

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, and 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.

The theme for this section of SCLA 102 is: **power and resistance**. In addition to inquiring into the nature of power and resistance, we will investigate how power relations operate in a variety of contexts, including: the family unit, romantic relationships, gendered and racialized norms, the workplace, moral values, educational settings, and prisons, among others. Throughout the course, we will also examine how one might effectively resist particular configurations of power and ask whether specific modes of resistance are worth their associated costs.

Required Texts:

Heinrik Ibsen. *A Doll's House and Other Plays*. Penguin/Random House, 2016.
ISBN: 9780141194561

Aldous Huxley. *Brave New World*. Harper Perennial, 2006. ISBN: 9780062696120

Friedrich Nietzsche. *On the Genealogy of Morality*. Translated by Carol Diethe. Third edition. Cambridge University Press, 2017. ISBN: 9781316602591

Michel Foucault. *The Foucault Reader*. Edited by Paul Rabinow. Vintage, 2010.
ISBN: 9780394713403

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 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 Assignments:

Diagnostic Speeches (5% of final grade)

At the start of the semester, you will be asked (i) to construct two diagnostic speeches – one informative and one argumentative – and (ii) to deliver one of these speeches. You will not choose which speech you deliver before the class. Diagnostic speech outlines should be submitted on Brightspace before the start of class on the day the diagnostic speeches will be given. Together, these outlines are worth 2.5% of your final grade. The delivery of one diagnostic speech is worth an additional 2.5% of your final grade.

Class Discussions (20% of final grade)

You are expected to refine your oral communication skills by consistently participating in class discussions. The format of class discussions will vary from meeting-to-meeting. Sometimes, you will be asked to report the results of a small group discussion to the class; other times, you might be asked to deliver an impromptu speech on a topic; other times, you might be asked to summarize the principal points of the reading assigned for a given meeting; etc.

Effective participation in class discussions requires that you complete the assigned reading to be discussed in a given meeting. Your class discussion grades can be harmed by monopolizing a discussion, by being rude to me or your peers, or by repeatedly dismissing contributions made by others. It is imperative that your participation in class discussions is respectful and professional.

Reading Responses (10% of final grade; 1% each)

You are expected to complete 10 short responses to assigned readings throughout the semester. These responses should be between 1 paragraph and 1 page in length. Reading responses are *not* mere summaries of the day's reading assignment. An effective reading response will critically engage the assigned reading by raising a pointed question, or even a forceful objection, to a claim advanced by the author.

Reading responses must be submitted on Brightspace *before* the start of class on the day when a given reading is scheduled to be discussed. You are not required to submit a reading response for any *particular readings* – though you should try to avoid putting off all your reading responses until the end of the semester.

In Class Debate (15% of final grade)

Each student will participate in a formal, in-class debate midway through the semester. The specific content of your speech will vary depending on (i) your topic, (ii) your assigned side, and (iii) your speaking position within the debate. Having said that, each student is expected (a) to

work with their teammates to prepare their arguments for the debate, (b) to deliver a 5 to 7 minute speech supporting their side of the topic, and (c) to answer at least one question from their opponents during their speech.

Preparation for your in class debate, including submitting outlines of your team's arguments, is worth 5% of your final grade. Your performance in the debate itself is worth 10% of your final grade. More information about this assignment – including detailed descriptions of the debate's format, of each speaker's role, and so on – will be provided later in the semester.

Decisions for Debates (20% of final grade; 5% each)

For each formal, in class debate where you are *not* an active participant, you are expected to *judge* the debate. This requires that you (i) take extensive notes on the arguments made by each side in the debate, (ii) render a decision as to which side won the debate, and (iii) write a formal decision that explains why you voted the way you did. While these decisions do not need to be longer than one, double-spaced page in length, they must be thoughtful. It will not suffice to say: 'I voted for team [x] because I found argument [y] persuasive.' You must explain *why* argument [y] is the most salient issue in the debate – to wit, with an eye toward convincing the team you voted *against* that they did, in fact, lose. You should also provide constructive criticism about what the 'losing' team could have done to win the debate, as far as you are concerned.

