



## **SCLA 102 Transformative Texts: Critical Thinking & Communication II: Modern World**

### **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.

This section of Cornerstone invites us to consider the question: "The United States of America: Who are 'We'?" One of the foundational principles of U.S. democracy is the freedom of speech. We will examine that value and other democratic values by asking questions such as: What does it mean to be free? What is a democracy? What is diversity and difference, and what are their roles in a democracy? What does civil discourse look like? What is the role and potential of everyday citizens in a democracy, particularly in the United States?

### **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.

**COURSE PHILOSOPHY:**

Cornerstone 102 focuses on oral communication. The primary learning outcomes all center on one theme: speaking. The course is designed to contribute to our understanding of oral communication, its power and capability, and how differences might impact our ability to speak—what we say, how we say it, and when we are silenced. We will relate the readings to these issues.

**READINGS:**

DeTocqueville, A. (1835/1840/2002). *Democracy in America*. Chicago: University of Chicago Press.

Helal, M. (2019). *Invasive species*. New York: Nightboat Books.

Mead, G. H. (1964). *Selected writings*. Chicago: University of Chicago Press.

Mill, J. S. (1859/2002). *On liberty*. Mineola, NY: Dover Publications.

Morrison, T. (1987/2004). *Beloved*. New York: Vintage Books.

Sinclair, U. (1906/2014). *The jungle*. Monee, IL: Millennium Publications.

Smith, B. (1943/2018). *A tree grows in Brooklyn*. New York: Harper Perennial Modern Classics.

**Speeches (available on Blackboard)**

1. Sojourner Truth, 'Ain't I a Woman', delivered at the 1851 Women's Rights Convention, Akron, Ohio.
2. Ronald Reagan, "Boys of [Pointe du Hoc](#)," delivered on the 40th anniversary of D-Day and written by Peggy Noonan, June 6, 1984.
3. Abraham Lincoln, Gettysburg Address, November 19, 1863.
4. Mahershala Ali, acceptance speech at the Oscars (Academy Awards), Feb. 27, 2017
5. John F. Kennedy inaugural address, Jan. 20, 1961.
6. Barack Obama, keynote address at the Democratic National Convention, July 27, 2004.
7. Martin Luther King Jr., "I Have a Dream," August 28, 1963.
8. Aung San Suu Kyi, "Freedom from Fear," delivered in 1990.

**ASSIGNMENTS (500 Points Total in the Class):**

Self-Introduction (25 points; 5% of overall course grade): Briefly introduce yourself to us, in a memorable and respectful manner. More details on this assignment forthcoming.

Discussion Leader (25 points; 5% of overall course grade): Once during the semester, you will be paired with a classmate to lead one class period's discussion. You and your co-facilitator's task is to keep the conversation on that day's reading going. More details on this assignment forthcoming.

Presentation 1 (100 points; 20% of overall course grade): Informative Speech. Inform us about something that is “American” (associated with the United States of America). You will also be required to visit the Purdue Presentation Center to practice this speech prior to presenting in class. More details on this assignment forthcoming.

Presentation 2 (125 points; 25% of overall course grade): Persuasive Speech. Convince us to do something that betters ourselves as residents of this country and of our communities. You will also be required to visit the Purdue Presentation Center to practice this speech prior to presenting in class. More details on this assignment forthcoming.

Presentation 3 (50 points; 10% of overall course grade): Inspirational Speech. Reflect on what we have read, discussed, and learned from each other this semester. Based on your reflections, inspire us. More details on this assignment forthcoming.

Class Participation (100 points; 20% of overall course grade): This course is about oral communication. To develop these skills, we must practice regularly. Consistent and regular participation in in-class activities and in-class discussions is expected. We will also do impromptu speaking activities in class; in order to get credit for these impromptu activities (which are part of your class participation grade) you must be in class that day. Part of class participation is also attendance and participation in a 5-minute meeting with me on January 27 (time to be confirmed) in Beering 2266.

