

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



Cake Slice, Wayne Thiebaud (1979)

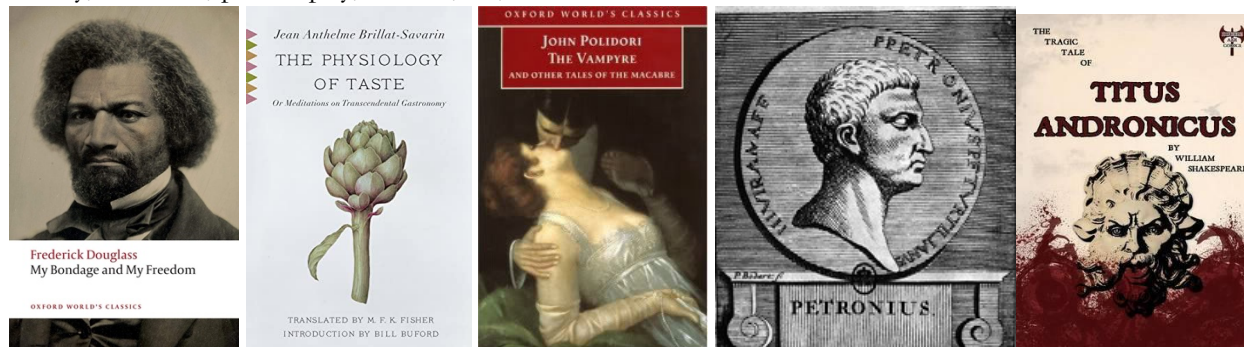
Course Description

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.

Our theme for this section is **food**. The readings have been selected because they explore how issues of identity, power, and self-expression are mixed into what and how we eat. How do experiences of eating and drinking help craft who we are? What values do food practices communicate? How have people grappled with ethical considerations when deciding what they should and should not eat? In what ways is the history of food connected with the fields of medicine and neuroscience? How do eating practices intersect with issues of class, gender, and race? Is cooking an art form? In this class, we will consider

how these questions can lead to a better understanding of the various roles that food has played in history, literature, philosophy, science, art, and more.



Required Texts

Jane Austen's Pride and Prejudice: A Book to Table Classic (Puffin Books)

Titus Andronicus by William Shakespeare (Pelican)

*Note, during the first week of class you are required to print out a PDF with all the additional readings. You will need to bring this document to every class meeting, so it is essential that you put it in a binder or secure it with large staples or clips to keep the pages in good shape throughout the semester.

Recommended Texts

W. Strunk and E. B. White, *Elements of Style* (Spectrum)

*Note, this text would be useful to have on hand while working on writing projects, but you are not required to purchase it for the class.

Required Films

Titus, dir. Julie Taymor (1999)

Vampyr, dir. Carl Theodor Dreyer (1932)

Babette's Feast, dir. Gabriel Azel (1987)

Other Course Materials

This fall, a theatrical production of *Pride & Prejudice* will be performed at Purdue's Aquila Theatre. This event will give us an opportunity to discuss how Austen's novel continues to be adapted for different purposes. Your attendance is mandatory, and one of your assignments in the first weeks will be to purchase a ticket for the November 9th performance. Cornerstone students can purchase discounted tickets of \$15. If purchasing a ticket is not financially viable, please feel welcome to speak with me about alternative sources of funding.

For Essay #4, you will have to submit an analysis of a Jane Austen film adaptation. To complete this assignment, you will need to buy/rent a movie, so allot some funds to be able to access the necessary materials.

Learning Goals

Written Communication

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

- 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).
- Demonstrate an understanding of the importance of rhetorical situations and choices for a variety of audiences and contexts.
- Demonstrate critical thinking about writing through reading, analysis, discussion, composing and revising texts in a range of genres.
- Apply a clear understanding of the process of writing and successfully organize, present, and communicate meaning to fellow readers.
- Identify, analyze, and evaluate the claims of a variety of sources.
- 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:

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

Course Requirements:

Assignment Category	Percentage of Total Grade
Class Participation	15%
Secondary Source Assignment	5%
Writing Prep Tasks	10%
Short Essay Assignments	40%
Research Paper	20%
Research Paper Presentation	10%

Class Participation (15%)

I expect you to attend every class on time, having completed all assigned readings and

homework, and to participate actively and respectfully in all class activities. In order to receive full credit for this component of the course, you will need to contribute thoughtful comments that allow our group discussions to develop in productive ways. Actively participating in class involves...

