

**Your Voice in a Globalized World**  
**CAT 125**  
**University of California, San Diego**

*\*Syllabus is subject to change at any point in the quarter*

Professor: Bill Robertson Geibel

Email: [wgeibel@ucsd.edu](mailto:wgeibel@ucsd.edu)

Lecture Hours: Mondays and Wednesdays 11:00 - 11:50AM

Lecture Location: ZOOM (see course webpage for link)

Office Hours: Mondays from 1:00-2:00PM, Fridays 9:00-10:00AM (or by appointment)

Office Hours Location: <https://ucsd.zoom.us/j/6966412335>

**COURSE DESCRIPTION:**

The purpose of this course is to equip you with the practical skills, perspectives, and tools to be successful in your professional lives, particularly through effective and authentic communication. To do this, we will explore a variety of topics, through various forms of media, that help to either explain or demonstrate important elements of successful communication. We will investigate how communication is not just about what you say, but is influenced by numerous factors, including audience, context, non-verbal cues, and environment. As such, we will explore how concepts such as identity, power, and agency influence the way we see the world, and in turn, the way we present ourselves to the world. Given the increasing global nature of our everyday lives, special attention will be paid to the ways in which globalization has influenced communication. Thus, this course will prepare you to be successful in your future career and life by developing skills and strategies to engage effectively across various cultural, geographic, and rhetorical contexts.

**TA & SECTION INFORMATION:**

Section #	Days	Time	Location	TA	TA Email
A01	MW	9-9:50	CENTR 204	MAYA VANDERSCHUIT	
A02	MW	10-10:50	CENTR 204	MAYA VANDERSCHUIT	<a href="mailto:mavanders@ucsd.edu">mavanders@ucsd.edu</a>
A03	MW	12-12:50	CENTR 204	CATHERINE CROWDER	
A04	MW	1-1:50	CENTR 204	CATHERINE CROWDER	<a href="mailto:ccrowder@ucsd.edu">ccrowder@ucsd.edu</a>
A05	MW	2-2:50	CENTR	EVELYN VASQUEZ	

			204		
A06	MW	3-3:50	CENTR 204	EVELYN VASQUEZ	<a href="mailto:evvasque@ucsd.edu">evvasque@ucsd.edu</a>
A07	MW	4-4:50	CENTR 204	YI LIU	
A08	MW	5-5:50	CENTR 204	YI LIU	<a href="mailto:yil690@ucsd.edu">yil690@ucsd.edu</a>
A09	TTH	9-9:50	CENTR 204	MAKENZIE READ	
A10	TTH	10-10:50	CENTR 204	MAKENZIE READ	<a href="mailto:mrread@ucsd.edu">mrread@ucsd.edu</a>
A11	TTH	11-11:50	CENTR 204	ALISSA TU	
A12	TTH	12-12:50	CENTR 204	ALISSA TU	<a href="mailto:amtu@ucsd.edu">amtu@ucsd.edu</a>
A13	TTH	1-1:50	CENTR 204	ANA ANDRADE	
A14	TTH	2-2:50	CENTR 204	ANA ANDRADE	<a href="mailto:aca010@ucsd.edu">aca010@ucsd.edu</a>
A15	TTH	3-3:50	CENTR 204	ANA ANDRADE	
A16	TTH	4-4:50	CENTR 204	WAMBUI WAINAINA	<a href="mailto:lwainain@ucsd.edu">lwainain@ucsd.edu</a>

### COURSE POLICIES:

**Lecture Attendance:** Lectures are synchronous and you are expected to attend each via ZOOM. While attending, we ask for your undivided attention and that you are not using or looking at your phone, websites not related to the course, or other technology. You are also asked to keep your video on (at all times) and your audio muted (unless you have a question). To ask a question or provide a comment during lecture, please use the “Raise Hand” function or use the chat feature. We know it is a difficult time, so if you have any concern about upholding these requirements or would like to ask for an exception to these attendance policies, please talk to me ASAP.

