



University, Community, and Citizenship
UNIV 110

Course Prefix/Number: UNIV 110 (07 & 12)

Course Title: University, Community, and Citizenship

Core Course

Class Meeting Times:

S7 11:00 - 12:15 MW

S12 9:00 – 09:50 UTR

Instructional Modality: *Online/Onsite*

Class Location: S7 – A106

S12 - A204

Instructor:

Ms. Sakuntala Romila Palliam

Office Location: A 435

Office Phone: X - 3548

Email: spalliam@auk.edu.kw

Office Hours:

UTR : 8H00 - 8H45

10H00 -11H30

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)	<u>Optional:</u> Corresponding PLO
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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.

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/>

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>

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

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

Total	100%	
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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. 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.

The Writing Center provides multilingual support (English, Arabic, French, and Spanish) through individual or small-group consultations. Email: 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 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 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 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. 8-10	<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>Read: Syllabus Explore: https://www.auk.edu.kw/student-affairs/vpsa/holistic-student-experience</p> <p>Buy: Textbook before class Thursday Read: <i>Thriving in College and Beyond</i> Ch. 2: “Liberal Arts and General Education” pp. 29-50 for Sunday Feb 13</p>
SUN		
TUES		
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>Cont. Read: <i>Thriving...</i> Ch 2 Liberal Arts Choose: Topic for CIP Buy: CR <i>The Giver</i> by Lois Lowry Pre-Read: <i>The Giver</i> Ch. 1-2 for Sunday Feb 20</p>
SUN		
TUES		
THURS		
Week 3 Feb. 20-24	<p><i>Thriving...</i> Ch 2 Liberal Arts cont. & 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>Read: <i>Thriving...</i> Ch. 13: Psychological Wellness pp. 313-329 Pre-Read: <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.</p>	<p>Cont. Read: <i>Thriving...</i> Ch 13 Psychological Wellness Create: A basic outline of your Narrative speech Pre-Read: <i>The Giver</i> Ch. 6-7 for Sunday March 13</p>

	Delivery Skills (vocal variety, eye contact, facial expressions, hand gestures, and body language), Basic Outline Structure of a Speech CR: Theme & Plot, Ch. 3-5	
SUN		
TUES		
THURS	Narrative Outlines DUE	
Week 5 Mar 13-17	<i>Thriving...</i> Ch. 13: Psychological Wellness cont. <i>Thriving...</i> Ch. 8: Higher Level Thinking Skills: Critical & Creative Thinking CIP Speech #1 DUE CR: Theme (Connections & Family) & Plot, Ch.6-7	Complete: <i>Thriving...</i> Ch. 13 Agenda Read: <i>Thriving...</i> Ch. 8 pp. 177-194 Submit: Informative script to Moodle Pre-Read: <i>The Giver</i> Ch. 8-10 for Sunday March 20
SUN	Informative Script DUE to Turn It In on Moodle	
TUES		
THURS		
Week 6 Mar 20-24	<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	CIP: Choose someone to interview for Informative speech and set up an interview date Study for: Quiz #1 next week
SUN		
TUES		
THURS		
Week 7 Mar 27-31 Midterms	<i>Thriving...</i> Ch. 8 Higher Level Thinking Skills cont. CR: Theme & Plot, Ch. 8-10 cont. Quiz #1 CIP: Conducting research; How to create a formal speech outline	Begin: Research for CIP, make Library appointment Work on: Informative Speech Outline Pre-Read: <i>Thriving...</i> Ch. 9 Social and Emotional Intelligence pp.201-220 for Sunday April 3 Pre-Read: <i>The Giver</i> Ch. 11-13 for Sunday April 3
SUN		
TUES		
THURS	Quiz #1: <i>Thriving...</i> Ch. 2; 13, & 8; <i>The Giver</i> Ch. 1-10	
Week 8 April 3-7 Ramadan	<i>Thriving...</i> Ch. 9: Social & Emotional IQ CR: Theme & Plot, Ch. 11-13	Practice: Informative speech, Script DUE Pre-Read: <i>The Giver</i> Ch. 14-16 for Sunday April 10

