High Impact Practices in the Freshman Year:  
A Guide to Designing Freshman Year Courses

"The illiterate of the future are not those that cannot read or write. They are those that cannot learn, unlearn, relearn."

Alvin Toffler
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INTRODUCTION

This Guide introduces a systematic process for designing Freshman Year (FY) and Core Curriculum courses. It is the product of the Task Force for the Freshman Year and Core Curriculum appointed by the Provost in Fall 2011 to envision and re-design the freshman year for AUC students so that the following become more efficient, integrated and effective:

- Academic mentoring
- Liberal arts exposure
- English communication skills
- Critical thinking

Section I of this Guide consists of introductory comments and the rationale for the re-design of the Freshman Year and Core Curriculum courses. This is followed by the FY vision, mission statement, core values, and strategic goals, all of which reflect the philosophy underpinning the re-design of FY courses. Section II of the Guide presents (a) the general learning outcomes for the Freshman Year, (b) the specific student learning outcomes to be addressed in the courses, and (c) suggested pedagogies. Section III contains an overview of the FY structure and the process for developing or refining FY courses and resources intended to aid course designers in ensuring that their course syllabus addresses the intended student learning outcomes. These materials and appendices include sample syllabi, syllabus templates and guidelines for course development or re-design. Finally, the Guide provides online resources relating to high impact practices useful for achieving successful effective student learning in FY courses.
SECTION I

RATIONALE FOR THE VISION AND RE-DESIGN OF FY COURSES

The purpose of envisioning and re-designing the FY and Core Curriculum courses was to address several concerns expressed by faculty. The main concern is that too many students entering their major study lack the communication skills (i.e., reading and writing skills) and critical thinking skills to meet the requirements deemed by faculty as essential to success in university work. Faculty have also complained that students entering major study do not know how to use and cite sources properly, nor do they have the ability to construct a logical argument based on proper use of evidence. In other words, too many students are being moved on to higher-levels of study without having acquired the necessary basic academic skills.

In order to address the problem of preparing students for university work in their major, the Freshman Year and Core Curriculum Task Force created a vision statement, a mission statement, a set of core values, and five strategic goals for the Freshman Year. These align with the AUC Mission, Vision, Values, and Learning Outcomes and are intended to provide students with a more effective and successful freshman year experience.

After some preliminary work had been done, the Task Force began to design a new framework, based on a two-semester year for the completion of most primary level courses. As a final step, learning outcomes in the crucial areas of critical and creative thinking skills, and five communication skills (oral, writing, critical reading, teamwork, and information literacy skills) were identified for use in designing new core courses.

The overarching metaphor encompassing the vision, mission, core values, learning outcomes, and the framework for students' Freshman Year is the concept of AUC as a “City of Learning” in the 21st century.

FY VISION

Our vision is to foster, through collaborative institutional effort, a broad, intellectually engaging learning experience in the Freshman Year. It is during this time that students develop life-long commitments to learning, research and service, and competencies in effective communication, critical thinking, and ethical discernment in diverse, multi-cultural environments.

FY MISSION STATEMENT

Utilizing a liberal arts curriculum, the Freshman Year at the American University in Cairo (AUC) exposes students to a broad range of ideas across disciplines, enhances their critical thinking and communication skills, and introduces them to the core values of intellectual and personal integrity, civic responsibility, and respect for diversity. These goals are accomplished by engaging student curiosity through active
and discovery-based approaches, meaningful and stimulating intellectual encounters, and a multi-cultural learning environment that expands beyond the walls of the classroom. Students also gain an awareness of their abilities and interests, allowing them to make effective academic and lifelong choices. The curriculum for the Freshman Year is designed to instill in students a passion for learning and a sense of identity as a citizen of the region and the global community.

**FY CORE VALUES**
The following core values underpin all academic and co-curricular programs and activities that support students in their Freshman Year:

- **Self-expression**
  Having the self-awareness, confidence, and ability to articulate clearly and respectfully one's own thoughts, ideas and opinions both orally and in writing. Self-expression also includes listening to others openly and respectfully.

- **Independence**
  Taking responsibility for one’s decisions, learning, actions, obligations, and successes. AUC students should display independence as they make academic and extracurricular choices, complete assignments, and acquire self-management and interpersonal skills.