- 1) Attending every class on time and remaining mentally present during our sessions
- 2) Always arriving prepared for in-depth discussions about the assigned topics/readings
- 3) Actively listening to your peers and preparing respectful responses that push the conversation forward
- 4) Never becoming distracted with technology (texting, using laptop on days where doing so is not permitted, etc.) or off-topic conversations that are unrelated to the class
- 5) Actively asking intellectually serious questions about the texts and providing meaningful commentary, both during small group activities and larger group discussions
- 6) Fully engaging in workshop and peer review activities and providing insightful and productive feedback on drafts and other written materials

Your participation grade will be determined in part through **self-assessment assignments** that you will be required complete throughout the semester. These evaluation exercises will give you a chance to reflect on how well you are participating in class and communicate any questions that you have about ways you can improve.

Secondary Source Assignment (5%)

In order to familiarize yourself with summarizing, analyzing, and building upon secondary sources, you will be in charge of telling the class about ONE particular “Secondary Source Reading” for the day. During the first week of class, you will send me a list of the top three articles that you would like to read, and I will assemble a schedule based on that input. After reading the piece, you will work with your group to create a handout for the class that 1) summarizes the article/chapter’s thesis, 2) identifies its main sub-points, 3) evaluates its strengths and weaknesses, and 4) articulates its connections to our course’s main themes. You will give a 5-7 minute presentation about your secondary source and distribute your handout in class on the day that the reading is listed on the syllabus. This activity is meant to give you an opportunity to become comfortable with reading academic arguments and summarizing that information for others. As your peers deliver their presentations, you should take notes since these materials could be useful while working on the final research paper. A detailed prompt for this assignment will be distributed in class.

Writing Prep Tasks (10%)

Throughout the semester, you will complete certain tasks that are designed to help you prepare for an upcoming writing assignment. These tasks will mostly take the form of journal entries, outlines, and partial drafts that you will post on Brightspace for credit. They are designed to not only keep you on track but also encourage you to reflect on the writing process and your skills as a writer.

Each of these entries will be graded using a check, check minus, no credit system. A check (100%) means that you have completed the task in a way that shows you have critically reflected on the prompt and are fully prepared. Check minus (80%) means that you have submitted something but that seems somewhat rushed or incomplete. No credit is given in cases where someone put in minimum effort or did not submit anything at all (0%).

Short Essay Assignments (40%)

Essay #1: The Most Memorable Meal of Your Life (10%)

Essay #2: Tracing Arguments About Vegetarianism (40%)

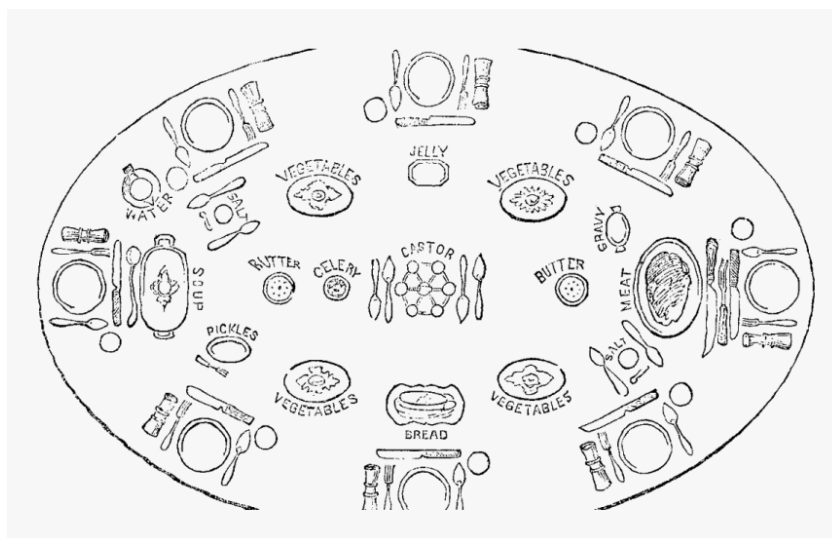
Essay #3: Food in Film (35%)

Essay #4: Fictional Dinner Party (15%)

*Note, detailed prompts for each of these short essay assignments will be provided in class.