**Discussion Section Attendance:** Sections are in-person and you are required to attend. You will be graded on both attendance as well as active participation (e.g. being engaged, speaking

when appropriate, contributing to the learning environment, etc.). See *Section Participation* in the “Grading” section of the syllabus for more info. If you are worried about upholding these requirements, please talk to your TA or me immediately.

**Recorded Lectures:** Every lecture will be recorded and made available after approximately 24 hours on the course website. These recordings are intended for anyone who is unable to attend a lecture live (e.g. you are in a different time zone, you are ill, etc.).

**Chat Rules:** Occasionally, we will utilize the chat feature on ZOOM during lectures to facilitate discussion. You are also welcome to use the chat feature to make comments, ask questions, or provide insights that are relevant to the topic being discussed. Any harassing, derogatory, discriminator, or off-topic comments will not be tolerated (and will impact your final grade).

**The Respect Rule:** I ask you all to show the utmost respect to everyone in the classroom. We all have different backgrounds, values, beliefs, identities, and experiences that may sometimes cause disagreement; but when you are in this class, you are required to demonstrate understanding, respect, and empathy towards your fellow classmates, guest speakers, and instructors.

**Office Hours Policy:** I highly encourage you to take advantage of both my office hours and your TA's. My (virtual) door is always open and I am happy to talk to students about a range of topics, not just course-specific issues. I want to help make your experience at UCSD a positive one. If you cannot make my scheduled times or would like to meet in person, please let me know, and we can make an individual appointment. My office hours will be held at:  
<https://ucsd.zoom.us/j/6966412335>

**Late Work Policy:** We will accept late work for three days after it is due. For each day it is late, we will deduct  $\frac{1}{3}$  a letter grade. The maximum deducted will be 1 full letter grade. After that (i.e. after 3 days), submissions will be accepted only on a case-by-case basis and will not receive higher than a 50%. If you are concerned you will miss a deadline, please contact your TA at least 48 hours before the assignment is due to work out a new deadline. (We will not give extensions retroactively).

**Academic Honesty:** Plagiarism or cheating is a serious offense and will be dealt with following university guidelines. It is your responsibility to become familiar with its policies, definitions, and penalties. These rules apply to exams and papers. If you have any questions about proper conduct, please see me. Do not guess or be uncertain about what constitutes cheating. Resources and information on academic integrity can be found at  
<https://academicintegrity.ucsd.edu/>

Plagiarism and/or cheating will not be tolerated, and at **the very least**, you will receive zero points on the assignment and be reported to the University. Ultimately, you may receive a failing grade in the class and be subject to university discipline.

**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.

**ADA Statement:** 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](mailto:lbrossard@ucsd.edu).

**Transfer Students:** The Triton Transfer Hub is available to meet transfer students' academic, social, and personal needs, including group & individual study space, events, workshops and coaching. Take time to meet with a peer coach and learn a little more about the UCSD culture.

Triton Transfer Hub

[Transferstudents.ucsd.edu](http://Transferstudents.ucsd.edu)

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

Biomedical Sciences Library (Pepper Canyon Hall – Coming soon!)

**Other Important Policies:** Anyone having problems or challenges related to the course is strongly encouraged to contact me or their TA as early as possible. We want to help you in whatever ways we can. **Our goal is for you all to succeed!**

## GRADING AND ASSIGNMENTS:

### **Major Assignments (55%)**

- |                             |     |
|-----------------------------|-----|
| 1) Personal Narrative       | 15% |
| 2) Presentation/Performance | 15% |
| 3) Website                  | 25% |

### **Other Assignments (45%)**

- |                            |     |
|----------------------------|-----|
| 4) Discussion Board        | 15% |
| 5) Section Participation   | 10% |
| 6) Informational Interview | 10% |
| 7) Quizzes                 | 5%  |
| 8) Resume/CV               | 5%  |

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TOTAL 100%

Your final grade will be determined by the following point scale:

A+	97-100		
A	93-96	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	69-60
B-	80-82	F	60-0