- **Integrity**
  Consistently being trustworthy, honest and fair. Every AUC student should exhibit integrity in academic work, in extracurricular activities, and in his/her engagement with the wider community.

- **Intellectual curiosity**
  Developing the desire to know, the courage to question, and the willingness to invest time and energy into learning more about ideas and the world. Intellectual curiosity is the driving force behind creativity, innovation, problem solving, and scholarly research.

- **Civic Engagement**
  Having an understanding of social complexities, the ability to critically reflect on civic identity and realities, and a commitment to serve others at AUC, in the Egyptian community, and throughout the world. AUC students should exhibit empathy and concern for peers, faculty, and the community; engage in an atmosphere of collaboration and respect for diversity; and demonstrate awareness of ethical concerns.
FY STRATEGIC GOALS
The following are five strategic goals identified by the Freshman Year and Core Curriculum Task Force as necessary for achieving the mission and the vision of the Freshman Year:

1. The FY Program provides a uniform philosophy linked to a structured, integrated and collaborative curriculum that builds students’ skills and competencies.
2. The FY Program introduces students and their parents to the benefits of the intellectual and social environment of a liberal arts education.
3. The FY Program equips students with written and oral communication skills and prepares them to transfer these skills to content courses so that they are able to manage assignments in their majors.
4. The FY Program enhances critical thinking and decision-making skills and their application in a variety of disciplines allowing students to make effective academic and lifelong choices.
5. The FY Program fosters civic responsibility, personal and academic integrity, and appreciation of diversity.
SECTION II

FY GENERAL LEARNING OUTCOMES
The Freshman Year curriculum program, along with specific co-curricular activities, is designed to lay a strong foundation to be acquired by students by the end of their first year at AUC for the following general learning outcomes. These student-learning outcomes will be subsequently reinforced and built upon within the disciplines throughout each student’s educational career at AUC.

By the end of the FY, students will have the ability to:

- think critically (analyze, synthesize, evaluate, create);
- read critically (comprehend, respond, evaluate, connect);
- express themselves in writing (analysis, argument, research, citation);
- express themselves orally (class discussions, presentations);
- utilize information literacy skills (research, source evaluation, acknowledgement of sources);
- work effectively in teams (respect, negotiation, division of labor).

Articulating these learning outcomes and their distinctive incorporation in all FY courses will help to raise faculty and student awareness of the need for these skills beyond university, as a part of lifelong learning habits extending farther than the undergraduate years.

FY SPECIFIC LEARNING OUTCOMES: FIRST SEMESTER
By the end of their first semester, students will have the ability to:

Critical thinking
a) engage in self-discovery and become aware of one’s own strengths and interests;

b) ask pertinent questions;
c) differentiate between facts and opinions;
d) accurately summarize information;
e) identify different elements or component parts in a variety of genres of texts and/or experiences;
f) identify evidence-conclusion relationships (develop rational arguments);
g) analyze and evaluate arguments, explore options and draw conclusions;
h) evaluate one’s own performance individually and on a team;
i) present a scientific argument based on various sources.

Writing
a) write analytically for a variety of contexts showing an awareness of audience and using appropriate persuasive strategies;
b) formulate original and logical arguments with appropriate supporting evidence;

c) write original responses to texts, a situation, or an idea;

d) integrate at least 5-8 sources into an essay;

e) demonstrate an understanding of the writing process by incorporating feedback from one draft to another;

f) respond to short, college-level, analytical assignments using appropriate voice, structure and style.

Critical reading
a) appreciate the value of reading in a variety of genres, including sources
b) articulate responses and personal interpretations of a text;

c) summarize the main points/arguments/counterarguments of readings with major supports;

d) identify inferred meanings and implications of an argument or work of fiction;

e) recognize missing elements/limitations of a text or argument;

f) identify distinctive elements of a writer’s style, including use of words and language, as well as appeals to emotion, logic, and ethics.

Oral skills
a) contribute effectively to class discussions;

b) give short presentations about research done, texts read, or papers written;

c) present cogent arguments and contribute to rebuttals in debates supported by substantive and reliable information.

