



## **AMERICAN UNIVERSITY OF KUWAIT**

### **ENGL 101: Approaches to Critical Reading and Writing**

**Section: 6**

**Time: 10:00-10:50 UTR**

**Time: Room A 205 Science Building**

**Instructor: Dr. Yusur Al Madani**

**Email: yalmadani@auk.edu.kw**

**Phone: 2224-8399 Ext.**

**Office: B522**

**Office Hours: 11:00-12:45UTR & by Appointment**

### **REQUIRED MATERIALS**

Course materials are available on Moodle. You do not need to purchase any books. I will make course content sources available for your access on Moodle.

- For the MLA Style Guide Overview, consult Purdue University Writing Lab (OWL) on the following link:  
[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- MLA 9<sup>th</sup> Edition: <https://literariness.org/wp-content/uploads/2021/05/Literariness.org-MLA-Handbook-9th-Edition-2021.pdf>
- Links to reading assignments are indicated on the course page in Moodle and Course Weekly Timetable in this syllabus.

### **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 encouraging critical thinking, effective communication, personal growth, service, and leadership.

### **CATALOG COURSE DESCRIPTION**

Focuses on writing and reading for various academic and general purposes and audiences. Students develop analytical, critical, and argumentative thinking, reading, and writing abilities and are introduced to research practices. Prerequisites: Score of 80 or higher on the Accuplacer reading exam and a score of 6 or higher on the Accuplacer essay exam, OR a TOEFL iBT reading score of 18 or higher and a writing score of 17 or higher, OR a grade of C or better in ENGL 100 or IENG 030/031. A grade of “C-” or better must be earned to pass this course.

### **COURSE OBJECTIVES:**

This course is intended to guide you through the process of reading and writing for academic purposes. Starting from the guiding principle of language and literacy development, which states that all skills areas are interdependent, the main objective of this course is to make students understand the relationship between critical reading, critical thinking, and critical writing. The course, therefore, will integrate critical analysis of a selection of print and non-print texts into writing instructions focused on the composition of a variety of written assignments, which include pre-writing, drafting, revising, and editing.

### **COURSE OUTCOMES**

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

- Identify and apply critical thinking skills.
- Identify audience, purpose, and message across a variety of texts.
- Determine meaning of increasingly complex texts using contextual clues.
- Summarize a text's main claims and supporting points to demonstrate comprehension of the text and use the text as a source.
- Describe, analyze, and evaluate information within and across a range of texts.
- Write assignments with focused theses, clear introductions, supporting details, and conclusions.
- Summarize, paraphrase, and quote effectively from sources.
- Write a variety of essays appropriate to the level of the course.
- Use basic MLA conventions.
- Work effectively within groups.

### **COURSE DELIVERY & METHODOLOGY**

For this course, we will be meeting in-person and on-line according to AUK approved schedule for hybrid teaching and learning.

Most of our class sessions will be overwhelmingly participatory and collaborative. I may lecture to explain concepts related to effective reading and writing practices, but more typically my role will be to provide you with methods to practice, to coordinate exploratory discussions, and to guide relationships among you and your peers as you work in groups inside and outside the classroom.

Accordingly, preparation before you come to class is essential. **Class will be conducted based on assumptions that you have done the assigned readings at home.** Class discussion is conducted not only by me but also by you in a groups through in-class presentations or by any other means chosen.

Class sessions will also be dedicated to a variety of tasks and activity types designed to help you work on your assignments and develop your critical reading and writing skills.

## **COURSE REQUIREMENTS, ASSIGNMENT SUBMISSIONS, EVALUATION**

**Reading Assignments:** These readings provide bases for all the activities that are required for this course. The assigned readings will help you to employ critical reading skills, share ideas with peers, and develop reasonable critical analysis essays. You will be completing the following assignments:

- **Discussion Forum Posts: (10%) This part comprises Category # 1 in the Gradebook in Moodle.** You will be asked to complete short, informal discussions on the assigned readings in Moodle. A prompt will be posted 2 days before due date. Not all forums will be graded. It depends on the discussion and topic to be done.
- **Group Presentations: (10%) This part comprises** You will prepare a group discussion session of 15 minutes on assigned readings. You have the freedom to be creative in conducting the discussion in any way you choose.