Research Paper (20%) & Presentation (10%)

For the research paper, you will construct a critical analysis of a primary text. Your main goal for this project is to assemble a rhetorically effective, well-researched essay that examines a particular aspect of a primary source and situates it within an existing, on-going scholarly conversation. Your argument should thus be original and shed a new light on how the text engages with the themes we've been discussing throughout the semester. A detailed rubric with more specific instructions will be distributed, and workshops and peer-review activities have been built into the syllabus to help you with the drafting process. During the final weeks of the semester, you will be asked to share your research with the class using a PowerPoint presentation.



Extra Credit Opportunities

Throughout the semester, there will be opportunities to earn extra credit in the class. You may complete any or all of these assignments to add one point to your final grade (one additional point per task). Please take note of the deadlines for each of these opportunities.

1. *The Great British Bake Off* Analysis

- This task will explore the connections between food, national identity, and cooking shows. First, read “More Cake Please – We’re British!: Locating British Identity in Contemporary TV Food Texts, *The Great British Bake Off* and *Come Dine With Me*” by Peri Bradley (available on Brightspace). After you

read that piece, you will watch an episode of the *Great British Bake Off* (available on Netflix as *The Great British Baking Show*) from the latest season (which will air from late-September to mid-December). Then, you will need to submit a write-up of 500 words in which you draw connections between the points that Bradley makes in their article and the episode of GBBO that you watched.

- Deadline: December 5th

2. *Julius Caesar* Theatre Performance

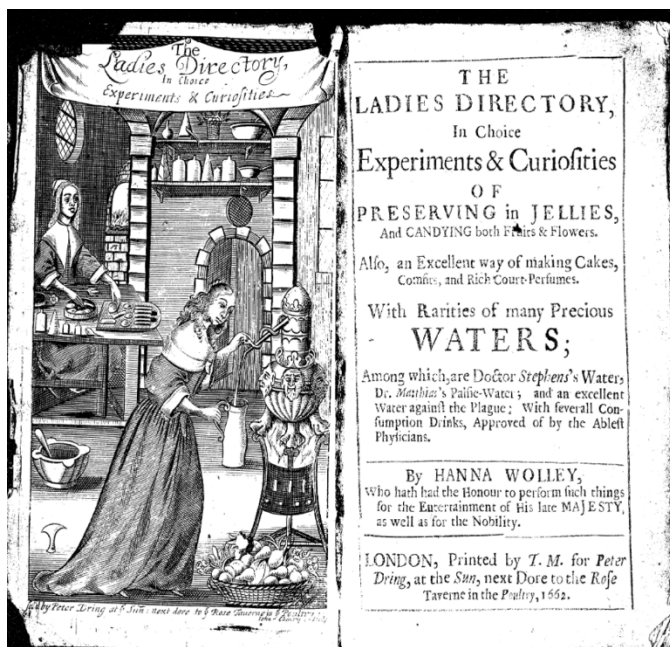
- On November 11th, a production of *Julius Caesar* will take place in the Aquila Theatre. For extra credit, you have the option of attending this performance and submitting a write-up of 500 words in which you compare how *Julius Caesar* and *Titus Andronicus* portray the Roman Empire. You must also submit a selfie of yourself at the performance (not during the actual play, please) to prove your attendance.
- Deadline: November 18th

3. Contemporary Cooking Project

- For this task, you will need to select one of our primary texts and bake/cook a recipe that was used during the time period that the piece was published. Your submission must include the following components: 1) a copy of the recipe that you selected, 2) a photo of your bake, 3) a write-up of 300-400 words in which you reflect on your experience and discuss whether the assignment shed a new light on your chosen primary text. If you have leftovers, please feel free to bring them into class (**keeping in mind any allergies that your peers have**).
- Deadline: December 5th