Speech Outlines (25 points each; together, outlines make up 15% of overall course grade): For presentations 1, 2, and 3 you will submit an outline of your speech. Each outline must be submitted in class in hard copy form on the date specified in this syllabus.

#### **FINAL COURSE GRADING:**

A+ (99%-100%)

A (94%-98%)

A- (90%-93%).

B+ (88%-89%)

B (84%-87%)

B- (80%-83%).

C+ (78%-79%)

C (74%-77%)

C- (70%-73%).

D+ (68%-69%)

D (64%-67%)

D- (60%-63%).

Below 60% is failing.

#### **COURSE POLICIES:**

##### ***Technology***

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

##### ***Late Work***

*Except for exceptional circumstances, late work will not be accepted. No papers, outlines, or any other class assignments will be accepted via e-mail. Please make sure you manage your time and make sure you back up your work frequently.*

### ***Attendance policy***

*Attendance to all class meetings is expected. Regular attendance is necessary (see Class Participation section above).* There is a substantial relationship between attendance and course performance. If you choose not to attend class you are still responsible for the material, changes to the syllabus, and learning about assignments explained during class time. You will not have an opportunity to “make up” activities done during class that count toward class participation. It is your responsibility to ask your peers (not the professor) for notes.

Students are expected to be present for every meeting of the class. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible ... For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students,

The link to the complete policy and implications can be found at

[http://www.purdue.edu/studentregulations/regulations\\_procedures/classes.html](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html)

### ***Email etiquette***

*Please use proper email etiquette. An email must begin with a salutation such as “Dear Professor X” and end with a proper closing, such as “Sincerely,” or “Best Wishes.”*

### **ACADEMIC INTEGRITY:**

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, of University 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 crib notes, 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] The Office of the Dean of Students will investigate instances of reported plagiarism and take appropriate actions. See the Dean of Students’ web page for descriptions of plagiarism and university plagiarism policies at <http://www.purdue.edu/univregs/studentconduct/regulations.html>). All acts of plagiarism are violations of the University Academic Dishonesty Policy and will be dealt with according to procedures established by the university.

### **CLASSROOM CIVILITY:**

“Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, National origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.” (See Purdue “Nondiscrimination Policy Statement” – please familiarize yourself with this policy. See [https://www.purdue.edu/purdue/ea\\_eou\\_statement.php](https://www.purdue.edu/purdue/ea_eou_statement.php)). We will conduct class based on the precept of universal human dignity.

### **CAMPUS EMERGENCIES:**

The Purdue University administration has asked all instructors to note that, in the event of a major campus emergency, course requirements, deadlines, and grading percentages will be subject to changes that may be necessitated by a revised semester calendar or other circumstances. You are expected to read your @purdue.edu email on a frequent basis. View the university’s [emergency preparedness website](#) for more information. To get information about changes in this course, please email me.

### **STUDENT WELL BEING:**

The University and I are committed to make learning experiences as accessible as possible. If you have special scheduling needs for religious observances see me in 1st two weeks of class so that we can find alternative times for you to fulfill your course obligations. 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](mailto:drc@purdue.edu) or by phone: 765-494-1247. Also remember that 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.

### **SCHEDULE OF READINGS, ACTIVITIES, AND TOPICS:**

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Jan. 14	Course Introduction	
Jan. 16	What Makes a Speaker Excellent? Speech Anxiety	Gettysburg Address; Reagan speech; Mahershala Ali speech
Jan. 21	Self-Introductions	
Jan. 23	Preparing to Give a Presentation	De Tocqueville <ul style="list-style-type: none"> <li>• Editors’ introduction (pp. xvii-xxxvi)</li> <li>• DeTocqueville’s introduction (pp. 3-15)</li> <li>• Pp. 53-55; 165-187</li> </ul>