	CIP: How to create a formal speech bibliography	
SUN	Submit speech script to Turn It In on Moodle	
TUES		
THURS		
Week 9 April 10-14	<i>Thriving...</i> Ch. 9: Social & Emotional IQ cont. CR: Theme & Plot, Ch. 14-16 CIP: Informative Speech Presentations DUE	Submit: Informative script, and bibliography to Moodle Pre-Read: <i>The Giver</i> Ch. 17-19 for Sunday April 17
SUN	Informative Speech, outline, bibliography, and script DUE	
TUES		
THURS		
Week 10 April 17-21	<i>Thriving...</i> Ch. 9: Social & Emotional IQ cont. CR: Theme & Plot, Ch. 17-19 CIP: Intro to Speech #3 Persuasive Presentations (persuasive vocabulary)	CIP Research: Solutions for your issue (AUK Library) Pre-Read: <i>Thriving...</i> Ch. 10 "Diversity" pp.225- for Sunday April 24 Pre-Read: <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	Contact for CIP: Local organization, cont. research Pre-Read: <i>The Giver</i> Ch. 21-23 for Sunday May 8 Study for: CR Quiz #2
SUN		
TUES		
THURS		
May 1-5	Eid Al-Fitr – University Closed	
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	CIP Interview/Volunteer: at local organization, Research and choose a counter argument, Outline Full speech Study for: Quiz #2
SUN		
TUES		
THURS	CIP Outlines DUE	
Week 13 May 15-19	Ch 10. Diversity, cont. CIP: Speech #3, script Quiz #2	CIP: Write script
SUN		
TUES		
THURS	Quiz #2: <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 speech script to Turn It In on Moodle	
Week 15 May 29- June 2	CIP: Outline/Bibliography/ Practice	Practice: Persuasive Presentations, complete outline/bibliography
SUN		
TUES		
THURS	Persuasive Presentations: final outlines, bibliographies, and scripts DUE/ <i>Last day of classes</i>	
Week 16 June 5-9	Finals – no classes	
SUN		
TUES		
THURS		
June 12	Grades Due by 9am	
June 13	Grades Available to Students at 4PM	
June 19	Summer Session Begins	

UNIV 110 Community Involvement Project

You will become involved with one local issue in our community. The objective of this assignment is twofold. First, each speech will focus on different presentation skills that will benefit you in each of your courses in college and beyond. These skills build upon each other sequentially. Second, you will be introduced to the concept and implementation of service learning. That is, learning that involves helping out in our local community.

The class will brainstorm different social issues that exist in Kuwait, and you will choose one that you have some experience with or exposure to. Then ALL your speeches and research (see below) will be related to that issue. Therefore, you must choose carefully. **This project is worth 30% of your course grade.**

Each speech must show evidence of information you have read from our textbook and/or the common reader. You may use comparison and/or contrast of your information and that of the textbook and/or common reader. For example, how does the issue you have chosen relate to what you learned about the liberal arts and general education?

For the 1st speech, you will give a **Narrative** story (3-4 minutes) of your own experience with/or exposure to the local issue you have chosen. Storytelling can be a very powerful tool because people connect to the emotions in stories. The focus of this assignment will be on how to tell a story: beginning, middle, end; including the setting and characters; how to build up to the story climax; and adding description by including the 5 senses to help you paint a picture of the story with your words. It will also focus heavily on the delivery skills of vocal variety, eye contact, facial expressions, hand gestures, and body language. The narrative speech is worth 5% of your course grade.