### **Major Assignments**

- 1) Personal Narrative (15%):** A 500-700 word written statement that may take the form of a personal statement, statement of purpose, artistic manifesto, graduate school application essay, or grant essay. You will submit a draft worth 5 points of the assignment grade prior to final submission. Further instructions/resources will be posted on the course website.
- 2) Presentation/Performance (15%):** You will record an original 4-6 minute presentation or performance to share with your section. It is recommended (but not required) that you relate this presentation/performance to the subject matter featured in your personal narrative and/or your website. During week 9, section will be devoted to Q&A about your performances/presentations. Participation in Q&A is 5 points of assignment grade. Further instructions/resources will be posted on the course website.
- 3) Website (25%):** The final project of this course is a published website that you create. This can take the form of an online portfolio, research website, personal website, 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. Further instructions/resources will be posted on the course website.

### **Other Assignments**

- 4) Section Participation (10%):** You are expected to attend and actively engage in all sections. For each section, you will be graded on attendance and active engagement. Active engagement means speaking when appropriate and completing all section activities and tasks. You are permitted 1 absence without penalty (exception: it cannot be during week 9). Any further unexcused absences will result in a deduction of your participation grade in the following- manner:
  - 2 unexcused absences = 5 point deduction
  - 3 unexcused absences = 7.5 point deduction
  - 4 absences = 10 point deduction
  - Missing more than 4 sections is grounds for failing the course.

- 5) **Quizzes (5%):** Throughout the quarter, there will be short quizzes to complete. These quizzes are meant to ensure that you are comprehending the readings and lecture material. Quizzes will open after lecture on Wednesday and close on Sunday at 11:59pm.
- 6) **Discussion Board (15%):** Each week you are required to write 1 post and 2 comments on the discussion board. Posts should be 150-200 words minimum. Posts are due Thursday by 11:59pm and comments are due Friday by 11:59pm, but you are encouraged to get them in as earlier to allow more time for comments. Posts and comments will be evaluated based upon their thoughtfulness and completeness. Prompts will be posted weekly.
- 7) **Informational Interview (10%):** You will conduct an informational interview with a person of your choosing. This person should be someone whose job/career interests you. Instructions and resources can be found on the course website. See website for further instructions/resources.
- 8) **Resume/CV (5%):** See website for further instructions/resources.

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**TOPICS AND ASSIGNED READINGS:**

<b>WEEK 1: WHAT'S THIS COURSE ALL ABOUT?</b>		
<b>Date/Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>Monday, Sept 27:</b> Course Introduction	N/A	<b>Discussion Board:</b> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul>
<b>Wednesday, Sept 29:</b> The Purpose of Education	<i>To prepare for class, please read:</i> <ul style="list-style-type: none"> <li>• bell hooks, <a href="#">Teaching Critical Thinking (chapters 1-2)</a></li> <li>• Paulo Freire, <a href="#">Pedagogy of the Oppressed (chapter 2, pgs 71-74 only)</a></li> </ul>	
<i>Week 1 Guiding Questions: What is the purpose of education? What is the purpose of this class?</i>		

## WEEK 2: COMMUNICATION AND IDENTITY

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
<b>Monday, Oct 4:</b> What is Communication?	<p>To prepare for class, please read/watch:</p> <ul style="list-style-type: none"><li>• Richard Nordquist, <a href="#">What Is Communication?</a></li><li>• <a href="#">UC Graduate Admissions Statement of Purpose Tips</a></li><li>• <a href="#">UC Graduate Admissions Personal Statement Tips</a></li><li>• Masterclass, <a href="#">How to Write a Personal Essay</a></li><li>• (Video) Chimanda Ngozi Adichie, <a href="#">The Danger of a Single Story</a></li></ul>	<b>Discussion Board:</b> <ul style="list-style-type: none"><li>• Post due Thursday and 2 comments due Friday</li></ul>
<b>Wednesday, Oct 6:</b> Identity, Intersectionality, Positionality	<p>To prepare for class, please read:</p> <ul style="list-style-type: none"><li>• John Warren &amp; Deanna Fassett, <a href="#">Chapter 4: Identity and Perception</a>, pg. 60-80 (may need to use ucsd vpn to access)</li><li>• (Watch) Hannah Gadsby, <a href="#">Nanette</a> (on Netflix - if you do not have an account, please try to find someone who will share with you. If you can't find a way to watch it, please email me and I'll try to get you access or provide an alternative). Disclaimer: This video does contain references to sexual violence.</li><li>• Dictionary.com, <a href="#">Positionality</a></li></ul>	

