

SCLA 101: TRANSFORMATIVE TEXTS

Critical Thinking and Communication I, from Antiquity to Modernity

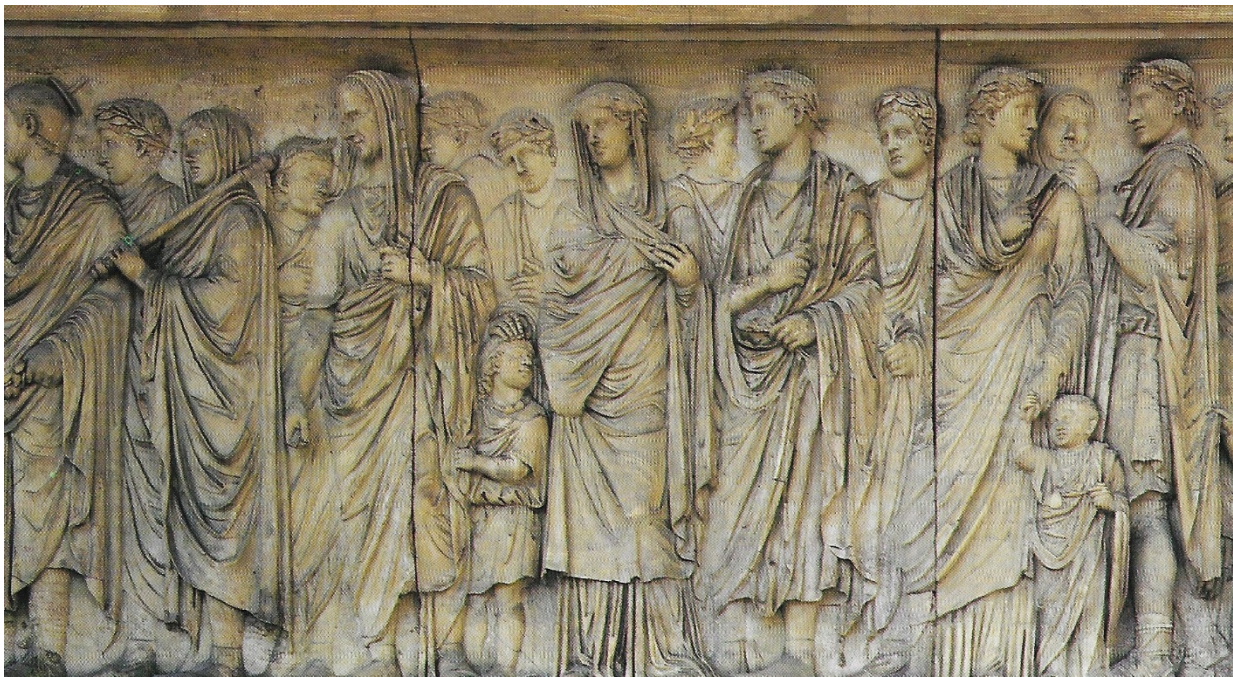
Spring Semester 2021: WALC 3090, MWF, 3:30-4:20 PM

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The “Ara Pacis Augustae” from *Atlas of the Roman World* (New York, NY: Facts on File, 1982)

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 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?

Required Texts

There are four separate paperbacks for this course that all students must obtain. It is important to get the correct edition/year so we can all follow along together in class. Students are encouraged to write in their own copies and keep them for future reference in their academic endeavors.

Title: *The Alchemy of Happiness*

Author: Al-Ghazzali

Publisher: Martino Fine Books

Year/Edition: 2017

ISBN: 9781548987152

Amazon Link:

https://www.amazon.com/dp/1684221668/ref=olp_product_details?_encoding=UTF8&me=

Title: *Utopia* (Penguin Classics)

Author: Thomas More

Publisher: Penguin Books

Year/Edition: 2003

ISBN: 9780140449105

Amazon Link: https://www.amazon.com/dp/0140449108/ref=rdr_ext_tmb

Title: *Desiderius Erasmus and Martin Luther: Discourse on Free Will*

Author: Erasmus

Publisher: Bloomsbury

Year/Edition: 2013

ISBN: 9781780938233

Amazon Link: https://www.amazon.com/Discourse-Free-Will-Bloomsbury-Revelations/dp/1780938233/ref=pd_lpo_14_t_0/136-4046811-4026407?_encoding=UTF8&pd_rd_i=1780938233&pd_rd_r=484cf17b-e3f8-4129-b7cc-95fe62e6ce55&pd_rd_w=JX1ZZ&pd_rd_wg=CeC8H&pf_rd_p=7b36d496-f366-4631-94d3-61b87b52511b&pf_rd_r=KH62H0MNYJHDWN8CSZBP&psc=1&refRID=KH62H0MNYJHDWN8CSZBP

Title: *A Pocket Guide to Writing in History*

Author: Mary Lynn Rampolla

Publisher: Bedford/St. Martin's

Year/Edition: Ninth Edition

ISBN: 9781319113025

Amazon Link: https://www.amazon.com/Pocket-Guide-Writing-History-dp-1319113028/dp/1319113028/ref=dp_ob_title_bk

*The rest of the reading material for the course consists of selected readings that are provided in class or on Brightspace, either through internet links or in pdf form.