4. Cornerstone Fall 2022 Contest: “Adaptations”

- You have the option of submitting an entry to the Cornerstone Contest for extra credit. In order to receive credit, you must submit a new creative piece (aka., not any of your short essays) and CC me in your email to Dr. Ayala-Chittick. **Your adaptation must also be related to the topic of food.** For instance, you could create a recipe card inspired by one of the texts, create a cooking show segment, or create a piece of food-related poetry or art. See the flyer at the end of the syllabus for more details about this opportunity.
- Deadline: November 4th



Course Policies

Attendance & Your Role in Class

I expect you to attend every class on time, having completed all assigned readings and homework, and to participate actively and respectfully in all class activities.

This class has an attendance policy. Missed classes will lower your grade, and after a certain number of absences, you will not pass the class. Please read the following carefully:

- You may miss up to 2 class meetings without any reduction to your final grade.
- **Each unexcused absence after 2 will reduce your final course grade by 1/3 of a letter grade (for example, from B+ to a B or from a B- to a C+).**
- Excused absences include those related to documented medical emergencies, bereavement, team sports, and religious holidays.
- For university-sanctioned activities that cause you to miss class, you must provide me official documentation before the expected absence. You will still be required to submit work on time (or in advance). We will work together to create an agreement about attendance and make-up of in-class work.
- If you are absent from class, it is your responsibility to find out what you missed from a fellow classmate. All work is due on time or in advance even if you miss class, and work completed in class cannot be made up unless there is documentation of an illness or emergency (see "Late Work" below).
- I will take attendance at every class meeting.

Technology Policy

- Because this class is based on group participation and discussion, I expect everyone to be actively engaged in class, which means that during our time together, you should abstain from checking your cellphone or laptop. The majority of our readings will be printed out, but on some occasions, we will

use laptops to read from digital source material, view parts of a films, or complete peer review activities. I will let you know about those days in advance, and I expect your attention to not waver from the task at hand when using your laptop or tablet. Do not have your laptop, phone, or tablet out on days where you do not have permission to do so. Any unauthorized activity on a laptop, cellphone, or tablet will negatively affect your participation grade.

Email Etiquette

Students must 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 “Yours.”

Preserving Class Integrity

To allow for a robust and open class experience, students are 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 an automatic F (failure) for the semester and the Dean of Student’s Office will be informed.

Submitting Work/Late Work

- This course involves frequent reading and writing activities, with overlapping assignments and written homework; please keep tabs on the syllabus so that there are no surprises.
- All assignments aside from the final research paper and short essay assignments will not be accepted if turned in late. The papers will be deducted by a full letter grade (A to B, B to C, etc.) every day that they are late. If you will be absent on the day an assignment is due, please email the homework/assignment or submit it through Brightspace before the beginning of class. If you need more time to complete a paper due to an illness or emergency, please let me know before the due date, and we can discuss a possible extension.

Grades

- Final Research Paper & Short Essay Assignments: I will provide a detailed assignment sheet for each major assignment this semester, plus a rubric outlining the grading criteria for each task.
- Writing prep materials (which include reflections, outlines, journal entries, drafts, etc.) will be graded using a check, check minus, no credit system. A check (100%) means that you have completed the task in a way that shows you have critically reflected on the prompt and are fully prepared. Check minus (80%) means that you have submitted something but that seems somewhat rushed or incomplete. No credit is given in cases where someone put in minimum effort or did not submit anything at all (0%).
- I do not discuss grades over email. If you want to discuss your grade with me, visit me during office hours or make an appointment.
- Grading Scale:

A+ = 97-100	A = 93-96	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 = 59 & below		

Academic Honesty & Integrity

All the work that you submit for this course must be your own. Plagiarism is a serious matter, and participating in this type of behavior has serious, long-stretching consequences. Please review the university's policies on academic integrity and come talk with me if you have any questions.