### **Short Assignments & Class Participation:**

Although you are expected to engage actively and constructively in class discussions, the grading Criteria on class participation is based on concrete work you do during class sessions and sometimes outside the classroom. Although there will be no grade allocated to attendance, absenteeism will affect your grade if you miss a graded activity. **There will be no make-up for graded in-class activities. You must be in class to participate.**

You will be completing the following assignments:

- **Short written assignments & In-Class Activities & quizzes: (15%) This comprises Category # 2 in the Gradebook.** These assignments & activities will help you finish the longer written assignments required.
- **Tests 1: (10%) Comprises Category # 3 in the Gradebook**
- **Test 2: (10%) Comprises Category # 3 in the Gradebook**

**Writing Assignments:** In addition to the required short assignments, you are expected to finish 3 major writing assignments as such:

- **Assignment # 1:** Reflection Essay (3 pages 750 words) (10%)
- **Assignment # 2:** Analyzing Visual Rhetoric (3 pages 750 words) (15%)
- **Assignment # 3:** Developing an Argument Essay using sources (4 pages 1000-1200 words) (20%)

Details and Instructions on each assignment will be announced in due time. I have created a Rubric for each assignment explaining how I will evaluate your work. All Rubrics are posted on Moodle for your consultation.

**Assignment submission is mandatory via Moodle.** To successfully pass this course, you must complete readings ahead of time, actively participate in group work and in class discussions, and submit assignments on time.

## AUK OFFICIAL GRADIN 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

## STEPS TO EXCELL IN THIS CLASS

- ✓ Join the virtual class on time with reading assignments done. Students coming to class later than 10 minutes will be counted absent.
- ✓ Participate in class discussion and Discussion Forum.
- ✓ Submit homework on time following instructions given on how and when to submit.
- ✓ All assignments must be turned in on the specified due date via Moodle. **Emailed or late Homework will not be graded.** Extensions are granted only at the instructor's discretion.
- ✓ Try not to miss a quiz or a class participation activity for there will be no make-up for a missed quiz or an in-class evaluation.
- ✓ Take good notes during class discussion for classes will not be recorded.
- ✓ Be responsible for accessing any material needed posted on Moodle.
- ✓ Be responsible to obtain any missed material due to not attending class. Being absent does not give you the excuse not to submit an assignment scheduled on the day that day.
- ✓ Be responsible when using electronic devices in the classroom.

## CLASS CANCELATION POLICY

In the unlikely event that I must cancel class due to an emergency, I will contact you via email and display class cancellation on Moodle.

### **ATTENDANCE POLICY**

The American University of Kuwait recognizes that class attendance is an important element of students' classroom success. Students are expected to attend all classes, laboratories, and/or required fieldwork. Because excessive absences prevent students from receiving full course benefit, and disrupt orderly course progress, AUK has established the following policy on class attendance: Any student who misses **MORE THAN 15% (8 classes in UTR schedule)** of the class sessions of any course during a semester should expect to fail, unless s/he submits documented evidence to the course instructor of in-patient 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 absences, as determined by the course instructor. If a student does not submit documented evidence for her/his absences 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).

### **AUK ONLINE ATTENDANCE POLICY**

AUK's attendance policy applies to eLearning with an adjustment:

- All Students whether on-campus or online are expected to be on time.
- Students attending classes online are allowed tardiness for up to 5 minutes due to technical issues.
- Students attending classes online must turn their cameras on at eye level, or risk being removed from the class session.

### **AUK CODE OF CONDUCT**

Student Code of Conduct and Code of Academic Honesty and Integrity will be applied, in addition to the following specific to the hybrid model of education:

- Video recording of class sessions (by instructors and/or students) is prohibited and is a violation of the university codes.
- The privacy of the session is to be maintained (no other members of the household should be available during the sessions).
- Professional physical appearance is expected during online classes. All participants in the online class should ensure proper attire and setting (blurred background can be used to accommodate settings).
- Copyright as well as intellectual property rules and regulations apply.
- Masks are to be worn properly all the time when on campus grounds.

### **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). I expect each student to read, understand, and abide by AUK's Code of Academic Honesty and Integrity. This Code is detailed in your *AUK Student Planner/Handbook*.

## **PLAGIARISM**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. One form of academic dishonesty is plagiarism. Plagiarism is representing the work of someone else as your own and submitting it for any purpose. Plagiarism includes the following:

- Incorporating the ideas, works, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work.
- Representing another's artistic/scholarly work as your own.
- Submitting a paper purchased from a research or term paper service.

Cases of plagiarism will be handled according to the guidelines highlighted in the English Department Plagiarism Policy:

- For a first offence in a course, a letter grade of F with a numerical value of 0 may be given for the assignment. In this case, the student is not able to resubmit the assignment, but may continue with the course and pass it if the final grade is adequate.
- For a second offence in the same course, the student is informed that he/she may receive a final grade of F for the course. If so, the Department Chair and Dean will be informed, and the Academic Advising Center notified.