<b>Jan. 27</b>	<b>5-minute meeting</b>	<b>Beering 2266 (my office)</b>
Jan. 28	What is a Democracy?	De Tocqueville pp. 302-378
Jan. 30	What is a Democracy?	De Tocqueville <ul style="list-style-type: none"> <li>• pp. 479-482; 573-578; 617-623</li> </ul>
Feb. 4	Creating Presentation Content	Sojourner Truth, "Ain't I a Woman?" <a href="https://www.nps.gov/articles/sojourner-truth.htm">https://www.nps.gov/articles/sojourner-truth.htm</a> John F. Kennedy speech
Feb. 6	The Content of Democracy: <i>Liberty</i>	Mill pp. 1-45
Feb. 11	The Content of Democracy: <i>Liberty</i>	Mill pp. 46-95
Feb. 13	Who are "We"?	Mead, Editor's introduction (pp. xiii-xliii); lvi-lvii pp. 123-134; 134-142; 142-149 <b>**Presentation 1 outline due in class**</b>
Feb. 18	Who are "We"?	Mead pp. 150-170; pp. 355-370
Feb. 20	Informative Speech	
Feb. 25	Informative Speech	
Feb. 27	Informative Speech	
Mar. 3	Informative Speech	
Mar. 5	Delivering a Strong Presentation	Obama speech; MLK, Jr. speech; Kyi speech Morrison, Foreword, 1-33;
Mar. 10	The Content of Democracy: <i>Hope</i>	Morrison pp. 34-86
Mar. 12	The Content of Democracy: <i>Hope</i>	Morrison, pp. 87-195
<b>Mar. 17 &amp; 19</b>	<b>SPRING BREAK</b>	
Mar. 24	The Content of Democracy: <i>Resilience</i>	Sinclair, pp. 1-39
Mar. 26	The Content of Democracy: <i>Resilience</i>	Sinclair, pp. 39-78 (end of chp. 9) pp. 238-250
Mar. 31	The Content of Democracy: <i>Becoming</i>	Smith, Foreword, pp. 3-19, 29-36, 40-43 pp. 44-52, 115-121, 133-136

Apr. 2	The Content of Democracy: <i>Becoming</i>	Smith, pp. 141-148, 149-157 Chps. 21, 22, 23, 48, 49, 56
Apr. 7	The Content of Democracy: <i>Difference</i>	Helal, p. 5, 35-6, 37, 38, 39-40, 41, 42-43
Apr. 9	The Content of Democracy: <i>Difference</i>	Helal, pp. 44-50, 51-53, 55-57, 79, 83-84, pp. 87-88 <b>**Presentation 2 outline due in class**</b>
Apr. 14	Persuasive Speech	
Apr. 16	Persuasive Speech	
Apr. 21	Persuasive Speech	<b>**Presentation 3 outline due in class**</b>
Apr. 23	Persuasive Speech	
Apr. 28	Inspirational Speech	
Apr. 30	Course Wrap-Up	

\*\*\* **Note:** Instructor reserves the right to adjust the syllabus at any time. Revisions will be discussed in-class and posted on Blackboard.

## Standard SCLA 102 Speech Grading Rubric\*

	Poor	Average	Good	Excellent
<b>Introduction</b>				
How well did the beginning grab the audience's attention?				
How effectively did the speaker introduce the topic?				
<b>Body of the Speech</b>				
How effectively did the presentation flow? Was the body of the speech well organized?				
How well did the presentation utilize credible supportive evidence? Were there sufficient details (explanations, examples, illustrations, etc.) to support the principal ideas of the presentation?				
Was the central message clear? Was there a clear main point/thesis/"take away" that was easy to identify?				
<b>Conclusion</b>				
How well did the speaker bring the presentation to an end?				
<b>Delivery</b>				
How effective was the speaker's eye contact?				
How effective was the physical delivery? (posture, gestures, distracting movements)				
How effective was the verbal delivery? (tone, rate, volume, vocal fillers)				
How well did the speaker use language (vocabulary)? Was the language appropriate for the audience and support the effectiveness of the presentation?				

Note: \*A tailored rubric for each speech will be provided