Purdue Writing Lab

As a Purdue student, you have an opportunity to utilize the school's writing lab. If you book an individual consultation, you can receive guidance while writing your papers. I highly encourage you to utilize this service throughout the semester, especially for major assignment. To learn more about the writing lab and schedule an appointment, please visit the following link:

- https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html

Disability Services

If you have a disability and need particular accommodations for the course, please contact Disability Services at <https://www.purdue.edu/drc/>. Once you have spoken with them, please let me know what accommodations are needed.

Counseling & Psychological Services

Our texts and class discussions engage with topics that could trigger complex emotional reflections. If you find that you need to talk with a counselor, please do not hesitate to reach out to Purdue's Counseling & Psychological Services:

- Main Location: Purdue Student Health Center (PUSH) Room 224
- Phone Number: (765) 492-699

Schedule of Discussion & Readings



* Note, you are **NOT** responsible for covering the “Secondary Source Presentation” readings every week. These listings are not meant to be additional homework materials. I have integrated them into the syllabus for our secondary source assignment.



= An essay is due by class time that day

Week 1: Introduction to Cornerstone and Food Studies

M/Aug. 22

Discussion Topic: Introduction to the Course & Cornerstone**HW:**

- **Read:** Introduction to *The Philosophy of Food* by David M. Kaplan (2012)
- Print out course readings packet (available on Brightspace) and bring a bound copy (binder, clips, staples, etc.) of it to class on Friday
- Fill in dietary restrictions form

W/Aug. 24

Discussion Topic: What is food studies?**HW:**

- **Read:** “Remembrance of Things Past” by Marcel Proust (Excerpt)
- **Read:** “Inviting Writing: The Most Memorable Meal of Your Life” from the *Smithsonian Magazine* and sample piece (“When in Rome” by Lisa Bramen”)
- Send me your top 3 picks for the secondary source presentation (submit via. Brightspace)

F/Aug. 25

Discussion Topic: Food & Memory / Food & Identity**Activities:** Introduction to **Essay #1 Assignment:** “The Most Memorable Meal of Your Life” (500 words; Due September 2nd by class time)**HW:**

- **Read:** “On the Eating of Flesh” by Plutarch (40-120 AD)
- Purchase your ticket for the *Pride & Prejudice* performance on November 9th

Week 2: Food & Animal Ethics

M/Aug. 29

Discussion Topic: “On the Eating of Flesh” by Plutarch**HW:**

- **Read:** Percy Bysshe Shelley’s *A Vindication of Natural Diet* (1813)

W/Aug. 31

Discussion Topic: Percy Bysshe Shelley’s *A Vindication of Natural Diet***HW:**

- **Read:** “In Vitro Meat: What Are the Moral Issues?” by Stellan Welin, Julie Gold, and Johanna Berlin from *The Philosophy of Food* (2012)
- Submit Essay #1 by class time on Friday

F/Sept. 2

**Discussion Topic:** “In Vitro Meat: What Are the Moral Issues?”**Activities:** Introduction to Essay #2: Tracing Arguments About Vegetarianism / How to Make an Outline**HW:**

- **Read:** “Pity for Poor Africans” by William Cowper (1788)
- **Read:** “The Transatlantic Progress of Sugar in the Eighteenth Century” by Honorée Fanonne Jeffers (2020)
- **Read:** “The story of sugar in 5 objects” by Tasha Marks
- **Writing Prep Task #1:** Create an outline for Essay #2 (post on Brightspace by class time on Sept. 7th)

Week 3: Food & Slavery

M/Sept. 5

NO CLASS

W/Sept. 7

Discussion Topic: Sugar Production and Slavery**HW:**

- **Read:** “Ash Cake and the Rich Man’s Table” from *My Bondage and My Freedom* (1855) by Frederick Douglass
- **Writing Prep Task #2:** Bring introductory paragraph and outline for Essay #2 to Friday’s meeting (submit on Brightspace before class)

F/Sept. 9

Discussion Topic: “Ash Cake and the Rich Man’s Table”**Activities:** Thesis Statement and Structure Workshop for Essay #2**HW:**

- **Writing Prep Task # 3:** Submit a full draft of Essay #2 on Brightspace by class time on Monday