You will not be graded on the basis of which side you ultimately vote for in a debate. Your grade will be determined by how effectively you synthesize the relevant arguments, distilling them down to a central question, and by how effectively you justify your decision to a would-be dissenting judge. More instructions about how to judge oral arguments will be given later in the semester.

Final Presentation (25% of final grade)

Your final project for this class will consist in preparing and delivering a 7 minute speech on a topic of your choice. While your topic must be approved by me, the only official constraint on topic selection is that your topic must analyze the way power relations inform some domain or area of controversy. If you cannot think of a topic on your own, please reach out to me. I will be happy to help you think of one. You are permitted – but not required – to create handouts, PowerPoint presentations, and so on in association with your final presentation.

In association with this assignment, you are expected (i) to have your final topic approved in advance (2.5% of your final grade), (ii) to submit an outline of your presentation (10% of your final grade), (iii) to deliver the presentation itself in an effective manner according to the oral presentation rubric (see below) (10% of your final grade), and (iv) to answer at least two critical questions from your audience after your presentation is concluded (2.5% of your final grade). More detailed instructions for this assignment will be given later in the semester.

Critical Questions (5% of final grade; 1/2% each)

While your classmates are delivering their final presentations, you must listen actively and critically appraise the points that they make. These efforts should then be crystalized into a one or two sentence comment where you: (i) charitably summarize one of their primary claims and (ii) raise an objection concealed as a question. If possible, you should explicitly raise your point at the end of the speaker's presentation. But even in cases where you are not able to raise your point, you should write it down. You will be asked to submit your 10 best questions (each worth 1/2 % of your final grade) at the end of the semester.

Extra Credit:

You may earn extra credit this semester by completing one or more of the following activities.

Nora: (+ 2%)

You may earn an additional 2% toward your final grade by attending *Nora*, an adaptation of Ibsen's *A Doll's House* produced by Purdue's Theatre Department. The play will run from November 11th through November 20th. You must provide some *proof* that you did, in fact, attend the play – e.g., a physical ticket stub, a photo of yourself at the play, etc. If you cannot afford the cost of a ticket to this production, please let me know and I will arrange for a ticket to be bought on your behalf.

Speech Re-Do: (up to + 2%)

You may earn up to an additional 2% toward your final grade by (i) detailing the shortcomings of the speech you delivered during your formal, in class debate and (ii) recording a revised version of the speech in question, one which corrects for the shortcomings that you identify. These 're-dos' should be recorded on your personal computer and uploaded to Brightspace.

Speech Evaluation: (up to +2%)

You may earn up to an additional 2% toward your final grade by (i) listening to an approved speech of historical or cultural import and (ii) commenting on the strengths and weakness of (a) the speaker's delivery and (b) the content of the speech. Comments must be at least one, double-spaced page in length.

Grading Scale:

100%-98%: A+
97%-93%: A
92%-90%: A-
89%-87%: B+

86%-83%: B
82%-80%: B-
79%-77%: C+
76%-73%: C

72%-70%: C-
69%-67%: D+
66%-63%: D
62%-0%: F

Course Schedule:

DATE	MEETING TOPIC	DUE	ASSIGNED
M: 8/22	Introducing the Course		Read course syllabus
W: 8/24	Power & Resistance; Basics of Public Speaking: Organization and Delivery		Prepare diagnostic speech for next class
F: 8/26	Diagnostic Speeches: Round 1	1st Diagnostic Speech: Informative Speech	
M: 8/29	Oral Argumentation Part 1: Deductive and Inductive Arguments		Prepare diagnostic speech for next class
W: 8/31	Diagnostic Speeches: Round 2	2nd Diagnostic Speech: Argumentative Speech	Begin Reading <i>A Doll's House</i>