Information literacy
a) determine the extent and nature of information needed;

b) access information efficiently and effectively;

c) integrate and use information to accomplish a specific purpose, demonstrating understanding of cultural, ethical, social, legal and economic issues surrounding the use of information;

d) explain the AUC academic integrity policy in order to recognize and value ethics in an academic environment;

e) utilize techniques to avoid plagiarism;

f) locate books and other materials in the library collection in order to understand the organization and availability of resources;

g) navigate the library website in order to efficiently access library materials;

h) identify keywords and synonyms in order to conduct efficient and flexible searches;

i) analyze websites in order to identify the most relevant and credible online resources.
Working in teams
   a) employ effective skills for effective group processes, such as holding themselves and others accountable and employing problem-solving strategies;
   b) give and receive feedback in planning and managing presentation tasks;
   c) create group cohesion by being open, trustful, supportive and respectful.

FY SPECIFIC LEARNING OUTCOMES: SECOND SEMESTER
By the end of their second semester, students will have the ability to:

Critical thinking
   a) relate skills and knowledge between one course and another;
   b) brainstorm new ideas and transform ideas/work into something new (creative thinking);
   c) draw conclusions based on research findings;
   d) explore academic and career options and assess relevance to their interests and strengths;
   e) apply the critical thinking skills of analysis, synthesis, and evaluation to their own research in a variety of contexts and courses;
   f) generate original or creative solutions to complex problems.

Writing
   a) formulate research questions or hypotheses;
   b) organize sources on research topics in the form of a literature review;
   c) conduct primary or secondary research to suggest answers to research questions.

Critical reading
   a) evaluate main ideas and supports from a variety of academic books, articles, and other texts such as non-print media;
   b) articulate relationships between and among texts and other knowledge;
   c) infer and identify the author’s purpose, audience, tone, and other stylistic elements;
   d) evaluate the strengths and weaknesses of an argument and of a research article.

Oral skills
   a) contribute to and occasionally lead class discussions;
   b) organize presentations on research findings, inter-textual threads and themes;
   c) deliver well-organized, logical, and informative presentations that demonstrate the ability to synthesize information from a variety of sources.

Information literacy
   a) demonstrate the ability to narrow or broaden a topic in order to choose appropriate and research topics and questions;
b) critically read and evaluate information;
c) determine which databases are most appropriate to use for stated purposes;
d) describe the ways academic research is conducted in different fields and the methods and resources used in order to better understand the structure of academic disciplines;
e) select information appropriate to needs;
f) correctly cite sources, in order to create lists of references and avoid plagiarism;
g) build search statements using keywords and search connectors in order to find the most relevant results within databases;
h) distinguish between popular and scholarly periodicals, as well as primary and secondary documents in order to select the most appropriate resources for research.

Working in teams
a) demonstrate willingness and ability to work cooperatively with others;
b) understand and undertake specific roles on a team;
c) take responsibility for contributing to presentations/performances and products.

FRESHMAN YEAR PEDAGOGIES

In the new FY framework, teaching methodologies that encourage deep learning, active engagement, reflection, learning transfer, and integration are encouraged in all courses. Example pedagogies include the following:

a. Discussion-based seminar courses with student debates and presentations
b. A Reading Ladders Approach, which sequences the difficulty of texts
c. Active learning/student centered tasks and activities
d. Lectures/TED Talks with associated active learning component
e. Project-based learning
f. Community-based learning
g. Experiential learning
h. Portfolios/E-Portfolio
i. Collaborative learning and team work
SECTION III

Freshman Year Course Requirement Overview

The Freshman Year Program aims to offer students a coherent, integrated introduction to one of the defining features of AUC: liberal arts education. In addition, the Program equips students with communication skills in English and enables them to transfer these skills to content courses so that they are prepared to cope with assignments in their majors, and enhances critical thinking skills and their application in a variety of disciplines. Finally, FY courses aim to help students think with clarity and insight about themselves, their goals and the decisions they face, and to foster their civic responsibility, personal and academic integrity, and appreciation of diversity.