Week 4: Food, Politics, & Power

M/Sept. 12

Discussion Topic: Peer Review**Activities:** Peer Review for Essay #2**HW:**

- **Read:** Excerpts from *Moral Letters to Lucilius* by Seneca the Younger (65 AD)
- **Read:** Excerpts from *Satyricon* by Titus Petronius (Late 1st Century AD)
- Incorporate feedback from peer review

W/Sept. 14

Discussion Topic: *Moral Letters to Lucilius* and *Satyricon***HW:**

- **Read:** Act I of *Titus Andronicus* by William Shakespeare (1594)

F/Sept. 16

Discussion Topic: *Titus Andronicus***HW:**

- **Read:** Acts II of *Titus Andronicus* by William Shakespeare (1594)
- Essay #2 due on Monday by class time

Week 5: Food, Politics, & Power Cont.

M/Sept. 19

**Discussion Topic:** *Titus Andronicus***HW:**

- **Read:** Act III of *Titus Andronicus*
- **Writing Prep Task #4:** Submit writing reflection on Brightspace by class time on Wednesday

W/Sept. 21

Discussion Topic: *Titus Andronicus***Activities:** Secondary Source Presentation #1: “Luxury and the Politics of Desire and Need: The Roman Case” by Christopher J. Berry (*History of Political Thought* [1989])**HW:**

- **Read:** Acts IV and V of *Titus Andronicus* (1594)

F/Sept. 23

Discussion Topic: *Titus Andronicus***HW:**

- **Read:** Excerpts from *The Ladies Directory in Choice Experiments & Curiosities* by Hannah Woolley (1662)

- **Read:** Excerpt from *Women in the Kitchen* by Anne Willan (<https://food52.com/blog/25547-women-in-the-kitchen-anne-willan-excerpt>)

Week 6: Cookbooks, Gender, and Early Modern Medicine

- M/Sept. 26 **Discussion Topic:** *The Ladies Directory in Choice Experiments & Curiosities*
Activities: Secondary Source Presentation #2: “Food, Thrift, and Experiment in Early Modern England” by Simon Werrett (*Global Food History* [2021])
HW:
- **Read:** Excerpts from *The Queen-Like Closet* by Hannah Woolley (1670)
- W/Sept. 28 **Discussion Topic:** *The Queen-Like Closet*
HW:
- **Read:** “Chocolate and medicine: Dangerous liasons?” by Donatella Lippi (2009)
 - **Read:** *Chocolate: Or, An Indian Drinke* by Antonio Colmenero de Ledesma (1652) (<https://www.gutenberg.org/files/21271/21271-h/21271-h.htm>)
- F/Sept. 30 **Discussion Topic:** Chocolate in Context
HW:
- **Read:** *Pride & Prejudice* (Chapters 1-8)

Week 7: Food, Class, & Etiquette

- M/Oct. 3 **Discussion Topic:** *Pride & Prejudice*
Activities: Introduction to Essay #3: Food in Film
HW:
- **Read:** *Pride & Prejudice* (Chapters 9-16)
- W/Oct. 5 **Discussion Topic:** *Pride & Prejudice*
Activities: Secondary Source Presentation #3 (“Mealtimes, Menus, and Manners” in *Jane Austen and Food* by Maggie Lane [1995])
HW:
- **Read:** *Pride & Prejudice* (Chapters 17-24)
- F/Oct. 7 **Discussion Topic:** *Pride & Prejudice*
Activities: Choosing a Topic for the Research Paper
HW:
- **Read:** *Pride & Prejudice* (Chapters 25-32)
 - **Writing Prep Task #5:** Create a list of two potential topics for the research paper and post on Brightspace before class time on Wednesday

Week 8: Food in Jane Austen’s Time

- M/Oct. 10 NO CLASS

W/Oct. 12

Discussion Topic: *Pride & Prejudice***Activities:** Peer Discussion About Research Topics**HW:**

- **Read:** *Pride & Prejudice* (Chapters 33-40)
- **Writing Prep Task #6:** Research proposal due by class time on Friday (post to Brightspace)

F/Oct. 14

Discussion Topic: *Pride & Prejudice***HW:**

- **Read:** *Pride & Prejudice* (Chapters 41-48)

