



**University, Community, and Citizenship**  
**UNIV 110**

**Basic Course Information:**

**Course Prefix/Number:**

**UNIV 110-02**

**Course Title:** University,  
Community, and Citizenship

**Core Course**

**Class Meeting Times:** UTR  
**12:00-12:50pm**

**Instructional Modality:**

Online/Onsite

**Class Location:** A106

**Instructor:** Sandy Stein

**Office Location:** B507

**Office Phone:** 1802040, extention 3367

**Email:** [sstein@auk.edu.kw](mailto:sstein@auk.edu.kw)

**Office Hours:** MW 8:00-9:00am, 11:00am-1:00pm, by  
appointment in

**Personal Zoom Room:**

<https://auk.zoom.us/j/7711614105?pwd=ZlZCSElGRGZrbUIlNmM0YWh3NGtFQT09>

**AUK Mission Statement:**

The American University of Kuwait is a liberal arts institution dedicated to teaching, learning, and scholarship. The University offers programs that provide students with the knowledge and skills necessary for lifelong learning and professional success. AUK enriches society by fostering an environment that encourages critical thinking, effective communication, personal growth, service, and leadership.

**Department/College Mission Statement:**

The College of Arts and Sciences (CAS) is committed to cultivating lifelong learning that empowers students to pursue technical competency in professional fields, self-awareness, a sense of civic and moral responsibility, and a breadth of vision in the tradition of liberal arts education. The College offers quality undergraduate programs leading to a bachelor's degree.

**Catalog Course Description:**

The Common Reader course provides first-year students with a shared intellectual experience that will stimulate discussion and critical thinking while encouraging students to use higher-level reasoning skills in order to make decisions or draw conclusions. The course will incorporate the principles of public speaking in both large and small group environments and promote effective communication in a variety of contexts. A primary aim of this course is to investigate the common reader material from multitude perspectives informed by the liberal arts philosophy. This interdisciplinary course will synthesize general education concepts to create sense of community among students, faculty and staff. Concurrent: UNIV 100.

**Program Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Develop an understanding and an appreciation for the meaning, purpose, and benefits of a Liberal Arts education and demonstrate this by being self-directed, productive students, and members within their community.
2. Apply a variety of transferable, durable skills needed for success at university level and beyond. Skills include goal setting, note-taking, test-taking, reading, writing, listening, and presenting.
3. Critically question and analyze their own physical, emotional, and social behavior to demonstrate awareness between academic well-being and personal choices.
4. Integrate into the AUK liberal arts culture by attending and actively participating in a variety of co-curricular events and indicate this through reflecting on and summarizing their experiences.
5. Identify and apply practical strategies for higher level thinking by successfully completing a variety of class assignments and assessments such as: reflections, exams, projects, and presentations.
6. Examine and construct self-reflective practices and employ effective behavioral strategies conducive to learning and becoming an effective member of the University community

**Course Learning Outcomes:** Upon successful completion of the course, students will be able to:

Course Learning Outcomes (CLOs)	<b><u>Optional:</u> Corresponding PLO</b>
1. Demonstrate an understanding and appreciation for the liberal arts its values and challenges.	PLO1,3

2. Effectively support an argument using inferential reasoning and citing different sources of reliable information	PLO 1, 4, 5,
3. Articulate a well-reasoned opinion in a variety of public contexts such as debates, small or large group discussions, and presentations.	PLO 2, 6
4. Develop context-, purpose-, and audience-effective speech delivery strategies (articulation, volume, tone, appearance, movement, gesture, eye contact, etc.)	PLO 5, 6

### Course Delivery/Methodology:

For this course we will be meeting in person in a hybrid environment that would take into account the demands of the current health pandemic. Course material and assessments will be posted on Moodle. All assignments must also be submitted through Moodle. You will be completing the following evaluations for this course: short papers, class presentations, media productions, and exams. To successfully complete this course, you must complete readings ahead of time, post regularly on the discussion forum, actively participate in class discussions, by the posted due dates and times.