For students entering AUC in the 2013-14 academic year, the Freshman Year Program consists of the following requirements: In their first semester, students begin as members of a “learning community:” small groups of students taking two closely linked classes together, a Rhetoric class (RHET 10XX) and a multidisciplinary seminar (CORE 10XX), that work in tandem to develop and enhance the reading, writing, critical thinking and general academic skills needed for success throughout study at AUC. The Program also includes six other required courses to be taken over the first three semesters: a second RHET course in research skills and writing, Scientific Thinking, Philosophical Thinking, Information Literacy, and two “Scientific Encounters” or “Culture and Society” courses.
Freshman Year Program Requirements:

**FY Requirements**
- RHET 1010/CORE 1010 tandem (6 Cr)
- RHET 1120 (3 Cr)
- Scientific thinking (3 Cr)
- Philosophical thinking (3 Cr)
- Information literacy LALT (0 Cr)

**Scientific Encounters and Culture and Society**
(1ry level CORE)
- Scientific Encounters: Natural Science and Quantitative Reasoning (3 Cr plus 1 lab credit)
- Culture and Society: Cultural Encounters and Creative Connections (3 Cr)

**FY Course Requirements**
- RHET 1010/CORE 1010 Tandem (6 Credits)
- RHET 1120 (3 Credits)
- Scientific thinking (3 Credits)
- LALT (0 Credits)
- Philosophical Thinking (3 Credits) (3rd semester onwards)

**FY Courses**

**Scientific Encounters**
(3 credit hours plus 1 lab credit)

### EXAMPLES OF CURRENT SCIENTIFIC ENCOUNTERS OFFERINGS

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<th>Course</th>
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<td>BIOL 102 &amp; SCI 150L</td>
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<td>BIOL 103</td>
<td>Introductory Biology</td>
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<td>BIOL 104</td>
<td>The Unity of Life</td>
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<td>BIOL 105</td>
<td>Diversity of Life</td>
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<tr>
<td>CHEM 103 &amp; SCI 150L</td>
<td>Chemistry and Society (for students with no chemistry background)</td>
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<tr>
<td>CHEM 104 &amp; SCI 150L</td>
<td>Man and the Environment</td>
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<tr>
<td>CHEM 105 &amp; SCI 150L</td>
<td>General Chemistry I</td>
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<tr>
<td>PHYS 100 &amp; SCI 150L</td>
<td>Physics for Poets (for students with no physics background)</td>
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<td>PHYS 199 &amp; SCI 150L</td>
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<td>Science and Technology of Ancient Egypt</td>
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<td>SCI 109 &amp; SCI 150L</td>
<td>Exploration of the Universe</td>
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<td>SCI 240 &amp; SCI 150L</td>
<td>Chemistry, Art and Archaeology</td>
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<td>SCI 250 &amp; SCI 251L</td>
<td>Introduction to Geology</td>
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<td>MACT 112 &amp; SCI 150L</td>
<td>Statistical Reasoning</td>
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<td>MACT 199 &amp; SCI 150L</td>
<td>Selected Topic for Core Curriculum</td>
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Culture and Society

Students choose one course. Note: The course taken to fulfill the Humanities / Social Science requirement at the Secondary Level must be from a department other than the one offering the course taken to meet the Culture and Society requirement, and should be from a different discipline. The following list is representative: for an updated list of available courses, please see the Core Curriculum webpage [http://www.aucegypt.edu/academics/undergrad/core/Pages/default.aspx](http://www.aucegypt.edu/academics/undergrad/core/Pages/default.aspx) or contact the Core Office.) Most students will complete these requirements in their first three semesters.

EXAMPLES OF CURRENT CULTURE AND SOCIETY

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<td>World Cultures</td>
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<td>HIST 111</td>
<td>Big History for Freshmen</td>
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<td>HIST 112</td>
<td>Truth or Fiction: History and Historical Fiction</td>
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<td>HIST 114</td>
<td>A History of Modern Imperialism</td>
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<td>HIST 122</td>
<td>Words That Made History: Great Speeches of the 20th Century</td>
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<td>Reading Philosophy</td>
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<td>SEMR 123</td>
<td>Celebrating Ideas: A Voyage Through Books, film, Art and Theater</td>
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<td>SEMR 199</td>
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<td>THTR 130</td>
<td>The World of the Theatre</td>
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<td>EGPT 199</td>
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<td>POLS 101</td>
<td>Introduction to Political Science</td>
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<tr>
<td>SOC 199</td>
<td>Selected Topics for Core Curriculum</td>
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THE FY FRAMEWORK

First Semester: Navigating the City for Learning

Key areas of focus:
Transition from high school teaching and learning to the more demanding, rewarding and responsible atmosphere of learning in a university. Forging new identities through self-discipline and independence, but at the same time building a sense of community among the entering freshman cohort.