F: 9/2	Oral Argumentation Part 2: Objections and Rebuttal; Audience Adaptation and Rhetoric		
M: 9/5	NO CLASS	LABOR DAY	NO CLASS
W: 9/7	Evaluating Oral Arguments		Read <i>A Doll's House</i> Act 1
F: 9/9	<i>A Doll's House</i> : Act 1		Read <i>A Doll's House</i> Act 2
M: 9/12	<i>A Doll's House</i> : Act 2		Read <i>A Doll's House</i> Act 3
W: 9/14	<i>A Doll's House</i> : Act 3		Begin Reading <i>A Brave New World</i>
F: 9/16	Informal, Class Debate: Round 1		
M: 9/19	Informal, Class Debate: Round 2		Read <i>A Brave New World</i> chapters 1, 2, and 3
W: 9/21	<i>A Brave New World</i> chapters 1, 2, and 3		Read <i>A Brave New World</i> chapters 4, 5, and 6
F: 9/23	<i>A Brave New World</i> chapters 4, 5, and 6		Read <i>A Brave New World</i> chapters 7, 8, and 9
M: 9/26	<i>A Brave New World</i> chapters 7, 8, and 9		Read <i>A Brave New World</i> chapters 10, 11, and 12
W: 9/28	<i>A Brave New World</i> chapters 10, 11, and 12		Read <i>A Brave New World</i> chapters 13, 14, and 15
F: 9/30	<i>A Brave New World</i> chapters 13, 14, and 15		Read <i>A Brave New World</i> chapters 16, 17, and 18
M: 10/3	<i>A Brave New World</i> chapters 16, 17, and 18		
W: 10/5	Debate Workshop Part 1		Debate teams and topics
F: 10/7	Debate Workshop Part 2		Disclose arguments by class' end
M: 10/10	NO CLASS	OCTOBER BREAK	NO CLASS
W: 10/12	Formal, In-Class Debate Round 1	Argument Outlines Due	
F: 10/14	Formal, In-Class Debate Round 2	Argument Outlines Due	
M: 10/17	Formal, In-Class Debate Round 3	Argument Outlines Due	
W: 10/19	Formal, In-Class Debate Round 4	Argument Outlines Due	

F: 10/21	Formal, In-Class Debate Round 5	Argument Outlines Due	Read <i>On the Genealogy of Morality</i> Preface
M: 10/24	<i>On the Genealogy of Morality</i> Preface		Read <i>On the Genealogy of Morality</i> Essay 1
W: 10/26	<i>On the Genealogy of Morality</i> Essay 1		Read <i>On the Genealogy of Morality</i> Essay 2
F: 10/28	<i>On the Genealogy of Morality</i> Essay 2		Read <i>On the Genealogy of Morality</i> Essay 3
M: 10/31	<i>On the Genealogy of Morality</i> Essay 3	Decisions for Debates Due	
W: 11/2	Informal, Class Debate: Round 3		
F: 11/4	Informal, Class Debate: Round 4	Final Presentation Topics Due	Read “Nietzsche, Genealogy, History” in <i>The Foucault Reader</i>
M: 11/7	“Nietzsche, Genealogy, History”		Read “The Great Confinement” in <i>The Foucault Reader</i>
W: 11/9	“The Great Confinement”		Read “The Means of Correct Training” and “Panopticism” in <i>The Foucault Reader</i>
F: 11/11	NO CLASS		Research Final Presentation Arguments
M: 11/14	“The Means of Correct Training” and “Panopticism”		Read “The Repressive Hypothesis” in <i>The Foucault Reader</i>
W: 11/16	“The Repressive Hypothesis”		
F: 11/18	Re-Cap of the Semester so Far		
M: 11/21	Final Presentation Workshops	Final Presentation Outlines Due	Finalize and Practice Presentations
W: 11/23	NO CLASS	THANKSGIVING VACATION	NO CLASS
F: 11/15	NO CLASS	THANKSGIVING VACATION	NO CLASS
M: 11/28	Final Presentations	Final Presentations Due	Presentations and/or Critical Questions
W: 11/30	Final Presentations	Final Presentations Due	Presentations and/or Critical Questions