SCLA 101 Learning Outcomes:

Written Communication:

By semester's end, students are expected to be able to:

1. Write with clarity, coherence, and concision on different types of textual material.
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 variety 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 a variety of sources.
6. Engage critically with transformative texts, drawing on multiple perspectives including the individual, the historical, and the contemporary.

Information Literacy:

1. Conduct research, engage in search strategies, and locate 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, 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).

We cover these learning objectives by engaging in the following assignments and activities:

- Discussions: These exercises take place in class within separate groups of students.
- Overnight Writes: These consist of 2-page reflections on selected course materials or on material contained within the required paperbacks.
- Essay Papers: These consist of one 4-page paper and one 5-page paper that analyze the first two paperbacks listed in the syllabus. These books are analyzed in separate essay paper assignments.
- Research Paper: This is a 7-page paper which is due at the end of the semester and should include appropriate supporting sources, quotes, and citations.
- Presentation: This is a presentation each student must make about the research paper. Each student composes a PowerPoint and presents key aspects of their research paper (thesis, context, citations, conclusion, etc.) in a classroom setting.

Grading:

Grade Breakdown:

A Range:	A- (89.50-92.49%)	A (92.50-96.49%)	A+ (96.50% and above)
B Range:	B- (79.50-82.49%)	B (82.50-86.49%)	B+ (86.50-89.49%)
C Range:	C- (69.50-72.49%)	C (72.50-76.49%)	C+ (76.50-79.49%)
D Range:	D- (59.50-62.49%)	D (62.50-66.49%)	D+ (66.50-69.49%)
Failing:	F (59.49% and below)		

Assignment Score Distribution:

Course Participation and Assignments: 40%

For this course, the participation score is divided into three scores. The first score is for the in-class participation activities and is worth 5% of the overall grade. These in-class participation activities consist mainly of reading and discussion exercises. The second part of the participation score encompasses all writing assignments, which mostly consist of the Overnight Writes. These Overnight Writes address course topics or (later in the semester) aspects of the Essay Papers/Final Research Paper. These writing assignments count for 30% of the overall grade. The final part of the participation score is for the in-class presentation on the Final Research Paper and counts for 5% of the overall grade (this 5% includes both the PowerPoint and the in-class presentation). *Students who miss class periods in which participation exercises take place may be prompted to complete alternative assignments to make up their participation score.

Essay Papers: 30%

There are two Essay Papers in the course that are based off of the required paperback books. The First Essay Paper analyzes *The Alchemy of Happiness*, by al-Ghazzali, and counts for 10% of the overall grade. The Second Essay Paper analyzes *Utopia*, by Thomas More, and counts for 20%. The preparation work for these written assignments counts toward the participation score, not the actual essays themselves.

Final Research Paper: (30%)

The closing weeks of the semester focus on the Final Research Paper, which analyzes *Desiderius Erasmus and Martin Luther: Discourse on Free Will*. This paper must cite several secondary works to support the overall analysis. By this time, all students should be familiar with *A Pocket Guide to Writing in History*. This text helps with many aspects of writing a research paper, such as evaluating primary sources, choosing the right secondary sources, making appropriate citations, and using proper structure, argumentation, and thesis formulation. The preparation assignments for the Final Research Paper also count towards the participation score.

***Extra Credit:** There are up to two extra credit points possible for this course. One point is for any error (factual or compositional) that you find in any of the professor's work, including lectures, discussions, or course assignment instructions. It is also possible to receive this point for finding errors in any course materials. We all make mistakes, but it is most important that we go back and correct them. This should encourage students to pay attention in class and review all

course materials carefully. The other credit point is for attending university-sponsored campus events (to be determined given the COVID-19 situation).

Tips to Succeed in this Course

Attendance Policy: Students should contact the professor during the semester if there are serious issues that prevent them from keeping up with the online interaction and/or coursework. If something happens during the semester that causes anyone to miss excessive amounts of coursework, they must contact the [Office of the Dean of Students](#) as soon as possible to begin working on a plan for completing all courses.

Email Etiquette: Please include “SCLA 101” in the subject of emails and follow standard business email etiquette. Emails with salutations, full sentences, and sign-offs are appreciated.