*Week 2 Guiding Questions: What is communication? How do you communicate your identity? What do you love about yourself? Is identity important to you? Why?*

## WEEK 3: IDENTITY AND CAREER EXPLORATION

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
<b>Monday, Oct 11:</b> Social Identity	<p>To prepare for class, please read/listen:</p>	<b>Discussion Board:</b>

	<ul style="list-style-type: none"> <li>• Cathleen Clerkin, <a href="#">Understand Social Identity to Lead in a Changing World</a></li> <li>• (Watch) Khan Academy, <a href="#">The Looking Glass Self</a></li> <li>• (Listen) NPR, <a href="#">'Americanah' Author Explains 'Learning' To Be Black In The U.S.</a></li> </ul>	<ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul> <p><b>Personal Narrative Draft:</b></p> <ul style="list-style-type: none"> <li>• Due: Friday by 11:59pm</li> </ul>
<p><b>Wednesday, Oct 13:</b> Careers and Values</p>	<p><i>To prepare for class, please read/listen/watch:</i></p> <ul style="list-style-type: none"> <li>• Emily Poague, <a href="#">These are the 6 skills college grads need to compete in the post-Covid jobs market</a></li> <li>• Sandra Loffredo, <a href="#">Do your career and work values align?</a></li> <li>• Amy Gallo, <a href="#">How to build a meaningful career</a></li> <li>• (Listen) In Pursuit Podcast, <a href="#">Brene Brown</a></li> </ul>	

*Week 3 Guiding Questions: How do others see you? What are your values? What constrains you from living these values?*

**WEEK 4: PUTTING YOURSELF OUT THERE**

<b><u>Date/Topic</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<p><b>Monday, Oct 18:</b> Networking and Job Search Strategies</p> <p>Guest Speaker: Mike Stromayer, UCSD Career Center</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Rebecca Knight, <a href="#">How to get the most out of an informational interview</a></li> <li>• US News, <a href="#">6 ways to network while you're in college</a></li> <li>• Natalie Lundsteen, <a href="#">Best practices for professional email</a></li> <li>• UCSD Career Center, <a href="#">Roadmap</a> (Read through all the pages)</li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul>



<p><b>Wednesday, Oct 20:</b> Social Capital</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Nancy Hoffman, <a href="#">Who You Know Matters More than Ever in the COVID-19 Job Market</a></li> <li>• OECD, <a href="#">What is Social Capital</a></li> </ul>	
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*Week 4 Guiding Questions: What's social capital, and do you have it? How can you best pursue the career/profession/life of your choosing? What are skills to landing your 'dream job'?*

**WEEK 5: COMMUNICATING YOURSELF**

<b>Date/Topic</b>	<b>Readings</b>	<b>Assignments</b>
<p><b>Monday, Oct 25:</b> Your Expertise/Personal Brand</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Herminia Ibarra and Kent Lineback, <a href="#">What's Your Story?</a></li> <li>• Lauren Marinigh, <a href="#">Use Personal Branding to Share Your Narrative</a></li> <li>• Celinne Da Costa, <a href="#">3 Ways To Use Your Story To Build A Stronger Personal Brand</a></li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul> <p><b>Personal Narrative Final Draft</b></p> <ul style="list-style-type: none"> <li>• Due: Friday by 11:59pm</li> </ul>
<p><b>Wednesday, Oct 27:</b> Authority and Power</p>	<p><i>To prepare for class, please read/watch:</i></p> <ul style="list-style-type: none"> <li>• Marcel Schwantes, <a href="#">According to science this is he best way to gain power and influence others</a></li> <li>• May Busch, <a href="#">How to Speak in Meetings With Confidence and Authority</a></li> <li>• (Video) Brene Brown, <a href="#">The Power of Vulnerability</a></li> <li>• (Video) Greta Thunberg, <a href="#">Speech</a></li> </ul>	