The Issue of plagiarism is one of the topics that we will discuss in more details during the course. I expect students to abide by AUK's Code of Academic Honesty and Integrity as well as by the Department Plagiarism Policy.

## **DISABILITY ACCOMMODATION**

If you believe that you need accommodations for a disability, you are requested to contact the Student Counseling Center (located on the 2<sup>nd</sup> floor of the new Student Center building) to arrange an appointment to discuss your needs. You are also welcome to contact me to discuss your academic needs. For questions regarding accommodation services, you can also contact the Counseling Center via email at [Counseling@auk.edu.kw](mailto:Counseling@auk.edu.kw).

## **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)

## **STUDENT WORK**

It is understood that registration for and continued enrollment in this course constitutes permission by the student for the instructor to use any student work composed in this class for other academic purposes (share with other classes, research, etc.). All polished work submitted to your instructor becomes the property of the English Program and may not be returned to you. You are urged to make copies of your work and keep a duplicate file of your own.

Course Weekly Schedule  
 Classes begin on Sunday 26 September 2021  
 Classes end on Thursday 13 January 2022

Week	TOPICS	READINGS/ASSESSMENT TASKS
W1 Feb. 6-10	Syllabus Discussion and Course Requirements  Reading as an Act of Composing: Understanding the Relationship Between Reading and Writing  What is Active Reading?	Sign up for one of the created groups on Moodle. Deadline to sign-up: Feb. 17  Answer the Prompt Question on Forum: Introducing Myself (Category # 1) Due Date: Thursday, February 6
W 2 Feb. 13-17	Reading as an Act of Composing: Goal Settings & Strategies  Chapter 12: Active Reading Strategies	Reading Assignment #1 Apply Active Reading Strategies to read the following text: “Introduction to Success Strategies” Watch the TED video attached. Link: <a href="https://courses.lumenlearning.com/howardcc-devenglishandreading/chapter/introduction-to-success-skills/">https://courses.lumenlearning.com/howardcc-devenglishandreading/chapter/introduction-to-success-skills/</a> Answer the Prompt Question on Forum (Category # 1) Due Date: Sunday February 13 <b>In-class activities (Workbook)</b>
W 3 Feb. 20-24	Reading as an Act of Composing: Goal Settings & Strategies  Paragraph Writing: Topic Statements & Support.  Unity & Coherence  Use the Student Workbook	Continue Reading Assignment #1 Read the section titled: “Habits for Success” Watch TED video attached, “A Kinder, Gentler Philosophy to Success.” <b>Answer the Prompt Question on Forum (Category # 1)</b> <b>Due Date: Sunday, February 20</b>  Continue Reading Assignment # 1 Read the Section, “Assignment: Habits for Success Diagnostic Essay” on this link: <a href="https://courses.lumenlearning.com/howardcc-devenglishandreading/chapter/assignment-habits-for-success-journal-entry/">https://courses.lumenlearning.com/howardcc-devenglishandreading/chapter/assignment-habits-for-success-journal-entry/</a> 1 <sup>st</sup> Short Writing Assignment (Category # 2) Due Date: Thursday February 24 (Paragraph Writing)

	Friday, February 25-Saturday, February 5	National Holiday
W 4 March 6-10	<p>Reading As an Act of Composing: Reflecting as a Writer</p> <p>What is Reflective Writing?</p> <p>Textbook: Reading Strategies: The Reading Process</p> <p>Summarizing, paraphrasing, Integrating Sources</p> <p>Introduction to MLA Style</p>	<p><b>Reading Assignment # 2</b> “Is Google Making Us Stupid? What the Internet is doing to our brains” From the <i>Atlantic</i>, July/August 2008. Read on the following link: <a href="https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/">https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/</a></p> <p>Answer the Prompt Question on Forum Due Date: Sunday, March 8 (Category # 1)</p> <p><b>Group Reading Presentation # 1 (Category # 1) March 10</b></p> <p>2<sup>nd</sup> Short Assignment (Summary): Due Date: March 10 (Category # 2)</p>
W 5 March 13-17	<p>Reading as a Writer: Writing the Reflective Essay</p>	<p><b>Reading Assignment # 3</b> “Hybrid Learning and Hybrid Teaching.” Read the article on the following link: <a href="https://otsimo.com/en/hybrid-learning-and-hybrid-education/">https://otsimo.com/en/hybrid-learning-and-hybrid-education/</a></p> <p>Answer the Prompt Question on Forum Due Date: Thursday, March 13 (Category # 1)</p> <p>Group Presentation # 2 (Category # 1) March 15</p> <p>3<sup>rd</sup> Short Assignment (Workbook Unit 3, Exercise 1) (Short Reflective Assignment on a Text): Due Date: March 24 (Category # 2)</p>
W 6 March 20-24	<p>Types of Reflective Essays The Structure of a Reflective Essay</p>	<p>In-class activity and discussion</p>
W 7 March 27-31	<p>Reading as a Writer: Writing the Reflective Essay The Structure of a Reflective Essay</p> <p>Writing in College Understanding the writing process <a href="#">Writing Effective Thesis Statements</a> Avoiding plagiarism</p>	<p><b>Reading Assignment # 4</b> “Why Are We Angry” (This essay forms the bases for the 1<sup>st</sup> Writing Assignment, Reflective Essay) (Read in the Workbook)</p> <p>Answer the Prompt Question on Forum Due Date: March 27 (Category # 1)</p> <p>In-Class Activities on the Reading Assignment</p>