DUE Date: March 13, 2022

The second speech will be **Informative** (4-6 minutes) where you need to research your chosen issue. Your research must include an interview with someone directly affected by that issue. Through this, you will learn how to form open-ended questions to keep the interviewee talking. This will also help you dramatically in your classroom discussions. Your research must also include an AUK Library peer-reviewed article on the subject. This will introduce you to our AUK Library resources early on, and you can get extra credit if you attend an appointment with a Librarian to help you with your research. Your presentation will be purely informative and will focus on how to properly include research into a basic presentation structure of introduction, body, and

conclusion. The informative speech is worth 10% of your course grade. **DUE Date: April 10, 2022**

In the final Persuasive speech (5-7 minutes), you will have to combine a narrative story and information for the purpose of persuading but will focus on solutions to the problem. Your research must include actually going to an organization that is working to help this issue, interviewing someone there, and finding out what activities students could get involved in with that organization. You should take part in an activity the organization is doing (i.e. a beach clean-up for environment issue, volunteering at an animal shelter for animal rights, etc.). You need to take photos of you doing that activity and use them in your presentation. Additionally, you need to include a peer-reviewed article from the AUK Library and should include research from local newspaper articles on the subject. You will learn the structure of a persuasive speech where you need to state what the problem is (informative), describe how it is affecting the society negatively (including the narrative of either yourself or a person affected by it), come up with one or two solutions to the problem that other students can implement (discussing/showing what activity you did and which organization is working on the issue), and include a counter argument and refutation. The persuasive speech is worth 15% of your course grade. **DUE Date: June 2, 2022**

You will need to record your speeches in one go from start to finish without any edits. You must also place your camera so that your whole body is visible. You should demonstrate what you have learned about delivery skills. Make sure that you can be seen and heard clearly in the video. You may use PowerPoint, Canva, Prezi, etc. for the informative and persuasive speeches, but you must also be visible. PowerPoints must not be your written speech. You may use only key words and phrases. Visuals are encouraged.

For each assignment, you are required to submit an outline of your speech at least one week before the speech is due. Outlines must follow MLA format. Outlines are graded for content, completeness, and correctness. Check the rubric for more information.

For each assignment, you are required to submit the written speech to Turn It In on Moodle. Your paper must follow MLA format. The script is not graded. However, if you receive a similarity report of greater than 25%, you must put the text that is highlighted in red into your own words until your similarity is at 25% or below. Your oral speech should match as close as possible to the written one. Make sure that by changing the words, you maintain the same meaning. I recommend scheduling an appointment with the Writing Center if you have more than 25% similarity for help in correctly paraphrasing the material. **Any speech with a similarity above 25% will receive a zero.** Therefore, I highly recommend you submit it at least one week in advance of your presentation due date to give yourself time to fix any plagiarism that shows up in the system. You are free to fix any similarity greater than 25% if it is done BEFORE the due date. **After the due date, changes will no longer be accepted.**

SPRING 2022 Schedule *		
Week	Odd University ID numbers (ending with 1, 3, 5, 7, 9) For example: S00012345	Even University ID numbers (ending with 0, 2, 4, 6, 8) For example: S0003456
February 9-17	Online (All Students)	

February 20-24	On-campus	Off Campus: Online study only
February 27 – March 3	University Closed (National Liberation Days - Prophet's Ascension - Spring Break)	
March 6-10	Off Campus: Online study only	On-campus
March 13-17	On-campus	Off Campus: Online study only
March 20-24	Off Campus: Online study only	On-campus
March 27-31	Midterm Exams – on campus	Off Campus-Asynchronous instruction
April 3-7	Off Campus-Asynchronous instruction	Midterm Exams – on campus
April 10-14	On-campus	Off Campus: Online study only
April 17-21	Off Campus: Online study only	On-campus
April 24-28	On-campus	Off Campus: Online study only
May 1-5	University closed (Eid El-Fitr)	
May 8-12	Off Campus: Online study only	On-campus
May 15-19	On-campus	Off Campus: Online study only
May 22-26	Off Campus: Online study only	On-campus
May 29 – June 2	On-campus	Off Campus: Online study only
June 5-9	Final exams -On Campus (All Students)	
*Schedule is subject to change per Private Universities Council decisions		
Online Classes will be held in real time, i.e. synchronously, according to class schedule. Moodle , the university's mandated learning management system (LMS) is the main gateway to access online classes at AUK.		