Key questions:
Who am I? How do we build our identities? How will a liberal arts education at AUC contribute to our identities as adults?
Learning and Thinking Skills Emphasis: Analysis, Synthesis, Evaluation

Key activities:
- Liberal arts lectures integrated with course work will be developed; students will attend FYE activities and presentations on registering for classes, academic concerns of students, and related topics.
- Participation in a new Citizenship Institute, developed by the Office of Student Development.

Typical First Semester (16 credit hours total):
- 9-13 credits Freshman Core courses
  - 6-credits: RHET 1010 PLUS CORE 1010 “Freshman Writing Seminar” – a “learning community” experience.
  RHET 1010 and CORE 1010, taught in tandem to the same group (of about 18) students, together represent a single theme-based writing-intensive course, which combines former RHET 101/102 (focusing on analysis/argument) with a small seminar course, modeled on existing classes such as such as SEMR 111 The Human Quest, and SEMR 112 Who Am I?
  - 3-4 credits: “Scientific Encounters” or “Culture and Society” Course (Discipline-based course, with lab, taught by full-time faculty of SSE for
Second Semester: Connecting to the World

Key areas of focus:
Build skills, competencies, and liberal arts exposure with an emphasis on individual growth and exploring ideas within a sophisticated learning environment. Creativity and independence are combined with responsibility; there is emphasis on more academic rigor, with awareness of current issues and a cultural and global identity. At present, this will be achieved through the “Culture and Society” course, augmented in future by SEMR 1120 classes, such as The Desert, Water in the Future, or Modern Egypt: Can the People Rule? In these courses students will be exposed to different majors by exploring different perspectives on a single, topical issue or enduring theme.

Key questions:
Where am I in my career/major exploration, in historical time, geographically in the world? How do we take what is and imagine another possibility? What kinds of relationships exist between what is and what could be or between two variables?

Learning and thinking skills emphasis:
Creativity, building on the analysis, synthesis, and evaluation foundation

Key activities:
- Present at Freshman Poster session in Annual EURECA Conference

Required credit hours (15 credits total):
- 6 - 9 credits Freshman Core courses
  - 3 credits RHET 1120 (currently RHET 201): Research Skills Course with Information Literacy learning outcomes incorporated.
  - 3 credits “Scientific Encounters” or "Culture and Society” Course (Discipline-based course, with lab, taught by full-time faculty of SSE for “Scientific Encounters” (STEM) or “Culture and Society,” taught by HUSS/ECON faculty)
  - 3 credits Scientific Thinking (SCI 120) -- Either first or second semester

Third Semester: Applying Skills to the Majors

Key areas of focus: Courses building on the all first year skills, learning outcomes, and courses.

Required credits (15 credits):
12 Credits: Major Courses
3 Credits: PHIL 220: Philosophic Thinking

NOTE:
- It is understood that SSE students, particularly engineering majors, will move through the Freshman Year and Core course progression at a different rate, due to their demanding and highly structured programs.
- LALT 101 (0 credit) will be required for graduation. The learning outcomes of LALT 101 will ultimately be integrated into the FY course offerings.

COURSE DEVELOPMENT AND RE-DESIGN

These courses are to be developed with the ultimate goal of creating or re-designing courses that incorporate FY learning outcomes, provide engaging teaching and learning approaches and employ active learning strategies. Learning outcomes outlined in Section II (pg. 7) must be considered and appropriately incorporated into all courses developed or re-designed for the FY. Course titles should reflect the theme of the course and when applicable the inter-disciplinary nature of the course. Faculty from the different disciplines are encouraged to try innovative teaching methods, collaborate on course design and instruction and come together to build an engaging and exciting FY program across the disciplines with authentic teaching and learning experiences that help students think about relevant and complex problems.

