an appointment to discuss the grade.
 - Attend your appointment having read the TA’s comments and the CAT rubric thoroughly.
 - Only after you have discussed your essay with your TA may you request a regrade from the course instructor

TA Information

TA Name	Section #	Day/Time	Location	Email
Laura	C01	M 8-8:50	SSB 106	lbthomps@ucsd.edu
Laura	C02	M 10-10:50	York 4050B	
Maya	C03	M 11-11:50	York 4050B	sbeck@ucsd.edu
Maya	C04	M 12-12:50	York 4050B	
Cheyenne	C05	W 3-3:50	York 4050B	cravila@ucsd.edu
Cheyenne	C06	W 4-4:50	York 4050B	
Katie	C07	W 5-5:50	York 4050B	kfhale@ucsd.edu

Katie	C08	W 6-6:50	York 4050B	
Ziyang	C09	F 8-8:50	York 4050B	zil042@ucsd.edu
Ziyang	C10	F 10-10:50	York 4050B	
Wei	C11	F 11-11:50	York 4050B	w5wu@ucsd.edu
Adrienne	C12	F 12-12:50	York 4050B	aherr@ucsd.edu
Adrienne	C13	F 1-1:50	York 4050B	
Wei	C14	F 2-2:50	York 4050B	

Course Schedule*

*Subject to change

Week 0 - Introductions

Discussion Section: No meeting

Friday: Introducing Culture, Art, & Technology

Week 1 - Creatures of Oral & Visual Culture (9.27-10.3)

Discussion Section: Read bell hooks' "Critical Thinking"

Monday: Creation Stories

Read: - Robin Kimmerer's "Skywoman Falling"
 - *Genesis* Ch.1-3
 - *Popul Vuh*, Part One

Wednesday: Trip around the world - Folktales & Fables

Read: - Selected Folktales and Fables: "The Grasshopper and the Toad"; "The Nodding Tiger"; "The Town Mouse and the Country Mouse"; "The Talkative Tortoise"; and "How the Rabbit Lost its Tail"

Friday: Asking Good Questions

_____ Write: - Annotation Pages #1

Short Essay #1 due by Sunday October 3 @ 11:59pm

Week 2 - Creatures of Oral & Visual Culture (10.4-10.10)

Discussion Section: Read TSIS ch. 1

Monday: The Bestiary

Read: - Pick and read 2-3 animal entries from Topsell's [*History of Four-Footed Beasts and Serpents*](#)

Wednesday: Trip around the world - Fairy Tales

Read: - Selected Fairy Tales: "The Duck and the Golden Eggs"; "The Girl Fish"; "The Master Cat or Puss in Boots"; "The Fairy of the Dell"

Friday: Folklore Studies & Disciplinary Language

_____ Write: - Annotation Pages #2

Week 3 - Epic Creatures (10.11-10.17)

Discussion Section: Read TSIS ch. 2

Monday: The Odyssey

_____ Read: - Homer's *The Odyssey* Book 9

Wednesday: The Odyssey

_____ Read: - Homer's *The Odyssey* Book 10

Friday: Writing to Learn & Metacognition

_____ Write: - Annotation Pages #3

Short Essay #2 Due by Sunday October 17 @ 11:59pm

Week 4 - Epic Creatures (10.18-10.24)

Discussion Section: Read TSIS ch. 3

Monday: Ramayana

_____Read: - *Sundara Kaanda* sundara 1-sundara 12/13

Wednesday: Ramayana

_____Read: - *Sundara Kaanda* sundara 14/15-sundara 38

Friday: History & Memory

_____Write: - Annotation Pages #4

Week 5 - The Most Novel Creature (10.25-10.31)

Monday: Frankenstein

Read: - *Frankenstein* vol. 1 letter 1-vol. 1 ch.3

Wednesday: Frankenstein

_____Read: - *Frankenstein* vol. 1 ch. 4-vol.2 ch. 2

Friday: Ideology

_____Read: - *Frankenstein* vol. 2 ch. 3-vol.2 ch. 8

Write: - Annotation Pages #5

Short Essay #3 Due by Sunday October 31 @ 11:59 pm

Week 6 - The Most Novel Creature (11.1-11.7)

Discussion Section: TSIS ch. 17

Monday: Frankenstein

Read: - "Conclusion" from Darwin's *On the Origin of Species*

Wednesday: Frankenstein

_____Read: - *Frankenstein* vol. 2 ch. 9-vol. 3 ch.4

Friday: Writing as Process

Read: - *Frankenstein* vol. 3 ch.5-end

Write: - Annotation Pages #6

Week 7 - Poetic Creatures (11.8-11.14)

Discussion Section: Read TSIS ch. 23

Monday: Domestic Animals

Read: - Domestic Animal Poems: “Pangur Ban” & “An Old Cat’s Dying Soliloquy”

Wednesday: Domestic Animals

_____ Read: - Domestic Animal Poems: “Guulside” & “To Flush, My Dog”

Friday: Animal Studies & Reading Theory

_____ Read: - Baker’s “Introduction: Literary Animals” pp.1-8

Draft of Major Assignment Due by Sunday November 14 @ 11:59 pm

Week 8 - Poetic Creatures (11.15-11.21)

Discussion Section: Peer Review

Monday: Wild Animals

_____ Read: - Wild Animal Poems: “The Maldive Shark” & “The Flea”

Wednesday: Wild Animals

_____ Read: - Wild Animal Poems: “The Panther” & “Sympathy”

Friday: TBA

_____ Write: Annotation Pages #7

Week 9 - Creatures of the Modern Story (11.22-11.28)

Discussion Section: TA Conferences

Monday: Modernism & The Short Story

_____ Read: - Kafka’s “The Metamorphosis”

Wednesday: Fantasy Studies

_____ Read: - Finish Kafka if you didn’t for Monday
Write: - Annotation Pages #8

Friday: No Class - Thanksgiving Break

Week 10 - Creatures of the Modern Story (11.29-10.5)

Discussion Section: Reflection & Self-Assessment

Monday: Reporting on Animals

_____ Read: - TBA

- Selections from Rachel Carson's Silent Spring: "A Fable for Tomorrow"
& "The Earth's Green Mantle"

Wednesday: Cryptozoology

_____ Read: - TBA

Friday: Creating a Personal Archive

Final Draft of Major Assignment Due by Friday December 3 @ 11:59 pm

Finals Week

Final Portfolio Due by Tuesday December 7 @ 11:59 pm