UNIV110: Assignment Sheet for Informative Speech

Grade: 10% of course grade

Due Date: Sunday, 10 April 2022

Length: 4-6 minutes

Grading: See accompanying outline and rubric at end of document

Background:

A major learning outcome of the UNIV110: University, Community and Citizenship course is to identify various social issues within our community. We are reading a novel, *The Giver*, to analyze a fictional utopian society to better understand our own society and community. Your

presentation will be purely informative and will focus on how to properly include research into a basic presentation structure of introduction, body, and conclusion.

Task:

Give a three-four-minute speech informing the audience of a social issue you feel impacts our society. Provide your audience with a clear understanding of how and why this is a social issue in Kuwait and why it needs to be addressed. Educate your audience on this issue through informal and formal evidence of facts; i.e., current conditions through observation and/or current statistics or facts based on more formal research. Your research must include an interview with someone directly affected by the issue. End with the consequences that this issue has on our society/community/country.

Method:

You will film yourself in one recording (no editing) giving the speech while standing (must be visible from waist to top of head). Use good delivery skills while speaking. You may use PowerPoint, Canva, Prezi, etc. for the speech, but you must also be visible. Slides must **not** be your written speech. You may use only key words and phrases. Visuals are encouraged.

Sources:

You will need at least three individual sources as “evidence” to support your claims. You must include one interview of a person directly affected by this issue, a local newspaper article, and one peer-reviewed journal article from the AUK library databases. Additionally, you must include information about the local organization you volunteered with (include contact information as well). You also need to include either our textbook and/or common reader showing how the issue is related to it/them. For example, many social issues may be a result of a logical fallacy. Therefore, using higher level thinking could provide possible solutions. Or it may result from a lack of social-spatial awareness or a lack of open-mindedness. Therefore, educating others on a more informed way of thinking, such as using multiple dimensional perspectives, could also provide possible solutions. You may include additional credible Internet sources (no Wikipedia).

Originality:

Your speech must be your own work and cite sources appropriately. You will submit your outline and bibliography for grading ahead of time. You also must submit your written speech (no grade) to Turn It In on Moodle. If you receive a similarity report greater than 25%, you must put the text into your own words until your similarity is at 25% or below. Your oral speech should match as close as possible to the written one. Make sure that by changing the words, you maintain the same meaning. **Any speech with a similarity above 25% will receive a zero.** You are free to fix any similarity greater than 25% if it is done BEFORE the due date. After the due date, changes will no longer be accepted.

Pro tips: Schedule an appointment with an AUK Librarian to get expert advice and identify the three sources. Extra credit will be given to those who schedule an appointment. You will get 2% extra credit. You can also make an appointment with the Writing Center for help on how to organize your research and make sure that your speech is persuasive and paraphrased correctly to avoid plagiarism. This appointment can be used to fulfill the HSE requirement for the WTC.

Outline of Informative Speech

I. Introduction

- A. Attention Getter - In this section of your speech, capture the attention of your audience – related to your topic.

- B. Include Background Information – Add any information needed, such as definitions of complicated terms (optional).
- C. Include a Thesis Statement
 - 1. State the social issue by explaining it and showing why it is a social issue in Kuwait.

II. Body

- A. Provide solid evidence of where and when the social issue can be seen in our society.
- B. Explain what the societal consequences are that (may) result from it.
 - 1. Include information from an interview of someone directly affected by the issue.
 - 2. Explain how or why it has a negative impact on the lives of some or all residents and/or citizens in Kuwait. In other words, who does this social issue affect and how?
 - 3. Draw a comparison and/or contrast of this issue in relation to information found in the course textbook and/or common reader.

III. Closing

- A. Signal the end of your speech
- B. Summarize your main points or restate your thesis.
- C. Use a quote or statistic at the end of your speech to make the audience contemplate the importance of this issue.