March 27-31	Mid Term Exam (15%)	<b>TBA</b>
W 8 April 3-5	Writing in College Writing the Introduction Using Support Using References	<b>Discussion of Assignment # 1: The Reflection Essay (Workbook, Unit 3, Exercise 2)</b>  <b><u>Assignment # 1 Reflection Essay</u></b> Due Date: Thursday, April 5 by 10:00 PM (15%)  In-Class Activities
W 9 10-14  W 10 April 17-21	Reading as a Writer: Analyzing a Text Rhetorically  What is Rhetorical Analysis?  Developing a Rhetorical Analysis	<b>Reading Assignment # 5:</b> Read Barack Obama's Inaugural Address 2009 (on Moodle) You can watch the YouTube on this link and in Moodle: <a href="https://www.youtube.com/watch?v=3PuHGKnboNY">https://www.youtube.com/watch?v=3PuHGKnboNY</a> Answer the Prompt Question on Forum Due Date: Thursday, April 10 (Category # 1)  Group Presentation # 3 (Category # 1): April 14  4 <sup>th</sup> Short Assignment (Writing a short rhetoric analysis of a passage): Due Date: Thursday, April 17 (Category # 2) In-class Activities
W 11 April 24-27  W 12 May 8-12	Reading as a Writer: Analyzing Visual Rhetoric  Media Rhetoric Rhetoric as a Social Influence  Steps to Analyzing Visual Rhetoric	<b>Reading Assignment # 6:</b> TBA Watch the following YouTube Video on Moodle: <i>The Art of Rhetoric: Persuasive Techniques in Advertising</i> <a href="https://www.youtube.com/watch?v=FeCz5fy02JE">https://www.youtube.com/watch?v=FeCz5fy02JE</a> Watch this video: <i>Covid Era Rhetoric in Video Advertisements</i> <a href="https://www.youtube.com/watch?v=mZZZNz2hsoQ">https://www.youtube.com/watch?v=mZZZNz2hsoQ</a> Answer the Prompt Question on Forum Due Date: Thursday, April 21 (Category #1)  Group Presentation # 4 (Category # 1): April 24  In-class Activities  <b><u>Assignment # 2 Visual Rhetoric</u></b> Due Date: Thursday May 12 by 10:00 PM (15%)

May 1-5	Holiday	Eid Holiday
W 13 May 15-18	Reading as a Writer: Analyzing an Argument/Writing an Argument Essay	Reading Assignment # 7: “The Three Kinds of Change.” Read on this link: <a href="https://www.hsdinstitute.org/resources/three-kinds-of-change-blog.html">https://www.hsdinstitute.org/resources/three-kinds-of-change-blog.html</a>
W 14 May 22-25	Identifying the Claim Evaluating Support Counter Argument	Answer the Prompt Question on Forum Due Date: Thursday, May 17 (Category # 1)
	Writing the Introduction Writing the Body of the paper Writing the Conclusion	<b>Group Presentation # 5 (Category # 1): May 15</b>  6 <sup>th</sup> Short Assignment (Writing a short argument) Due Date: Sunday, May 22 (Category # 2)
	Revising MLA In-Text Citation & Works Cited Page Style and Format	In-class Activities  <b><u>Assignment # 3 Writing An Argument</u></b> Due Date: Thursday June 2 by 10:00 PM (20%)
W 15	Individual Consultations	Timetable will be posted on Moodle in due time.

### SYLLABUS CHANGES

There may be changes to the Syllabus and schedule during the semester depending on the health situation or unforeseen circumstances. When this happens, I will inform you in class and by email.