*Week 5 Guiding Questions: How do you want people to see you? When do you feel the most confident? Why is this? What are you an authority on? Does someone give you authority or do you take it? When do you feel vulnerable? Why?*

**WEEK 6: COMMUNICATING WITH AUDIENCES NEAR AND FAR**

<b>Date/Topic</b>	<b>Readings</b>	<b>Assignments</b>
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<p><b>Monday, Nov 1:</b> Intercultural Communication</p>	<p><i>To prepare for class, please read/watch:</i></p> <ul style="list-style-type: none"> <li>• Mei Zhong, <a href="#">Dialectics of Identity and Diversity in a Global Society</a></li> <li>• Emily Braucher, <a href="#">5 Tips for Communicating Across Culture and Difference</a></li> <li>• (Video) Peter Alfandary, <a href="#">The myth of globalization</a></li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul> <p><b>CV/Resume:</b></p> <ul style="list-style-type: none"> <li>• Due: Friday by 11:59pm</li> </ul>
<p><b>Wednesday, Nov 3:</b> Diversity and Difference</p>	<p><i>To prepare for class, please read/watch:</i></p> <ul style="list-style-type: none"> <li>• James Baldwin, <a href="#">The Discovery of What it Means to be an American</a></li> <li>• Madeleine Holden, <a href="#">The Exhausting Work of LGBTQ Code-Switching</a></li> <li>• NPR, <a href="#">How Code-Switching Explains the World</a></li> <li>• (Video) President Barack Obama, <a href="#">Correspondents' Dinner Speech</a></li> </ul>	

*Week 6 Guiding Questions: How do you know what to say to people when you meet them? What cues do you look for? Do you ever find yourself changing the way you speak or act, why/why not?*

**WEEK 7: PUBLIC SPEAKING**

<u>Date/Topic</u>	<u>Readings</u>	<u>Assignments</u>
<p><b>Monday, Nov 8:</b> Public Speaking</p>	<p><i>To prepare for class, please read/watch:</i></p> <ul style="list-style-type: none"> <li>• Marjorie North, <a href="#">10 tips to improve public speaking</a></li> <li>• Emily Grossman, <a href="#">How to present complex ideas clearly</a></li> <li>• Carmine Gallo, <a href="#">Neil DeGrasse Tyson Teaches Three Persuasive Communication Strategies In His New MasterClass</a></li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul> <p><b>Website Outline</b></p> <ul style="list-style-type: none"> <li>• Due: Friday by 11:59pm</li> </ul>

	<ul style="list-style-type: none"> <li>• (Video) Barack Obama, <a href="#">DNC Convention Speech</a></li> <li>• (Video) President George Bush, <a href="#">Iraq War Speech</a></li> </ul>	
<p><b>Wednesday, Nov 10:</b> Conflict Resolution and Mediation</p> <p>Guest Speaker: Veronica Mikho, National Conflict Resolution Center</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Steven Dinkin, <a href="#">Overcoming Contempt to Heal the Political Divide</a></li> <li>• Steven Dinkin, <a href="#">Community Leaders Envision More Civil Workplaces</a></li> <li>• <a href="#">How to Handle Conflict in Our Everyday Lives</a></li> <li>• Eric Svaren, <a href="#">How Stories Keep Us in Conflict</a></li> </ul>	

*Week 7 Guiding Questions: Why are some people seen as “good” speakers? What makes a good presentation? Why does conflict and misunderstanding happen? What are communication skills to overcome conflict?*