F: 12/2	Final Presentations	Final Presentations Due	Presentations and/or Critical Questions
M: 12/5	Final Presentations	Final Presentations Due	Presentations and/or Critical Questions
W: 12/7	Final Presentations	Final Presentations Due	Presentations and/or Critical Questions
F: 12/9	Final Presentations	Critical Questions Due	Presentations and/or Critical Questions
12/12 - 16	FINALS WEEK	FINALS WEEK	FINALS WEEK

Course Policies:

Syllabus:

This syllabus is subject to change. In the event that such changes occur, students will be notified at least 72 hours in advance by email. Notification of changes will also be posted on Brightspace.

Attendance:

This course requires attendance. **You are allowed two unexcused absences without harming your grade. Every unexcused absence beyond this results in a 4% deduction from your final grade.** For example, if you earn an 89% on all course assignments and have three unexcused absences, your final grade is an 85%. Students are responsible for work *assigned and due* on days when they are absent, regardless of whether the absence is excused.

Participation:

A great deal of the learning that will occur in this course will take place via discussion and careful attention. Hence: it is important that students participate in class discussions and activities. All students should strive to contribute something to every class they attend, but they should also be careful not to contribute too much to the detriment of their classmates' ability to participate.

Students should bring a copy of the assigned reading to each class.

Missing or Late Work:

Assignments are due by midnight of the date specified in this syllabus. Assignments turned in late will be penalized 5% per day that they are late, including weekends and holidays. Students should look the schedule over during the first week of class. If they anticipate a problem meeting an assignment deadline, they should let the instructor know as soon as possible. Requests for extensions are more likely to be granted the earlier they are made.

Academic Dishonesty:

Students must not attempt to take credit for the intellectual labor of others, or to facilitate their peers in such endeavors. If this happens, they will receive a zero on the assignment. If it happens twice, the student will fail the course and the Dean of Students will be notified. I *strongly encourage* any student considering plagiarism to turn in a poorly completed or a late assignment instead. People typically resort to plagiarism out of desperation. Such desperation can be avoided by contacting me early and regularly about assignments.

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]

Violent Behavior and Sexual Harassment:

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Accessibility and Accommodations:

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. **If you foresee any such barriers that might impede your ability to participate in this course, please let me know within the first weeks of the semester.** You can contact me via email or meet with me during office hours.

Nondiscrimination:

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 University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics. 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. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program. Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

Mental Health and 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 by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Emergencies:

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 instructor via email or phone. Purdue's Emergency Procedures Handbook and other important information can be found at: https://www.purdue.edu/ehps/emergency_preparedness/

SCLA Oral Presentation Rubric

	Poor	Average	Good	Excellent
Introduction				
How well did the beginning grab the audience's attention?	0-2	2-6	7-9	10-12
How effectively did the speaker introduce the topic?	0-2	2-6	7-9	10-12
Body				
How effectively did the presentation flow? Was the body well organized?	0-2	2-6	7-9	10-12
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?	0-2	2-6	7-9	10-12
Was the central message clear? Was there a clear main point/thesis/"take away" that was easy to identify?	0-2	2-6	7-9	10-12
Conclusion				
How well did the speaker bring the presentation to an end?	0-2	2-6	7-9	10-12
Delivery				
How effective was the speaker's eye contact?	0-2	2-6	7-9	10-12
How effective was the physical delivery? (posture, gestures, distracting movements, movement)	0-2	2-6	7-9	10-12
How effective was the verbal delivery? (tone, rate, volume, vocal fillers)	0-2	2-6	7-9	10-12
How well did the speaker use language (vocabulary, terminology if applicable, sentence structure)? Was the language appropriate for the audience and did it support the effectiveness of the presentation?	0-2	2-6	7-9	10-12
Additional criteria:				
You may distribute 4 extra points here				

Adapted from AAC&U VALUE Rubric for Oral Communication