Welcome to SCLA 101 class!

I hope you will find this class interesting and engaging. The goal of this class is to introduce you some of the essential features, key elements and important cultural and historical events that shaped the growth, development and evolution of Arabic culture. We will use some key texts from pre-Islamic through the modern times to illustrate the rich and diverse texture of the regions and historical periods that inform the intellectual trends, social issues and cultural identities within what we call the Arab world today.

This Start Here section provides the necessary details for you to be successful in this course.

Minimum Technology requirements

- You will need a strong, reliable Internet connection on a daily basis to meet the requirements for this class.
  - It is NOT recommended that that students attempt to complete this course using only a mobile phone.
- This course will utilize video, which will require more data if using a mobile device.
  Students must be able to use **Brightspace** and all of its features to be successful in this course.
- If you need help accessing Brightspace and navigating through it, please check Purdue Innovative Learning resources: https://www.purdue.edu/innovativelearning/

Final Tips for Success

Whether this is your first semester here at Purdue or you have already taken several courses at the University level, succeeding in a university course will often involve:

- Scheduling time each week for working on this course, outside of class times.
- Read assigned material ahead of time and come to class prepared to engage and interact
- Do all assignments on time and according to given instructions and guidance
- Following the course schedule, rather than trying to work ahead on your own.
- Reaching out to me with any questions, as early as possible.
  By following each of the above tips, you will be able to make the most of this course.
  I am looking forward to an exciting course that helps you not only meet the objectives of the content, but will also provide you with valuable information that you can apply to future careers.
- Class Start Date: Aug 24, 2020.
- Class End Date: Dec 05, 2020.
- Finals Week: Dec 07-12. Final Exam date to be decided by registrar.
  Course Content requirements
  All of the content that learners need access to should be included within Blackboard, except for the required texts.
- **Required Texts:**
- **Required texts:**
1. Sophocles, *Antigone*. Oxford UP, 2007. ISBN: 9780195143102
2. *The Arabian Nights*, translated by Husain Haddawy. New York : W W Norton, 2008. ISBN: 9780393331660
3. Laila Lalami, *The Moor's Account*. Vintage, 2015. ISBN: 9780804170628
   Recommended:
4. Andrea Lunsford, *Everyone's Author*. Second Edition. W.W. Norton, 2016. ISBN: 9780393617450

NB: It is imperative that you purchase the translations and editions listed above to ensure a smooth class and consistency in discussions, citations and textual references.

To navigate through the course:
1. Begin by reading this *Syllabus* section.
2. Review the Course Syllabus below.
3. Read through all of the information in the *Getting Started* section, before moving to Weekly modules on the left navigation bar.

Syllabus

SCLA 101 Transformative Texts: Critical Thinking & Communication I: Antiquity to Modernity

Term: **Fall 2020**
Instructor: Ahmed Idrissi Alami   email: aidrissi@purdue.edu
Office: SC 260   Office Hours: Tues./Thurs 1:30-2:30 (virtual)
Class Schedule: Tuesday/Thursday 9:00-10:15 AM
Forney Hall of Chemical Engr B124

SCLA 101 is based on the fundamental premise that great texts inform and inspire students, encouraging their creative and imaginative capacities, helping students see the world from different perspectives and broadening their worldview. Students will examine a series of texts, seeking to understand the contexts in which they were produced, as well as what these texts mean to us today. What do these books tell us about the pains and pleasures of being human; the use and abuse of power; the existence and nature of God or gods; and the power and limits of human reason? What do these texts tell us about others and ourselves? How do they advance our self-understanding? How do they increase our understanding of other people and their perspectives?

SCLA 101 is part of Level I of the Cornerstone certificate program. It fulfills the Written Communication and Information Literacy requirements in the University Core Curriculum. The course is dedicated to developing and enhancing the ability of students to write clearly, advance their understanding of rhetorical situations and choices; analyze and construct arguments as well as finding and evaluating sources.

SCLA 101 LEARNING OUTCOMES:

Written Communication

By the end of the semester, students should be able to:
1. Write with clarity, coherence, and concision in a variety of genres, 5,000-11,000 words of polished writing (or 12,000-18,000 words, including drafts).
2. Demonstrate an understanding of the importance of rhetorical situations and choices for a variety of audiences and contexts.
3. Demonstrate critical thinking about writing through reading, analysis, discussion, composing and revising texts in a range of genres.
4. Apply a clear understanding of the process of writing and successfully organize, present, and communicate meaning to fellow readers.
5. Identify, analyze, and evaluate the claims of a variety of sources.