Week 9: Austen Adaptations in the Kitchen

M/Oct. 17

Discussion Topic: *Pride & Prejudice*

Activities: Secondary Source Presentation #4 (“Delicious Supplements: Literary Cookbooks as Additives to Children’s Texts” by Jodie Slothower and Jan Susina in *Critical Approaches to Food in Children’s Literature* [2008])

HW:

- **Read:** *Pride & Prejudice* (Chapters 49-56)

W/Oct. 19

Discussion Topic: *Pride & Prejudice***HW:**

- **Read:** *Pride & Prejudice* (Chapters 57-61)
- **Writing Prep Task #6:** Bring in a full draft of essay #3 for peer review day

F/Oct. 21

Discussion Topic: *Pride & Prejudice***Activity:** Peer review for Essay #3**HW:**

- Submit Essay #3 by class time on Monday

Week 10: Vampires & Monstrous Consumption

M/Oct. 24



(NOT

Discussion Topic: Finding Secondary Sources

Library Day: Meet in Cornerstone Reading Room in the HSSE Library
OUR NORMAL CLASSROOM)

HW:

- **Writing Prep Task #7:** Find 5 potential secondary sources for your research paper and submit them on Brightspace with source evaluation sheet
- **Read:** *The Vampyre* by William Polidori (1819) PART 1

W/Oct. 26

Discussion Topic: *The Vampyre* (1819)**Activities:** Outlining a Research Paper**HW:**

- **Read:** *The Vampyre* by William Polidori (1819) PART 2
- **Writing Prep Task #8:** Create detailed outline for paper and post on Brightspace

F/Oct. 28

Discussion Topic: *The Vampyre* (1819)

Activities: Secondary Source Presentation #5: “Evidence for the Undead: The Role of Medical Investigation in the 18th-Century Vampire Epidemic” by Leo Ruickbie in *The Universal Vampire: Origins and the Evolution of a Legend* (2013)

HW:

- **Watch:** *Vampyr* (1932)
- **Writing Prep Task #9:** Write introductory paragraph for research paper and post on Brightspace

Week 11: Vampires & Monstrous Consumption Cont.

M/Oct. 31

Discussion Topic: *Vampyr* (1932)

Activities: Workshop introductory paragraphs

HW:

- **Read:** Excerpts from *Fledgling* by Octavia Butler (2005)
- **Writing Prep Task #10:** Complete a writing reflection and post on Brightspace before class time on Wednesday

W/Nov. 2

Discussion Topic: *Fledgling*

HW:

- **Writing Prep Task #11:** Write first two body paragraphs and post on Brightspace

F/Nov. 4

Discussion Topic: Topic Sentences and Transitions

Activities: Workshop

HW:

- **Writing Prep Task #12:** Write the rest of the paper and post the full draft on Brightspace by class time on Monday

Week 12: Research Paper Prep

M/Nov. 7

Discussion Topic: Argument & Structure

Activities: Peer Review Day

HW:

- Incorporate revisions from your peer feedback
- **Writing Prep Task #13:** Complete a writing reflection and submit it on Brightspace

W/Nov. 9

Discussion Topic: Citation & Style

Activities: Peer Review Day

HW:

- Incorporate revisions from your peer feedback
- Attend *Pride & Prejudice* performance

F/Nov. 11

No in-class meeting. This time is reserved for you to work on your research paper.

HW:

- Submit research paper on Brightspace by class time on Monday

Week 13: The Pleasures and Temptations of the Table

M/Nov. 14

**Discussion Topic:** *Pride & Prejudice* Performance**Activities:** Introduction to Presentation Assignment & Public Speaking Skills**HW:**

- **Read:** “Meditation XIV: On the Pleasures of the Table” by Brillat-Savarin from *The Physiology of Taste* (1825)
- **Read:** “Moderation in Diet” by Charles Lamb (1775-1834)

W/Nov. 16

Discussion Topic: “On the Pleasures of the Table” and “Moderation in Diet”**HW:**

- **Watch:** *Babette’s Feast* (1987; set in the late 19th century)

