

**SCLA 102 Transformative Texts: Critical Thinking & Communication II: Modern World**  
Tuesday / Thursday 10:30 – 11:45  
WALC 3132

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**Student Hours:** Tuesday and Thursday 11:45 – 12:45 and by appointment

**COURSE DESCRIPTION:**

SCLA 102 is based on the fundamental premise that great texts -- whether famous speeches, essays, or poetry as well as film and digital media -- inform and inspire students, encouraging their creative and imaginative capacities, helping students see the world from different perspectives and broadening their worldview. In this class, we will examine a series of texts (including digital media); seeking to understand the contexts in which these texts were produced as well as what these texts mean to us today.

SCLA 102 is part of Level I of the Cornerstone certificate program. It fulfills the Oral Communication requirement in the University Core Curriculum. It is dedicated to developing and enhancing the ability of students to convey information through oral presentations, advancing their understanding of the importance of rhetorical situations and choices; analyzing and constructing presentations for different audiences; gathering and evaluating sources for presentations and using visual aids effectively.

**READINGS**

Margaret Atwood, *The Handmaid's Tale*  
Aldous Huxley, *Brave New World*  
Aldo Leopold, *A Sand County Almanac*  
George Orwell, *1984*  
Additional Readings on Bright Space (see Course Calendar)

## LEARNING OUTCOMES:

### Oral Communication

By the end of the semester, students will:

1. Demonstrate effective, professional delivery, designing and adapting appropriate verbal appeals through vocal intonation and non-verbal cues.
2. Distinguish and apply appropriate informative, persuasive, explanatory, interrogatory and argumentative strategies and techniques in the discussions and in formal presentations.
3. Organize presentations with effective supporting materials.
4. Locate and evaluate effective sources of information.
5. Engage critically with transformative texts, drawing on multiple perspectives, including the individual, the historical, and the contemporary.

## STUDENT RESPONSIBILITIES

1. attending class sessions.
2. reading assigned material (~ 50 pages per class) on time.
3. actively participating in class discussions.
4. maintaining respect for others despite clashing views on controversial subjects.
5. completing paper #1 and paper #2 (~ 700-word essay).
6. Completing speeches and debates.

### Grades:

The final grade for the course will be based on the following:

Reading Questions	100
Impromptu Speeches	100
Formal Speech #1	100
Paper #1	100
Debate #1	100
Debate #2	100
Paper #2	100
Formal Speech #2	200
Attendance	100
<b>Total</b>	<b>1000</b>

## ASSIGNMENTS

READING QUESTIONS (10 points each / 100 points total):

For each reading discussion, you will need to prepare 2 questions on the major reading of the day. Questions must be specific to the day's readings. The 5 questions that guide the course

(below) are separate and will not count for the Reading Questions.

#### IMPROMPTU SPEECHES (25 points each / 100 points total)

At the beginning of each class, I will call on 4 students at random to give an Impromptu Speech regarding the reading assignment for that class period. Impromptu Speeches must include the major theme/s of the reading, key points, and significant developments. Impromptu Speeches should include reference to one of the 5 questions that guide the course (see below) and your assessment of its implications for society. 25 points each. Note: all speeches will be graded according to the rubric for speeches (on BrightSpace).

#### ATTENDANCE (100 points):

There is no better way to clarify your ideas and sharpen your opinions regarding a new subject than to discuss them with fellow students and the instructor. It is vital that you attend class and be prepared to engage each other. Starting Week 2, I will take attendance using a sign-in sheet. After one unexcused absence, I will deduct 5 points for each subsequent unexcused absence.

#### ATTENDANCE POLICY

This course follows the [University Academic Regulations regarding class attendance](#), which state that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, you should inform me of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification is not possible, contact me as soon as possible by email or phone. For absences that do not fall under excused absence regulations (see below), this course follows the following procedures:

1. Do not come to class if you are feeling ill, but DO email me at [frdavis@purdue.edu](mailto:frdavis@purdue.edu) with the subject line: SCLA102 absence. I do not need details about your symptoms. Just let me know you are feeling ill and cannot come to class. If it is an emergency situation, please follow the University regulations on emergent medical care (see below).
2. Unless it falls under the University excused absence regulations (see below), any work due should be submitted on time via our course Brightspace.
3. If that day's class involves assessed work such as a test or presentation, you and I will plan if and how you can make up the work, following the assignment guidelines. This plan must be done before the next class period, so again, email me immediately when you know that you will miss class.
4. The most important consideration in any absence is how it will affect your achievement of the assignment objectives and the course learning outcomes.