Informative Speech Rubric for UNIV110
Student Name/ID:

Spring 2022

Score: (total 40pts)

	Needs Remediation (0-2)	Almost Competent (3)	Competent (4)	Proficient (5)	Points
DELIVERY					
Speaking Quality and Body Language	Could not clearly understand the words, talked too quickly or too slowly, tone of voice was inappropriate for the setting. No facial expressions or many distracting gestures and/or body language. Grammar is unacceptable for this level.	Spoke clearly and with appropriate speed and tone of voice with some hesitation and fillers. Some eye contact. No facial expressions or some distracting gestures. No body language or distracting movements. Grammar does not meet expectations for this level.	Used nice voice quality and speed, made connections with the audience, and spoke very clearly. Made eye contact and showed expressions and some gestures while speaking. Included appropriate body language. Grammar is appropriate for this level.	Excellent voice quality, tone, and speed. Made excellent connections with audience. Excellent, even eye contact throughout. Facial expressions and gestures were natural and appropriate to the material. Involved effective body language. Grammar is above average for this level.	
Adhered to Time Limit	Less than 3 or over 7 minutes	4 minutes	5 minutes	6 minutes	
CONTENT x 2	(0-4)	(5-6)	(7-8)	(9-10)	
Preparation	No evidence of preparation or practice. "Winging it." Assignment directions were not followed and/or you had trouble with assignment's objectives;	Little preparation and practice evident; limited understanding of directions and assignment objectives.	Preparation and practice were evident; all parts of the assignment were addressed with adequate supporting details; and directions were followed correctly.	Preparation and practice were clearly evident; All parts of the assignment were addressed with insightful supporting details. Directions were followed, going above and beyond in preparation for presentation.	
Content	Topic needs development; weak or no supporting details included. Language usage is not interesting; barely addressed the prompt or assignment objectives not fully met.	Social issue not clearly defined or explained; Limited or weak evidence or examples provided; and/or limited connection to our society was presented.	Social issue was clearly defined and explained; Evidence was provided to inform audience on how/why issue affects society.	Social issue was clearly defined and explained in detail; Strong evidence was provided giving audience solid reasoning as to how/why issue affects society; Fulfilled the assignment creatively with reflection and critical thinking.	
Organization of Information	No overall organizational pattern evident. Thoughts seemed	Organization and topic focus needs work and/or did not have clear introduction,	Clear organizational pattern. Good introduction, body and closing;	The presentation had a strong beginning, middle, and end with appropriate transitional	

	random and disconnected, at times leaving audience confused.	body or closing. Audience had trouble following information and/or all parts of the assignment were not addressed	audience had no trouble following information provided; addressed all components of the assignment	words. Signposts, attention getter, and conclusions were used; engaging for audience throughout.	
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Grade: 5% of course grade

Due Date: Sunday, 13 March 2022

Length: 3-4 minutes

Grading: See accompanying outline and rubric at end of document

Background:

A major learning outcome of the UNIV110: University, Community and Citizenship course is to identify various social issues within our community. You will choose a social issue that you feel is important and is one that you have some experience with or exposure to. The focus of this assignment will be on how to tell a story. It will also focus heavily on the delivery skills of vocal variety, eye contact, facial expressions, hand gestures, and body language.

Task:

You will give a 3-4-minute Narrative speech that is a story of your own experience with/or exposure to the local issue you have chosen. Your speech must have a clear beginning, middle, and end. You need to include the setting and characters of the story; build up to the story climax; and add description by including the 5 senses to help you paint a picture of the story with your words. Additionally, you will need to demonstrate good speech delivery skills (voice, expressions, gestures, and body language).

Method:

You will film yourself in one recording (no editing) giving the speech while standing. (You must also place your camera so that your whole body is visible. You should demonstrate what you have learned about delivery skills. Make sure that you can be seen and heard clearly in the video. You may **not** use any presentation software for this speech.

Originality:

Your speech must be your own work and cite sources appropriately. You will submit your outline for grading ahead of time. You also must submit your written speech (no grade) to Turn It In on Moodle. If you receive a similarity report greater than 25%, you must put the text into your own words until your similarity is at 25% or below. Your oral speech should match as close as possible to the written one. Make sure that by changing the words, you maintain the same meaning. **Any speech with a similarity above 25% will receive a zero.** You are free to fix any similarity greater than 25% if it is done BEFORE the due date. After the due date, changes will no longer be accepted.