6. Engage critically with transformative texts, drawing on multiple perspectives including the individual, the historical, and the contemporary.
Information Literacy

By the end of the semester, students should be able to:

1. Conduct research, engaging search strategies and locating the relevant sources.
2. Determine the quantity of information needed, including supplemental sources, in order to satisfy a well-designed research question.
3. Demonstrate the ability to summarize, synthesize, quote, and document sources, using an appropriate documentation style.
4. Critically evaluate information for its quality, accuracy, bias, authority, and relevance.
5. Display an understanding of the historical, ethical, and cultural contexts of both a research question and the sources used to answer it.
6. Express a clear understanding of the issues of intellectual property (such as fair use, plagiarism, and copyright)

Required texts:
7. Sophocles, *Antigone*. Oxford UP, 2007. ISBN: 9780195143102
8. *The Arabian Nights*, translated by Husain Haddawy. New York: W. W. Norton, 2008. ISBN: 9780393331660
3. Laila Lalami, *The Moor's Account*. Vintage, 2015. ISBN: 9780804170628
     Recommended:
4. Andrea Lunsford, *Everyone's Author*. Second Edition. W.W. Norton, 2016. ISBN: 9780393617450
NB: It is imperative that you purchase the translations and editions listed above to ensure a smooth class and consistency in discussions, citations and textual references.

Evaluation:

The final grade in SCLA 101 will consist of the following:
10% Attendance and participation (includes in-class and virtual group activities)
25% Journal entries
5% Oral Presentation
5% Presentation Write-up
15% Paper 1
15% Paper 2
5% thesis, outline and Annotated bibliography
20% Final project

The grading scale is as follows:
A+ 98–100%
A 93–97%
A– 90–92%
B+ 87–89%
B 83–86%

B– 80–82%
C+ 77–79%
C 73–76%
C– 70–72%
D+ 67–69%
D 63–66%
D– 60–62%
F <60%3

Journal entries: Journal entries are due in class on Thursday. You must complete the reading and write a short reflection response engaging and answering the weekly prompt.

Papers: One of the primary goals of this course is to help students develop university-level writing competency and improve their written communication skills. To that end, you will write three papers during the semester. The first two essays are critical reflections on topics on assigned class texts. **The final project** will be a research paper or a lesson plan, asking you to incorporate scholarship on one of the suggested modern retellings of studied texts (see "modern retellings" and guidelines in Brightspace). There will be a required initial briefing and draft for this final paper. You should upload your papers to Brightspace by the due date. They will be checked for plagiarism with Turn-It-In. Students are also required to bring in an outline and rough draft of papers and final project on the assigned dates (failing to do so will result in deduction points off the overall paper score).

Oral Presentation: Each student is required to give a five-minute long oral presentation. In preparation for the presentation, students will incorporate a concept or idea of applied humanities or the ethics of reading. In the presentation, students will report on the philosophical rationale for the practice, and their own personal experience with the practice. Students will be assigned to presentations starting from week2.

Presentation Write-Up: The week after your presentation, you must submit a two-page write-up of your presentation. The write-up should address the rationale for the applied humanities concept or ethics of reading used in engaging with the text and its relevance to the transformative principle of SCLA course.

In class group activities: In addition to regular discussion of sections and passages in lectures, students will present in groups of five or six students on selected sections of the two assigned texts (*The Arabian Nights* and *The Moor's Account*). A list of these groups will be available in Brightspace. This activity counts towards attendance and participation.

SCLA 101 Transformative Texts (Weekly schedule) *subject to change

weeks	Ideas/themes/applied Humanities	In-class	Assignments due
Week 1: Aug. 25-2	Transformative Texts and the Humanities	Introduction to course; syllabus. "The value of the	Read introduction and prologue/first two scenes of Antigone