Assignments: Assignments are accepted before or on the due date in class. Late assignments are accepted with a possible reduction in points for each day the assignment is late, 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.

Preserving Class Integrity: In order to allow for a trusting and secure class experience, students are asked to refrain from posting any images, chats, or videos from the course—including, but not limited to, class discussions, presentations, and lectures—without prior consent of the professor and every student in the course. Any student who posts images, chats, or videos from the course without permission will receive 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/>.

- 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.
- You are required to wear a mask that covers your mouth and nose to attend in-person class.
- Please practice physical distancing in the classroom by following the posted guidelines in the building.
- Help keep our class healthy by frequent hand washing and wiping down your seating area before/after class.
- 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 are responsible for adhering to Purdue Regulations, <http://www.purdue.edu/univregs/index.html>. Professional and respectful classroom demeanor also includes regular attendance, 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 are for class use only.

Academic Integrity: 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 the student's 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 any student finds themselves beginning to feel some stress, anxiety, and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and user-friendly tools, available to anybody at any time.

- If someone needs 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).

If anyone is struggling and in need of mental health services: Purdue University is committed to advancing the mental health and well-being of its students. 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.

Class Schedule

Week #1: Wednesday, January 20, Friday, January 22

- Wednesday:
 1. Introduction to Course
 2. Syllabus Review
 3. Course Themes and Concepts
- Friday:
 1. Introduction to *A Pocket Guide to Writing in History* (this textbook must be brought to every subsequent class of the semester)
 2. Review of Brightspace policies and course reading materials
 3. Introduction to the Written Communication requirement

Week #2: Monday, January 25, Wednesday, January 27, Friday, January 29

- Monday:
 1. Introduction to Historical Timelines and Maps
 2. Introduction to Information Literacy in the Liberal Arts
 3. Reading Exercise on the Ancient Persian Empire
- Wednesday:
 1. Introduction to “The Book of Esther”
 2. Reading Exercise on “The Book of Esther”
 3. Assigned Reading: “The Book of Esther”
- Friday:
 1. Continuation of Reading Exercise on “The Book of Esther” in class
 2. Discussion Exercise on “The Book of Esther” in class

Week #3: Monday, February 1, Wednesday, February 3, Friday, February 5

- Monday:
 1. **First Overnight Write Due: “The Book of Esther”**
 2. Lecture on Ancient Greek and Hellenistic Civilization
- Wednesday:
 1. Lecture on Written Communication
 2. Written Communication Exercise in class
 3. Assignment: Written Communication on Ancient Greek Civilization
- Friday:
 1. **Written Communication Assignment on Ancient Greek Civilization due on Brightspace by 11:59PM (EST)**
 2. Documentary: Roman Civilization

Week #4: Monday, February 8, Wednesday, February 10, Friday, February 12

- Monday:
 1. Introduction to Roman Civilization
 2. Reading Exercise on Roman Civilization (handouts of text provided)

- Wednesday:
 1. Discussion Exercise on Roman Civilization
 2. Lecture on Information Literacy: Historical Documentary Analysis
- Friday:
 1. Reading Exercise on Augustus, the First Emperor of Rome (texts provided in class)
 2. Discussion Exercise on Augustus

Week #5: Monday, February 15, Wednesday, February 17 (no class), Friday, February 19

- Monday:
 1. **Overnight Write #2 on Augustus due in class**
 2. Introduction to Byzantium
 3. Reading Assignment on Byzantium/Emperor Justinian
- Wednesday: Reading Day: NO CLASS
- Friday
 1. Reading Exercise on Byzantium/Justinian (printed copies of text provided in class)
 2. Written Communication Exercise in class

Week #6: Monday, February 22, Wednesday, February 24, Friday, February 26

- Monday:
 1. **Overnight Write #3 on Justinian due in class**
 2. Introduction to the Early Middle Ages
- Wednesday:
 1. Documentary in class: Theranos
 2. Discussion on Theranos and Information Literacy
- Friday:
 1. **Overnight Write #4 on Theranos due on Brightspace by 11:59PM (EST)**
 2. Reading Exercise in class on the Early Middle Ages
 3. Discussion Exercise on the Early Middle Ages

Week #7: Monday, March 1, Wednesday, March 3, Friday, March 5

- Monday:
 1. Introduction to the rise of Islam
 2. Reading Exercise on the rise of Islam (printed texts provided in class)
 3. *Please bring the paperback *The Alchemy of Happiness* to class for the next two weeks
- Wednesday:
 1. Introduction to Al-Ghazzali: *The Alchemy of Happiness*
 2. Reading Exercise: Preface and Introduction in *The Alchemy of Happiness*
- Friday:
 1. Lecture on Information Literacy: Chicago Manual Style
 2. Reading Exercise on *The Alchemy of Happiness*