For cases that fall under **excused absence regulations**, you or your representative should contact or go to the [Office of the Dean of Students \(ODOS\) website](#) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. The processes are detailed, so plan ahead.

PAPER #1 (100 points): 750 words, SUBMITTED TO SAFEASSIGN BEFORE CLASS ON **October 5, 2023**. Papers will be graded according the rubric for papers (on BrightSpace).

All papers must be double-spaced and typed. Handwritten papers will not be accepted. No paper extensions, except in the case of serious and documented illness. Papers must be submitted to Safe Assign (see BrightSpace for Link to Submission) before the deadline. Email submissions will not be accepted. For each class the paper is late, it will drop 10 points. Papers placed in my mailbox in the History Department will not be accepted. It is your responsibility to confirm I have received your paper and it is in your best interest to submit them on time. The papers will be graded on the strength of their ideas, their ability to advance a thesis or interpretation, and how well they are written (their use of language, spelling, punctuation, grammar). To receive full credit, a paper must include an introduction, a thesis or argument and the details to support it, and a conclusion. The paper must have at least 700 words and no more than 850 words. I will grade the papers on Form and Content (see rubric for papers on BrightSpace). I will provide feedback on your paper.

*Important:* Each and every citation in papers must be clearly and correctly referenced. Even when you refer to another person's ideas, you must credit the original source. See the course website for online style manuals.

*Writing and Honesty:* Plagiarism is one of the most serious offenses at the Purdue University and at any academic institution. See the Purdue University *Student Handbook* section titled: "Violation of the Academic Honor Code" for explicit details of what constitutes plagiarism, but for the purposes of this course anything you write must be your original work. Quotations should be brief and must be clearly cited to the original source (this includes internet sources) according to an approved style guide such as MLA, Chicago, or Turabian (online versions of these style guides can be found on the course website). I am more interested in your honest thoughts about the material than long, unanalyzed quotations.

\*In order to assist you in avoiding plagiarism, you will need to submit your paper to Safe Assign, this will identify citation errors or problems. See BrightSpace for the Safe Assign Submission link.

FORMAL SPEECH #1 (100 points): The first formal speech will be an informative speech of 3-4 minutes. **September 12, 14 and 19**. Speeches will be graded according the rubric for speeches.

DEBATE #1 (100 points): Drawing on the readings, discussions, and Paper #1, students will participate in an Oxford Style Debate. **October 12, 17 and 19**.

DEBATE #2 (100 points): Drawing on the readings, discussions, and Paper #1, students will participate in an Oxford Style Debate. **October 31, November 2 and 7**.

PAPER #2 (100 points): 750 words, submitted to SafeAssign before class on **Tuesday, November 21, 2023**. Papers will be graded according the rubric for papers (on BrightSpace).

FORMAL SPEECH #2 (200 points): The second formal speech will be a Persuasive Speech of

5-6 minutes. **November 28 and 30 and December 5 and 7.**

### Grading Scale

A 93-100	A- 90-92	
B+ 88-89	B 83-87	B- 80-82
C+ 78-79	C 73-77	C- 70-72
D+ 68-69	D 60-67	
F <60		

### Academic Honor Policy:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at:

[http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

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](mailto: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.

"As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue." For more information, see: [Purdue's Honor Pledge](#).

### Academic Dishonesty

*Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [Student Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]*

For additional details, see Purdue's student guide for academic integrity:

<https://www.purdue.edu/odos/academic-integrity/>

### Technology Policy

SCLA 102 is a device-free zone. Phones, tablets and laptops are not permitted.

Please see me if you require an exemption to this rule.

### **Disability Resource Center**

The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a “Letter of Accommodation” to the professor at any point in the semester. If you have questions, please contact the DRC at: 765 494-1247. You may also visit the DRC at [drc@purdue.edu](mailto:drc@purdue.edu).

### **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.

**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.

**If you need support and information about options and resources,** please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 a.m.- 5 p.m.