		Humanities" & "What is critical reading?" Intro to Greek Culture and Drama (Tragedy) *Antigone* (Prologue/scenes 1 & 2)	Journal entry #1
	Antigone: text & Context		
Week 2 Sep. 1-3	The law	*Antigone* (scenes 3,4, 5 & 6) What is critical reading?	Journal discussion entry #2
Week 3: Sep. 8-10	Authority	*Antigone* (scenes 7,8 &9) What is critical writing?	Journal discussion entry #3 Read introduction and "prologue" of "The Arabian Nights", pp. 1-35 *Paper#1 assigned*
Week 4: Sep. 15-17	***The Arabian Nights: Popular Culture***	The Story of King Shahrayar and Shahrazad, (pp. 1-49): Frame Narrative Working on first draft: thesis statement	Journal entry #4 *Discussion of Final project topic*
Week 5: Sep 22-24	Sex, Gender and Patriarchy	Arabian Nights (pp. 50-122) Making an argument	Journal entry #5 *Paper#1 due*
Week 6: Sep 29-Oct 1	Power of storytelling	The Arabian Nights (pp. 138-247) The scope and nature of research projects	Journal entry #6 ***Initial briefing on final project***
Week 7: Oct.6-8	Narrator, Voice and Orality	The Arabian Nights (pp. 248-322) Finding resources	Journal entry #7
Week 8: Oct. 13-15	Language, Discourse and Ideology	The Arabian Nights (pp. 323-355) Using resources	Journal discussion entry #8
Week 9: Oct. 20-22	Demons, Magic and the Supernatural	The Arabian Nights (pp. 356-463) Outlining	***Paper#2 assigned*** Journal entry #9
Week 10: Oct. 27-29	Narrative as/and Desire	The Arabian Nights (pp. 464-518) Drafting	Journal entry #10 ***Outline, Annotated Biblio. Due***
Week 11: Nov. 3-5	*The Moor's Account*: Imperial texts, History and identity	Introduction: Rewriting, Resistance and Agency *The Moor's Account* (pp. 3-84)	Journal discussion entry #11 *Paper#2 due*
Week 12: Nov. 10-12	Slavery and transatlantic history	*The Moor's Account* (pp.85-150); APA and Integration of citations	Journal discussion entry #12
Week 13: Nov. 17-19	Colonial Encounters	*The Moor's Account* (pp.151-220); Working on first draft	***First draft of final project*** Journal discussion entry #13

Week 14: Nov 24-26	Recovering Native American History & Culture	*The Moor's Account* (pp.221-281); working on final project draft	Journal entry #14
Week 15: Dec 1-3	Transnational History and Cosmopolitan identity	*The Moor's Account* (pp.283-321)	Journal entry #15 ***Final Project due***

Resources

Disability Resource Center: Students who desire accommodations due to physical or academic barriers based on disability may contact the DRC (**drc@purdue.edu** or 765-494-1247) and provide the instructor with your accommodation letter.

Writing Center: Students who need to work on their drafts outside class time may also use Purdue writing center (https://owl.purdue.edu) where they can receive assistance on their papers.

CAPS: *"Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours."*

Necessary Apps to Remember:

Respondus Lockdown Browser: https://download.respondus.com/lockdown/download.php?id=929638209&_ga=2.201790228.449683330.1585697311-1348151813.1512418454 (for Quizzes and Exams)

Guidance and Special accommodations in response to COVID 19

EVERYBODY at Purdue should follow the recommended COVID 19 safety protocols

Students on campus and in classroom should observe and apply guidelines to protect themselves and others, including Personal Protective Equipment) PPE) and required distancing.

How should everyone use PPE?

* Face mask protocols. The point of masks is to control viral admissions and droplets from the person wearing the mask. Correctly worn face masks, covering the mouth and nose, are required upon entry to any campus building. If you are indoors in the presence of anyone else (even if behind plexiglass), you need to wear your mask. Masks must be correctly worn in all hallways, public spaces, common areas, and classrooms at all times: https://protect.purdue.edu/required-covid-19-protocols/

* Face shield protocols: https://www.purdue.edu/ehps/rem/worker/covid19/faceshields.html

* Standard operating procedures for PPE in classrooms and instructional labs: https://www.purdue.edu/innovativelearning/teaching-remotely/files/resources/SOP_Class_Lab_Experiential_Course.pdf

Please, everyone, bookmark the Protect Purdue website, and check in for updates: https://protect.purdue.edu/

We may have to change and adjust the syllabus; including content, assignments etc…, in order to respond to any contingency or required COVID 19 accommodations and updates.

Academic Honesty and Integrity Students at Purdue are required to adhere to the University's standards of academic integrity. Students will be held accountable for all forms of academic dishonesty, such as cheating and plagiarism, fabrication and falsification of information.