Pro tips: You can make an appointment with the Writing Center for help on how to organize your speech. This appointment can be used to fulfill the HSE requirement for the WTC.

Outline of Narrative Speech

IV. Introduction

- D. Attention Getter - In this section of your speech, capture the attention of your audience – related to your topic.
- E. Include Background Information – Any information the listener needs to know **before** you start your story.
- F. Include a Thesis Statement
 - 2. State what the social issue is and how you are connected to it.

V. Body

- A. Exposition
 - 1. Introduce the characters (the people involved)
 - 2. Introduce the setting (time and place)
 - 3. Introduce the conflict or problem caused by the social issue
- B. Rising Action
 - 1. Explain how the conflict begins to affect the characters
 - 2. Explain how the problem complicates the lives of the characters
- C. Climax
 - 1. Explain how the conflict/problem is faced during the most dramatic event of the story
- D. Falling Action
 - 1. Show how the action slows down
 - 2. Show the results of the climax
- E. Resolution
 - 1. The story is tied up and concluded

VI. Conclusion

- D. Signal the end of your speech
- E. State what you learned from this experience.
- F. Use a quote or statistic at the end of your speech to make the audience contemplate the importance of this issue.

Narrative Speech Rubric for UNIV110
Student Name/ID:

Spring 2022

Score: (total 40pts)

	Needs Remediation (0-2)	Almost Competent (3)	Competent (4)	Proficient (5)	Points
DELIVERY					
Speaking Quality and Body Language	Could not clearly understand the words, talked too quickly or too slowly, tone of voice was inappropriate for the setting. No facial expressions or many distracting gestures and/or body language. Grammar is unacceptable for this level.	Spoke clearly and with appropriate speed and tone of voice with some hesitation and fillers. Some eye contact. No facial expressions or some distracting gestures. No body language or distracting movements. Grammar does not meet expectations for this level.	Used nice voice quality and speed, made connections with the audience, and spoke very clearly. Made eye contact and showed expressions and some gestures while speaking. Included appropriate body language. Grammar is appropriate for this level.	Excellent voice quality, tone, and speed. Made excellent connections with audience. Excellent, even eye contact throughout. Facial expressions and gestures were natural and appropriate to the material. Involved effective body language. Grammar is above average for this level.	
Adhered to Time Limit	Less than 2 or over 4 minutes	2 minutes	3 minutes	4 minutes	
CONTENT x 2	(0-4)	(5-6)	(7-8)	(9-10)	
Preparation	No evidence of preparation or practice. "Winging it." Assignment directions were not followed and/or you had trouble with assignment's objectives;	Little preparation and practice evident; limited understanding of directions and assignment objectives.	Preparation and practice were evident; all parts of the assignment were addressed with adequate supporting details; and directions were followed correctly.	Preparation and practice were clearly evident; All parts of the assignment were addressed with insightful supporting details. Directions were followed, going above and beyond in preparation for presentation.	
Content	Did not include a social issue and/or a story. Language usage is not interesting; barely addressed the prompt or most assignment objectives not met.	Social issue may not be clearly related or is confusing; a story was told but lacked description or may not have included all components of the assignment.	Related to the social issue; a descriptive story was told; fulfilled all components of the assignment.	Relation to the social issue was clear; a powerful and descriptive story was told that affected the emotions of the audience; fulfilled the assignment creatively with reflection and critical thinking.	
Organization of Information	No overall organizational pattern evident. Thoughts seemed random and disconnected, at times leaving audience confused.	Organization and topic focus needs work and/or did not have clear introduction, body or closing. Audience had trouble following information and/or all parts of the assignment were not addressed	Clear organizational pattern. Good introduction, body and closing; audience had no trouble following information provided; addressed all components of the assignment	The presentation had a strong beginning, middle, and end with appropriate transitional words. Signposts, attention getter, and conclusions were used; engaging for audience throughout.	