### Required Textbook/Required Readings:

*Thriving in College & Beyond 5th edition* by Joseph Cuseo, Aaron Thompson, Michele Campagna and Viki Sox Fecas ISBN 9781524996703

You can purchase the eBook version here > <https://he.kendallhunt.com/product/thriving-college-and-beyond-research-based-strategies-academic-success-and-personal>

*The Giver* by Lois Lowry (ISBN #978-0-00-757849-8)

Both textbooks can be purchased through the AUK Bookstore here: <https://elearn.growmorelearn.com/auk/>

**Evaluations and Grading: All assignments should be submitted through Moodle.**

<b>Evaluation Type</b>	<b>Weight</b>	<b>Link to CLO/PLO</b>
Community Involvement Project (Public Speaking Presentations) <ul style="list-style-type: none"> <li>• Narrative (5%)</li> <li>• Informative (10%)</li> <li>• Persuasive (15%)</li> </ul>	30%	CLO 2, 3  PLO 1, 3, 2,6
Common Reader Discussion and Activities <ul style="list-style-type: none"> <li>• Quizzes (10%)</li> <li>• Discussions (20%)</li> </ul>	30%	CLO1, 2, 3  PLO 1, 2, 6
Holistic Experience <ul style="list-style-type: none"> <li>a. Class visit – 2%               <ul style="list-style-type: none"> <li>i. Library Workshop &amp; assignment graded pass/fail by library, for 2 points</li> </ul> </li> <li>b. Co-curricular engagement – 8% (2% each)               <ul style="list-style-type: none"> <li>i. Attend a <b>Wellness workshop</b> with the Counseling Center, offered every Wednesday 2-3pm</li> <li>ii. Attend a <b>Professional Communication/ Career Readiness workshop</b> with Career Guidance, offered every other Wednesday 3-3:30</li> <li>iii. Book and <b>attend a session with the Writing &amp; Tutoring Center</b> any time during the semester</li> <li>iv. <b>Report on any event indicated as ‘Passport Event’</b> in This Week at AUK (can be same as for UNIV100 event)</li> </ul> </li> </ul>	10%	CLO1, 2, 3  PLO 1, 2, 3, 4, 5, 6
Class Activities: Includes additional workshops and in class activities – at the discretion of Instructors <ul style="list-style-type: none"> <li>• Quizzes (10%)</li> <li>• Discussions (10%)</li> <li>• Participation (8%)</li> <li>• Additional HSE Workshops (2%)</li> </ul>	30%	--
<b>Total</b>	<b>100%</b>	

**AUK Official Grading Scale:**

Letter Grade	Percentage	University Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0.0

**AUK Attendance Policy:**

Any student who misses more than 15% of class sessions of any course during a semester should expect to fail, unless she/he submits documented evidence to the course instructor of inpatient medical care, death of an immediate family member, academic instructional activities, or national athletic activities. If excused, students are required to satisfy all coursework due or assigned during their absence as determined by the course instructor. If a student does not submit documented evidence for her/his absence exceeding the limit, it is the student's responsibility to withdraw from the course by the specified deadline, as indicated on the academic calendar. Students who withdraw from a course receive a grade of "W". Students who do not withdraw from a course nor submit supporting documents for excessive absences will receive a grade of "FN" (failure for non-attendance).

**Code of Academic Honesty and Integrity:**

Upon admission to the American University of Kuwait, students agree to act responsibly in all areas of academic, personal and social conduct and to take full responsibility for their individual and collective action. Such regulations are found in the American University of Kuwait Catalogue, Student Handbook, and the AUK website at [www.auk.edu.kw](http://www.auk.edu.kw). Any question of interpretation regarding the code of academic honesty and Integrity shall be reported to the appropriate academic dean. The Code shall be reviewed annually at the discretion of the academic deans. Any student or student organization found to have committed the cited violations or misconduct, either on or off campus, is subject to the disciplinary sanctions outlined in adjudication procedures.

**Plagiarism:**

The term "plagiarism" includes, but is not limited to, an attempt of an individual to claim the work of another as the product of his or her own thoughts regardless of whether that work has been published. Plagiarism includes, but is not limited to, quoting improperly or paraphrasing text or other written materials without proper citation on an exam, term paper, homework, or other written material submitted to an instructor as one's own work. Plagiarism

also includes handing in a paper to an instructor that was purchased from a term paper service or downloaded from the Internet and presenting another person's academic work as one's own.

**Cheating:**

The term "cheating" includes but is not limited to, copying homework assignments from another student; working together with another individual on a take-home test or homework when not approved by the instructor, looking at and/or copying text, notes or another person's paper during an examination when not permitted to do so. Cheating also includes the giving of work information to another student to be copied and/or used as his or her own. This includes but is not limited to giving someone answers to exam questions either when the exam is being given or after having taken an exam; informing another student of specific questions that appear or have appeared on an exam in the same academic semester; giving or selling a term paper, report, project or other restricted written materials to another student.