F/Nov. 18

Discussion Topic: *Babette’s Feast***Activities:** Secondary Source Presentation #6 (“Identified by Taste: The Chef as Artist?” by Máirtín Mac Con Iomaire in *TEXT* [2014])**HW:**

- **Read:** Ben Jonson’s “Inviting a Friend to Supper,” Jonathan Swift’s “How I Shall Dine,” “The Jolly Farmer” (Anonymous), and “This Is Just to Say” by William Carlos Williams

Week 14: The Function of Food in Poetry

M/Nov. 21

Discussion Topic: The Function of Food in Poetry**Activities:** Introduction to the Fictional Dinner Party Project**HW:**

- Prepare Presentation

W/Nov. 23

NO CLASS

F/Nov. 25

NO CLASS

Week 15: Presentations

M/Nov. 28

Presentations

HW:

- **Writing Prep Task #14:** Submit a writing reflection about your progress with the Fictional Dinner Party assignment by class time on Wednesday

W/Nov. 30

Presentations

F/Dec. 2

Presentations

Week 16: Presentations and Fictional Dinner Party Discussion

M/Dec. 5

Presentations

W/Dec. 7

Presentations

Fictional Dinner Party Projects due by class time on Friday ****

F/Dec. 9

**Discussion Topic:** Fictional Dinner Party Projects

SCLA 101 Paper Rubric

	Poor	Average	Good	Excellent
Organization and Style				
Clearly introduces the topic and its importance.	0-1	2-5	6-7	8
Introduction provides appropriate background and draws the reader into the argument	0-1	2-5	6-7	8
Thesis is clearly stated and makes a direct claim about the topic	0-1	2-5	6-7	8
Clear and logical organization throughout the paper, with smooth transitions between ideas, sentences, and paragraphs.	0-1	2-5	6-7	8
Correct grammar, consistent tenses, natural and clear language, active voice, formal language (no contractions or slang)	0-1	2-5	6-7	8
Critical Thinking and Creativity				
Demonstrates complexity of thought as well as creative approaches in both content and sources	0-1	2-5	6-7	8
Demonstrates a careful reading and analysis of the textual evidence in support of arguments	0-1	2-5	6-7	8

Recognizes and responds to one or more opposing views or counterarguments	0-1	2-5	6	7
Evidence and Documentation				
Uses credible supportive evidence, critically analyzed.	0-1	2-5	6-7	8
Demonstrates the ability to summarize, synthesize, quote, and document sources both throughout the text and bibliography/works cited page	0-1	2-5	6-7	8
Accurately determined quantity of information needed in order to satisfy a well-designed research question	0-1	2-5	6	7
Supportive evidence is integrated smoothly into ideas and text	0-1	2-5	6	7
Conclusion				
Summarizes evidence in support of the thesis without simply restating it.	0-1	2-5	6	7

CORNERSTONE FALL 2022 CONTEST: “ADAPTATIONS”



This fall Cornerstone is seeking **writings, artworks, videos, and poetry** inspired by our discussions and readings in Transformative Texts, SCLA 101 and 102.

Our theme is **Adaptations**. Maybe your favorite book has been made into a feature film. Or your favorite film is also a famous book. Perhaps a video game you play is based on a book or a film. Or a song you sing was inspired by a poem. There are many kinds of adaptations and we can create our own as well.

In your own creative way, please share with us your favorite adaptation, depicting or describing what you liked about it or even where it fell short. You can also create your own adaptation, imagining how a book you love could be adapted to a film or game.

Eligibility: Any student currently enrolled in SCLA 101 or 102

Criteria: Artwork, essays, short fiction, videos or poetry inspired by the books you love. A committee composed of Cornerstone faculty will judge submissions based on originality and creativity.

Prizes: Amazon Gift Cards. First Place: \$95; Second place: \$75; 3 honorary mentions: \$50. Winners will automatically be nominated for publication in [*The Cornerstone Review*](#).

Timeline: Submission deadline: November 4, 2022. Please send your submissions to Dr. Ayala-Chittick at smatosay@purdue.edu. Winners announced: November 28, 2022.