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Purdue Honors Pledge statement: "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue." The link for Purdue's Honor Pledge: https://www.purdue.edu/provost/teachinglearning/honor-pledge.html

CAPS Information: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Campus Emergency

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. For information about emergency procedures and safety guidelines, please check www.itap.purdue.edu/tlt/faculty

Course Policies

Assignments: Assignments are accepted before or on the due date specified, and must be submitted via Brightspace. Late or make up assignments will not be accepted except in cases of personal illness/emergency (at the Professor's discretion), university sponsored events, civic or religious obligations, or bereavement (in accordance with the University's *Grief Absence Policy for Students*). Students wishing to challenge their grade or seek accommodation for a missed assignment must do so **within one class** of the assignment's due date (for accommodation) or grade posting (for challenge). After that, all grades and completed assignments are final

Email: Students are responsible for any course information or notifications sent to their @purdue.edu email. It is their responsibility to set up email forwarding if they do not use this address regularly (at least once a day). Students can expect responses from the Professor within one business day for emails sent.

Attendance: Students are expected to attend/participate in every class meeting of the course. Failing to participate in the course repeatedly makes it difficult to succeed in the course. Please communicate any challenges you may have with participation/attendance with the

professor so that they can be resolved before it proves detrimental to your overall course experience.

Preserving Class Integrity: In order to allow for a robust and open class experience, students are asked to refrain from posting any images, chats, or videos from our class—including, but not limited to, class discussions, presentations, and lectures--without prior consent of the instructor and every student in our class. Any student who posts images, chats, or videos from our class without permission will receive in an automatic F (failure) for the semester and the Dean of Student's Office will be informed.

Due to COVID-19, please keep the Protect Purdue Pledge: https://protect.purdue.edu/pledge/ and review the information for students regarding health and safety: https://protect.purdue.edu/students/campus-2020/.

o Do not come to class if you suspect you might be ill or if you think that you have been exposed to COVID-19. If you are exhibiting symptoms of COVID-19, all Purdue students, faculty members and staff are encouraged to immediately contact the Protect Purdue Health Center by calling the Purdue COVID-19 Information Center, which is open from 8 a.m. to 5 p.m. weekdays at 765-496-INFO (4636) or toll-free at 833-571-1043.

o **You are required to wear a mask that covers your mouth and nose to attend in-person class.**

o **Please practice physical distancing in the classroom by following the posted guidelines in the building.**

o Help keep our class healthy by frequent hand washing and wiping down your seating area before/after class.

o It is possible to fully participate in the course via Brightspace if needed. Please notify the professor if you need to move to virtual participation in the course due to health concerns (you do not have to disclose the specific health concern).

Academic Professionalism: All class participants are expected to conduct themselves at all times in a respectful and sensitive manner towards others and the course material in accordance with the University's nondiscrimination policy. All students should familiarize themselves with and are responsible to adhere to Purdue Regulations, http://www.purdue.edu/univregs/index.html. Professional and respectful classroom demeanor also includes: regular attendance/virtual engagement, demonstrating careful preparation, thoughtful participation, appropriate contributions to group activities, and arriving punctually to class. Students using class time for non-class related activities (such as texting, instant messaging, social networking, sleeping, inattentiveness, or working on assignments for other classes), behaving in a disrespectful manner, and/or displaying excessive tardiness will not receive participation credit, and in more grievous instances may be asked to leave the classroom at the professor's discretion.

Please pay particular attention to the following two policies designed to further foster a respectful learning environment:

1) No auditors. Due to the pandemic, only students enrolled in the course are permitted to attend in person. If you have caregiving responsibilities during the scheduled class, please communicate with the professor and plan to participate virtually.

2) Class materials for class use only.

Academic Integrity: It is the student's responsibility to know what plagiarism is and to avoid it. *Please familiarize yourself with Purdue's student guide for academic integrity.* Plagiarism is the use of work (either a series of words or sentences, or an idea) that is not his or her own without citation. Even unintentional plagiarism can be a serious academic offense. Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered (http://www.purdue.edu/odos/aboutodos/respondingtoacademicdishonesty.php).

Academic ethics-accommodation: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: **drc@purdue.edu** or by phone: 765-494-1247.

Mental Health Information: If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.
o If you need support and information about options and resources, please see the Office of the Dean of Students for drop-in hours (M-F, 8 am- 5 pm).
o If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.