Week #8: Monday, March 8, Wednesday, March 10, Friday, March 12

- Monday:
 1. **Overnight Write #5: Introduction for the First Essay Paper on *The Alchemy of Happiness* due in class**
 2. Documentary: The Golden Age of Islam

- Wednesday:
 1. Lecture on Essay Papers: Body, Quotes, Conclusions
 2. Reading Exercise on *The Alchemy of Happiness*
- Friday:
 1. Reading Exercise on *The Alchemy of Happiness*
 2. Last Discussion Exercise on *The Alchemy of Happiness*

Week #9: Monday, March 15, Wednesday, March 17, Friday, March 19

- Monday:
 1. **First Essay Paper on *The Alchemy of Happiness* due in class**
 2. Introduction to the High Middle Ages
- Wednesday:
 1. Reading Exercise on The High Middle Ages (texts provided in class)
 2. Lecture on the High Middle Ages
- Friday:
 1. Lecture on the Late Middle Ages
 2. Introduction to England in the Late Middle Ages

Week #10: Monday, March 22, Wednesday, March 24, Friday, March 26

- Monday:
 1. Introduction to Thomas More's *Utopia*
 2. Documentary on Thomas More's *Utopia*
- Wednesday:
 1. Exercise on Written Communication
 2. Reading Exercise on *Utopia* (Introduction)
- Friday
 1. Reading Exercise on *Utopia* (Book One)
 2. Discussion Exercise on Book One of *Utopia*

Week #11: Monday, March 29, Wednesday, March 31, Friday, April 2

- Monday:
 1. **Overnight Write #6: Introduction and Book One Synopsis of *Utopia* due in class**
 2. Introduction to Book Two of *Utopia*
- Wednesday:
 1. Reading Exercise on Book Two of *Utopia* in class
 2. Discussion Exercise on Book Two of *Utopia* in class
- Friday
 1. Reading Exercise on Book Two of *Utopia* in class
 2. Writing Exercise on Book Two of *Utopia* in class

Week #12: Monday, April 5, Wednesday, April 7, Friday, April 9

- Monday:
 1. **Second Essay Paper on *Utopia* due in class**
 2. MediaSpace playlist on Information Literacy in class
- Wednesday:
 1. Finish MediaSpace playlist on Information Literacy in class
- Friday
 1. **Overnight Write #7 on research papers and thesis statements due on Brightspace by 11:59PM (EST)**

2. Quiz on research processes in class

3. Lecture on Information Literacy: APA Style citation

Week #13: Monday, April 12, Wednesday, April 14, Friday, April 16

- Monday:
 1. Introduction to *Desiderius Erasmus and Martin Luther: Discourse on Free Will*
 2. Documentary on Erasmus and Luther
- Wednesday:
 1. Reading Exercise on *Desiderius Erasmus and Martin Luther: Discourse on Free Will*, Preface and Introduction
 2. Discussion Exercise Erasmus and Luther
- Friday
 1. Reading Exercise on Erasmus and Luther
 2. Writing Exercise on Erasmus and Luther

Week #14: Monday, April 19, Wednesday, April 21, Friday, April 23

- Monday:
 1. **Overnight Write #8: Introduction and Thesis Statement Paragraph on Erasmus/Luther due in class**
 2. Lecture on Information Literacy: Historiography and Secondary Sources
- Wednesday:
 1. Reading Exercise on secondary sources (copies of excerpts provided in class)
 2. Discussion Exercise on secondary sources in class
- Friday
 1. Reading Exercise on secondary sources in class (please bring excerpts of your own secondary sources to class)
 2. Discussion Exercise on your own secondary sources in class

Week #15: Monday, April 26, Wednesday, April 28, Friday, April 30

- Monday:
 1. **Overnight Write #9: Historiography and Reference List due on Brightspace by 11:59PM (EST)**
 2. Lecture on analysis section of the Final Research Paper
 3. Reading Exercise: locating quotes for analysis section of the Final Research Paper
- Wednesday:
 1. In-class Presentations
- Friday
 1. In-class Presentations
 2. **PowerPoint submission due on Brightspace by 11:59PM (EST)**

Week #16: Monday, May 3-Friday, May 7 (Finals Week)

- Monday-Friday: Brightspace submission days and extra credit points
- Monday: 5 points extra credit
- Tuesday: 4 points extra credit
- Wednesday: 3 points extra credit
- Thursday: 2 points extra credit
- ✓ **Friday: Final Research Paper due by 11:59 PM (EST) on Friday**