**WEEK 8: PUTTING YOUR STUFF “OUT THERE”**

<b><u>Date/Topic</u></b>	<b><u>Readings</u></b>	<b><u>Assignments</u></b>
<p><b>Monday, Nov 15:</b> Academic Communication &amp; Public Scholarship</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Janet Napolitano, <a href="#">Why More Scientists are Needed in the Public Square</a></li> <li>• Queenie Sukhadia, <a href="#">Why the Humanities Need to Go Public, and the Ways in Which They Already Are</a></li> <li>• Netflix, <a href="#">Our Planet: Fresh Water</a></li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul> <p><b>Presentation/Performance DUE</b></p> <ul style="list-style-type: none"> <li>• Due: Friday by 11:59pm</li> </ul> <p>Upload in 2 places: Week 8 assignment submission and discussion board for Q&amp;A.</p>
<p><b>Wednesday, Nov 17:</b> Marketing, Media and Personal Branding</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Paul Hiebert, <a href="#">The Medium Is The Message, 50 Years Later</a></li> </ul>	

<p>Guest Speaker: Candice Eley, San Diego Tourism Authority</p> <p>(TENTATIVE)</p>	<ul style="list-style-type: none"> <li>• Michael Hobbes, <a href="#">What Is The Internet Doing To Boomers' Brains?</a></li> <li>• (Listen) <a href="#">The Rise of "Conspirituality"</a></li> </ul>	
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*Week 8 Guiding Questions: How and why can you make others interested in your knowledge/passion/ideas?*

### **WEEK 9: DIGITAL COMMUNICATION**

<b>Date/Topic</b>	<b>Readings</b>	<b>Assignments</b>
<p><b>Monday, Nov 22:</b> Digital Communication Basics</p> <p><b>Section:</b> Presentation/Performance Q&amp;A</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Madeleine Hillyer, <a href="#">How has technology changed - and changed us - in the past 20 years?</a></li> <li>• Chuck Cohn, <a href="#">A beginner's guide to establishing an online presence on a budget</a></li> <li>• Pew Research, <a href="#">Social Media Fact Sheet</a></li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul> <p><b>Informational Interview Summary</b></p> <ul style="list-style-type: none"> <li>• Due: Friday by 11:59pm</li> </ul>
<p><b>Monday, Nov 24:</b> Digital Communication Barriers</p> <p><b>Section:</b> Presentation/Performance Q&amp;A</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• LA Times, <a href="#">Inside a Long Beach Web operation that makes up stories about Trump and Clinton: What they do for clicks and cash</a></li> <li>• Marjorie Hershey, <a href="#">Political bias in media doesn't threaten democracy — other, less visible biases do</a></li> <li>• Pew Research, <a href="#">Publics in emerging economies worry social media sows division</a></li> <li>• PBS Newshour (listen), <a href="#">How media literacy can help students discern fake news</a></li> </ul>	

*Week 9 Guiding Questions: How is technology changing the way we communicate? Is this good or bad? How can you use digital media successfully? How do we know what's true and not online?*

**WEEK 10: FINDING BALANCE & PURPOSE**

<b>Date/Topic</b>	<b>Readings</b>	<b>Assignments</b>
<p><b>Monday, Nov 29:</b> Work-Life Balance</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Tim Kreider, <a href="#">The Busy Trap</a></li> <li>• Jenny Anderson, <a href="#">The only metric of success that really matters is the one we ignore</a></li> </ul>	<p><b>Discussion Board:</b></p> <ul style="list-style-type: none"> <li>• Post due Thursday and 2 comments due Friday</li> </ul>
<p><b>Wednesday, Dec 1:</b> Civic Engagement / Global Citizenship</p>	<p><i>To prepare for class, please read:</i></p> <ul style="list-style-type: none"> <li>• Madeleine F. Green, Global Citizenship – <a href="#">What Are We Talking About and Why Does It Matter?</a></li> <li>• UNICEF - <a href="#">Youth Digital Civic Engagement (pages 6-19 only)</a></li> <li>• Dan Cumberland, <a href="#">The secret to finding your voice</a></li> </ul>	

*Week 10 Guiding Questions: What do you want out of life? How can you make a positive impact on the world?*

**WEEK 11: FINALS WEEK**

**Assignments**

**Website DUE**

- Due: Wednesday, Dec 8, by 11:59pm