An example of a successful FY course could be either a first-semester CORE or a second semester SEMR course that helps fill the following voids or gaps in the undergraduate curriculum (Adapted: correspondence from Joseph B. Cuseo, Ph.D.)
These seminars can
- infuse a **student-centered** course into an otherwise faculty-centered curriculum.
- embed a **transferable skills/strategies** course into an otherwise content coverage-driven curriculum.
- add an **applied, cross-disciplinary** course to an otherwise theory-laden, discipline-bound curriculum.
- provide new students with a meaningful **introduction and overview/preview/gateway** to the college curriculum.
1. Categories for Course Development

1. Course Development Guidelines: Sample Templates and Syllabi
   - RHET:
     RHET 10XX/CORE 10XX Tandem (Appendix 2)
     RHET 11XX (Appendix 3)
   - Interdisciplinary/seminar courses (Appendix 4)
     - SEMR 123: Celebrating Ideas: A Voyage through Book, Art, Films, and Theatre
     - SEMR 199: Creative Thinking and Problem Solving
   - “Scientific Encounters” and “Culture and Society” (Appendix 5)
     - The Desert
     - Water in the Future
     - Following the Stars
     - Man and Environment

2. Checklist for FY course development and submission
   - Will a range of teaching and assessment methods and materials be used to respond to diverse learner preferences?
• Are proposed teaching / assessment methods and materials appropriate for FY students?
• Have active learning strategies been identified to address the development of identified critical thinking and communication skills?
• Are there at least 2 FY learning outcomes integrated into the FY course design?
• Is there alignment between learning outcomes and teaching / assessment methods?
• Are current facilities sufficient to support proposed teaching/learning activities?
• Has the credit value/core credit for this course been considered?
• Does the syllabus adhere to the guidelines for senate approved syllabus requirements?
• Is the course sustainable, i.e., can it easily be taught by other faculty in my department?
• Have I requested a consultation with the Center for Learning and Teaching (CLT) to refine and adapt my course syllabus?

3. Faculty Resources
• The Association of American Colleges and Universities VALUE: Valid Assessment of Learning in Undergraduate Education Rubrics: Teams of faculty and academic professionals created fifteen rubrics that authentically assesses student learning.

http://www.aacu.org/value/rubrics/index_p.cfm?CFID=47581422&CFTOKEN=16337727

• The American University in Cairo Office of Institutional Research Rubrics: Provides information on how to develop rubrics, rubric generators, templates, evaluation scales, general education rubrics and rubrics by department.

http://www.aucegypt.edu/research/IR/assess/Pages/Rubrics.aspx

• The American University in Cairo Office of Institutional Research Assessment Resources: This website highlights assessment activities at AUC, including workshops, reports, surveys, resources, conferences and scholarship.

http://www.aucegypt.edu/research/IR/Pages/default.aspx

• Active Learning in Large Classrooms: This annotated bibliography and list of resources will provide faculty members with the knowledge needed to engage students in large lecture classes.

http://wiki.aucegypt.edu/index.php/Student_Centered_Approaches_to_Large_LecturesAmerican
• The American University in Cairo Center for Learning and Teaching Workshops: The Center for Learning and Teaching offers faculty members the chance to participate in numerous workshops every semester that focus on increasing teaching effectiveness, awareness of teaching pedagogies and how to incorporate technology into the classroom.

http://www.aucegypt.edu/llt/clt/Workshops/Pages/default.aspx

• The American University in Cairo Center for Learning and Teaching Assessment Resources: The Center for Learning and Teaching offers a variety of services to help faculty members assess the effectiveness of their teaching and understand their students’ needs, including Mid-Semester Surveys and Small Group Instructional Diagnoses

www.aucegypt.edu/llt/clt/Assess/Pages/default.aspx

• The American University in Cairo Syllabus Checklist: This website lists the AUC University Senate requirements for course syllabi and a template for an effective syllabus.

http://www.aucegypt.edu/research/IR/assess/Pages/HowtoAssess.aspx

• Understanding by Design Resources: This resource will help faculty align course material and assessment activities that lead to greater student understanding and achievement.

http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx
APPENDICES

Appendix 1
Sub-Committee on Course Design Membership

Chair:
Hoda Mostafa, Associate Professor of Practice, CLT/SSE, Scientific Thinking Course Director