**Academic Support:**

Learning Support Services focuses on empowering students to become independent and successful learners by developing their literacy skills, enhancing their understanding, and helping them improve their academic and study skills. Learning Support Services is comprised of two centers: the Tutoring Center and the Writing Center. The Tutoring Center provides free academic support in various subjects to AUK student. Email: [tutoringcenter@auk.edu.kw](mailto:tutoringcenter@auk.edu.kw).

The Writing Center provides multilingual support (English, Arabic, French, and Spanish) through individual or small-group consultations. Email: [writingcenter@auk.edu.kw](mailto:writingcenter@auk.edu.kw)

**Disability Accommodations:**

AUK provides equal and inclusive educational environment in order to enable all students to meet and perform requisite academic standards and to participate in the opportunities and activities of its community. If you believe you can benefit from accommodations for a learning, physical, or mental health disability, [click here to book a session through the Counseling Center/Disability Services Booking Page](#), to ask about disability services at AUK, initiate an accommodation plan, or receive disability services. You can also email [counseling@auk.edu.kw](mailto:counseling@auk.edu.kw) if you need assistance in booking a session.

**AUK Library Services:**

The AUK Library provides you with the necessary support to conduct research and find additional readings for your class work. Need to research but don't know where to start? Not sure how to find and use online resources (books, data, articles...etc.)? Not sure how to cite a source or develop a reference list? Ask a librarian! Research help is available through email, MS Teams, Zoom. Contact the library at: [library@auk.edu.kw](mailto:library@auk.edu.kw) or go to <https://www.auk.edu.kw/academics/Library> to begin your search!

**Course Policies/Student Responsibilities:**

It is vital to both students and the professor that our classroom behavior is based on mutual respect. I value each student in my course and want you all to have the best possible learning experience. Therefore, disrespectful behavior will not be tolerated in my classroom.

We will be using technology to learn and to communicate both online and in-person. However, class time is not for surfing your social media or other things unrelated to our course. Use your time in class wisely.

I expect all students who are participating online to have their cameras open and be visible during class. This helps the professor to connect to the students, get to know them, and to determine whether the lesson has been understood or not. Students with their cameras on are more actively engaged in the lesson and learn better.

Hybrid learning can be very challenging for everyone. To ensure that all students have an opportunity to participate, students need to raise their hands if they wish to speak during a lesson. Questions are encouraged.

**Late and Missing Work Policy:** Late work is highly discouraged. Completing assignments before class is important to understanding the concepts well because we will do activities based on the assignments given for that class. If you turn in an assignment late, you will lose 1% for each 24-hour period it is late.

**Make-Up Work Policy:** Students who have an excused absence will have one week to submit any missed assignments or to take any missed tests. This does not apply to exams.

**Communication Policy:** Office hours will take place in my Zoom Private Meeting Room by appointment only. MS Teams may be used for chat questions. (Download Teams here: <https://www.microsoft.com/en/microsoft-365/microsoft-teams/download-app> ). All other communication must be done through AUK email.

When sending an email, please be sure to use your official AUK email account, write your full name, and indicate which class and section you are taking (**UNIV 110 MW/9:30am, Section 26**). If you have a question, please check the syllabus first, and if your question is not answered there, then please feel free to send an email. I will be happy to clarify. I respond to questions **via email or posted on MS Teams** within 24 hours of receiving them, excluding weekends; if I do not respond within 24 hours, please re-send the email.

**Technology Issues:**

All assignments must be submitted through Moodle. However, you may experience trouble submitting an assignment due to technology or internet issues. If such a situation does arise and you are unable to submit your assignment through Moodle, please send me an email at [sstein@auk.edu.kw](mailto:sstein@auk.edu.kw) and include the **completed** assignment. Please make sure that you email me the assignment **before** the deadline as this documents that you did finish everything by the due date and time, but that you just had a technology issue. This will ensure that your assignment will be accepted, and you will not receive a late penalty. Once the technology or internet issue is resolved, please upload the assignment to Moodle. In general, always be sure to frequently save your files and keep backups of your assignments.