**If you find yourself struggling to find a healthy balance between academics, social life, stress, etc.,** sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

**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 on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

### ***Basic Needs Security:***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

### ***Emergency Preparation:***

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. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

## Syllabus Change Policy

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.”

## Website

The Syllabus, assignments, style guides, term sheets, and other information relevant to *Transformative Texts* can be found at <https://mycourses.purdue.edu> You will need to use your Purdue ID and Password to access the site via <https://mycourses.purdue.edu>. If you do not have a PUID or experience trouble logging in, contact IT Support for assistance.

## 5 Questions

1. What is the relationship between individuals and society?
2. What is the relationship between society and individuals?
3. How do utopian / dystopian visions reflect the past and inform the present (and future?)
4. How does Race, Class, Gender, and / or Identity influence society?
5. Does Science & Technology shape society? Vice versa?

## Course Schedule (subject to change)

T 8/22 Introducing SCLA 102, the Syllabus, Requirements, Readings, and Schedule.

R 8/24 Speech: Introducing yourself in 90 seconds!

*Reading:* Daniels, “Is anyone wrong anymore?” *The Washington Post* 2017 (BrightSpace)

T 8/29

*Reading:* Huxley, *Brave New World*, Ch. 1-5

2 questions / Impromptu Speech

R 8/31

*Reading:* Huxley, *Brave New World*, Ch. 6-12

2 questions / Impromptu Speech

Sanger, “Birth Control and Racial Betterment” (BrightSpace)

T 9/05

*Reading:* Huxley, *Brave New World*, Ch. 13-18

2 questions / Impromptu Speech

R 9/07

Film excerpt: *GATTACA*

T 9/12 Formal Speech #1: Informative (3-4 minutes)

Formal Speech #1

R 9/14 Formal Speech #1: Informative (3-4 minutes)

Formal Speech #1

T 9/19 Formal Speech #1: Informative (3-4 minutes)

Formal Speech #1

R 9/21 *Reading:* Orwell, *1984*, Part 1

2 questions / Impromptu Speech

T 9/26

*Reading:* Orwell, *1984*, Part 2

2 questions / Impromptu Speech

R 9/28

*Reading:* Orwell, *1984*, Part 3

2 questions / Impromptu Speech



T 10/03 Film Excerpt: *Children of Men*

R 10/05 Paper #1 due via SafeAssign

*Paper #1*

*Debate #1 Preparation!!*

Reading: Paul Ehrlich, *The Population Bomb* (excerpt) and Julian Simon, *The Ultimate Resource* (excerpt)

T 10/10 October Break – No Class

*No Class*

*Office Hours Cancelled*

R 10/12 Debate #1

*Debate #1*

T 10/17 Debate #1

*Debate #1*

R 10/19 Debate #1

*Debate #1*

T 10/24

Reading: Leopold, *A Sand County Almanac*,  
Part 1: *A Sand County Almanac*, pp. 1-98

*2 questions / Impromptu Speech*

R 10/26

Reading: Leopold, *A Sand County Almanac*,  
Part 2: “The Quality of Landscape,” pp. 101-173  
Part 4: “The Upshot,” pp. 237-295

*2 questions / Impromptu Speech*

T 10/31 Debate #2

*Debate #2*

Reading: Henry David Thoreau, *Walden* (excerpt)

R 11/02 Debate #2

*Debate #2*

Reading: Carson, *Silent Spring* (BrightSpace)

T 11/07 Debate #2

*Debate #2*

R 11/09

Reading: Atwood, *The Handmaid’s Tale*, Ch. I-V

*2 questions / Impromptu Speech*

T 11/14

Reading: Atwood, *The Handmaid’s Tale*, Ch. VI-X

*2 questions / Impromptu Speech*

R 11/16 Atwood, *The Handmaid’s Tale*, Ch. XI-XV

*2 questions / Impromptu Speech*

T 11/21 Paper #2 due via SafeAssign

*Paper #2*

R 11/23 Thanksgiving – No Class

T 11/28 Formal Speech #2: Persuasive (5-6 minutes)

*Formal Speech #2*

R 11/30 Formal Speech #2: Persuasive (5-6 minutes)

*Formal Speech #2*

T 12/05 Formal Speech #2: Persuasive (5-6 minutes)

*Formal Speech #2*

R 12/07 Formal Speech #2: Persuasive (5-6 minutes)

*Formal Speech #2*