**Course Schedule:** dates and assignments may vary slightly

WEEK	IN-CLASS	HOMEWORK ASSIGNMENTS
Week 1 Feb. 10	<p>Introduction to the Course/ Syllabus</p> <p>Liberal Arts University “AUK: Learn, Think, Become, in our Connected Community</p> <p>Introduction to the Common Reader (CR) <i>The Giver</i>: About the author and genre</p>	<p><b>Read:</b> Syllabus</p> <p><b>Explore:</b> <a href="https://www.auk.edu.kw/student-affairs/vpsa/holistic-student-experience">https://www.auk.edu.kw/student-affairs/vpsa/holistic-student-experience</a></p> <p><b>Buy:</b> Textbook before class Thursday</p> <p><b>Read:</b> <i>Thriving in College and Beyond</i> Ch. 2: “Liberal Arts and General Education” pp. 29-50 for Sunday Feb 13</p>
THURS		
Week 2 Feb. 13-17	<p><i>Thriving...</i> Ch. 2: Liberal Arts and General Education</p> <p>Introduction to the Community Involvement Project (CIP), Speech Structure</p> <p>Introduction to the Common Reader (CR), What is a Utopia? What are the novel themes?</p>	<p><b>Cont. Read:</b> <i>Thriving...</i> Ch 2 Liberal Arts</p> <p><b>Choose:</b> Topic for CIP</p> <p><b>Buy:</b> CR <i>The Giver</i> by Lois Lowry</p> <p><b>Pre-Read:</b> <i>The Giver</i> Ch. 1-2 for Sunday Feb 20</p>
SUN		
TUES	<i>Add/Drop Deadline at 4pm</i>	
THURS		
Week 3 Feb. 20-24	<p><i>Thriving...</i> Ch 2 Liberal Arts cont. &amp; Ch. 13: Psychological Wellness</p> <p>CIP Intro to Speech #1: Narration Components of a Story, Description</p> <p>CR: Plot, Setting, Ch. 1-2</p>	<p><b>Read:</b> <i>Thriving...</i> Ch. 13: Psychological Wellness pp. 313-329</p> <p><b>Pre-Read:</b> <i>The Giver</i> Ch. 3-5 for Sunday March 6</p>
SUN		
TUES		
THURS		
Feb 27- Mar 3	National & Liberation Day Holiday/ Spring Break – University Closed	
Week 4 Mar 6-10	<p><i>Thriving...</i> Ch. 13: Psychological Wellness cont.</p> <p>CIP Speech #1: Narration cont. Delivery Skills (vocal variety, eye contact, facial expressions, hand gestures, and body language), Basic Outline Structure of a Speech</p> <p>CR: Theme &amp; Plot, Ch. 3-5</p>	<p><b>Cont. Read:</b> <i>Thriving...</i> Ch 13 Psychological Wellness</p> <p><b>Create:</b> A basic outline of your Narrative speech</p> <p><b>Pre-Read:</b> <i>The Giver</i> Ch. 6-7 for Sunday March 13</p>
SUN		
TUES		
THURS	Narrative Outlines DUE	
Week 5 Mar 12-17	<p><i>Thriving...</i> Ch. 13: Psychological Wellness cont.</p>	<p><b>Complete:</b> <i>Thriving...</i> Ch. 13 Agenda</p> <p><b>Read:</b> <i>Thriving...</i> Ch. 8 pp. 177-194</p>

<b>Saturday - Makeup Day, Sunday Substitute</b>	<i>Thriving...</i> Ch. 8: Higher Level Thinking Skills: Critical & Creative Thinking  <b>CIP Speech #1 DUE</b>  CR: Theme (Connections & Family) & Plot, Ch.6-7	<b>Submit:</b> Narrative script to Moodle <b>Pre-Read:</b> <i>The Giver</i> Ch. 8-10 for Sunday March 20
<b>SAT</b>	<b>Asynchronous Lesson</b> – Work on Narrative Speech	
<b>SUN</b>	Narrative Script & Speech DUE on Moodle	
<b>TUES</b>		
<b>THURS</b>		
<b>Week 6 Mar 20-24</b>	<i>Thriving...</i> Ch. 8 Higher Level Thinking Skills cont.  Intro to Speech #2: Informative, speech structure, avoiding plagiarism, conducting interviews  CR: Theme & Plot, Ch. 8-10	<b>CIP:</b> Choose someone to interview for Informative speech and set up an interview date <b>Study for:</b> Quiz #1 next week
<b>SUN</b>		
<b>TUES</b>		
<b>THURS</b>		
<b>Week 7 Mar 27-31</b>  <b>Midterms</b>	<i>Thriving...</i> Ch. 8 Higher Level Thinking Skills cont. CR: Theme & Plot, Ch. 8-10 cont. <b>Quiz #1</b> CIP: Conducting research; How to create a formal speech outline	<b>Begin:</b> Research for CIP, make Library appointment <b>Work on:</b> Informative Speech Outline <b>Pre-Read:</b> <i>Thriving...</i> Ch. 9 Social and Emotional Intelligence pp.201-220 for Sunday April 3 <b>Pre-Read:</b> <i>The Giver</i> Ch. 11-13 for Sunday April 3
<b>SUN</b>		
<b>TUES</b>		
<b>THURS</b>	<b>Quiz #1:</b> <i>Thriving...</i> Ch. 2; 13, & 8; <i>The Giver</i> Ch. 1-10/ Submit Informative Outline	
<b>Week 8 April 3-7</b>  <b>Ramadan</b>	<i>Thriving...</i> Ch. 9: Social & Emotional IQ CR: Theme & Plot, Ch. 11-13 CIP: How to create a formal speech bibliography	<b>Practice:</b> Informative speech, Script DUE <b>Pre-Read:</b> <i>The Giver</i> Ch. 14-16 for Sunday April 10
<b>SUN</b>	Submit speech script to Turn It In on Moodle	
<b>TUES</b>		
<b>THURS</b>		
<b>Week 9 April 10-14</b>	<i>Thriving...</i> Ch. 9: Social & Emotional IQ cont. CR: Theme & Plot, Ch. 14-16 <b>CIP: Informative Speech Presentations DUE</b>	<b>Submit:</b> Informative script, and bibliography to Moodle <b>Pre-Read:</b> <i>The Giver</i> Ch. 17-19 for Sunday April 17
<b>SUN</b>	Informative Speech, outline, bibliography, and script DUE	
<b>TUES</b>		
<b>THURS</b>		
<b>Week 10 April 17-21</b>	<i>Thriving...</i> Ch. 9: Social & Emotional IQ cont. CR: Theme & Plot, Ch. 17-19	<b>CIP Research:</b> Solutions for your issue (AUK Library) <b>Pre-Read:</b> <i>Thriving...</i> Ch. 10 “Diversity” pp.225- for Sunday April 24

	CIP: Intro to Speech #3 Persuasive Presentations (persuasive vocabulary)	<b>Pre-Read:</b> <i>The Giver</i> Ch. 20 for Sunday April 24
SUN		
TUES		
THURS		
Week 11 April 24-28	<i>Thriving...</i> Ch. 10 Diversity CR: Theme & Plot, Ch. 20 CIP: Persuasive Speech Structure	<b>Contact for CIP:</b> Local organization, cont. research <b>Pre-Read:</b> <i>The Giver</i> Ch. 21-23 for Sunday May 8 <b>Study for:</b> CR Quiz #2
SUN		
TUES		
THURS		
May 1-5	<b>Eid Al-Fitr – University Closed</b>	
Week 12 May 8-12	<i>Thriving...</i> Ch. 10 Diversity cont. CR: Theme & Plot, Ch. 21-23 CIP: Persuasive Speech, Interview/volunteer, Counter Argument & Refutation	<b>CIP Interview/Volunteer:</b> at local organization, Research and choose a counter argument, Outline Full speech <b>Study for:</b> Quiz #2
SUN		
TUES		
THURS	Persuasive Outlines DUE	
Week 13 May 15-19	Ch 10. Diversity, cont. CIP: Speech #3, script <b>Quiz #2</b>	CIP: Write script
SUN		
TUES		
THURS	<b>Quiz #2:</b> <i>Thriving...</i> Ch 9 & 10; <i>The Giver</i> Ch 11-23	
Week 14 May 22-26	Groups Present Novel Projects Persuasive Presentations	Work on Presentations Scripts DUE to Turn It In on Moodle Novel Projects DUE
SUN		
TUES		
THURS	Submit Persuasive speech script to Turn It In on Moodle	
Week 15 May 29-June 2	CIP: Outline/Bibliography/ Practice	<b>Practice:</b> Persuasive Presentations, complete outline/bibliography
SUN		
TUES		
THURS	<b>Persuasive Presentations:</b> final outlines, bibliographies, and scripts DUE/ <i>Last day of classes</i>	
Week 16 June 5-9	<b>Finals – no classes</b>	
SUN		
TUES		
THURS		
June 12	Grades Due by 9am	
June 13	Grades Available to Students at 4PM	
June 19	Summer Session Begins	