Members:
Amani Elshimi, Senior Instructor, Rhetoric and Composition
Carol Clark, Associate Director, English Language Institute. Chair of Task Force
Jennifer Skaggs, Assistant Professor, Graduate School of Education
Meggan Houlihan, Coordinator of Instruction, Libraries and Learning Technologies
Mona Amer, Assistant Professor of Psychology, Dept. of SAPE
Nagwa Kassabgy, English Language Institute & Director, First Year Experience

Appendix 2
Template and Sample Syllabi
RHET 10XX/CORE 10XX tandem and RHET 11XX

RHET 10XX tandem (3 credit hrs.)
“Title/ Theme”
Instructor: Name

<table>
<thead>
<tr>
<th>Course: Analytical and Persuasive Writing : RHET 110 -3 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and year:</td>
</tr>
<tr>
<td>Department: Rhetoric and Composition</td>
</tr>
<tr>
<td>Instructor’s Name:</td>
</tr>
<tr>
<td>Contact information for Instructor, including e-mail and AUC office phone extension:</td>
</tr>
<tr>
<td>Office hours and location:</td>
</tr>
</tbody>
</table>

Course Description

RHET 10XX is designed to help first year students improve their analytical and argumentative skills. This involves reading texts analytically and critically within various disciplines, considering the rhetorical situations in which they are working, organizing and supporting ideas to make a convincing argument while maintaining their voice as writers. The course also provides training in the use and integration of sources, library and online research and fosters a more discriminating attitude to academically acceptable sources. Ultimately, the course provides opportunities for students to develop effective and coherent communication skills.
**Course Objectives**

1. Students will learn how to analyze the contextual and cultural strategies employed in various rhetorical modes of communication through critical reading, writing and class discussions.
2. Students will gain an understanding of the basic conventions of argumentation that determine the organization of ideas as well as the logical and persuasive choices they make.
3. Students will learn how to research and incorporate relevant sources into their writing to develop and substantiate their ideas.
4. Students will learn how to transform written argument to effective oral presentation.

**Course Outcomes**

On completion of RHET 10XX, students should be able to:

1. Construct analytical texts that show evidence of critical thinking, self-reflection, audience awareness, and appropriate analytical strategies, structures and techniques.

2. Construct persuasive texts in various contexts that show evidence of critical thinking, audience awareness, and appropriate persuasive strategies structures and techniques.

3. Demonstrate effective writing process strategies

4. Cite and document sources appropriately

5. Evaluate and integrate sources effectively

6. Transform written argument to effective oral presentation.

**Assignments and Grading**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Instructional Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn how to analyze the contextual and cultural strategies employed in various rhetorical modes of communication through critical reading, writing and class discussions</td>
<td>Lecture, Class activity, Group Activity, etc.</td>
<td><strong>Paper 1</strong> An analytical paper that shows evidence of critical thinking, self-reflection, audience awareness, and appropriate analytical strategies,</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Instructional Activity</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Students will gain an understanding of the basic conventions of argumentation that determine the organization of ideas as well as the logical and persuasive choices they make.</td>
<td>Lecture, Class activity, Group Activity, etc</td>
<td>Paper 2. A persuasive paper that shows evidence of critical thinking, audience awareness, and appropriate persuasive strategies, structures, and techniques.</td>
</tr>
<tr>
<td>Students will learn how to research and incorporate relevant sources into their writing to develop and substantiate their ideas.</td>
<td>Lecture, Class activity, Group Activity, etc</td>
<td>Paper 3 A persuasive paper that shows evidence of critical thinking, audience awareness, and appropriate persuasive strategies, structures, and techniques.</td>
</tr>
</tbody>
</table>

**Rhetorical Context:**

- **Personal Context**
  (Depends on the Seminar course)

- **Business Context**
  (Depends on the Seminar course)
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Instructional Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will gain an understanding of the basic conventions of argumentation that determine the organization of ideas as well as the logical and persuasive choices they make.</td>
<td>Lecture, Class activity, Group Activity, etc</td>
<td>Paper 4 A persuasive paper that shows evidence of critical thinking, audience awareness, and appropriate persuasive strategies, structures, and techniques.</td>
</tr>
<tr>
<td>- Students will learn how to research and incorporate relevant sources into their writing to develop and substantiate their ideas.</td>
<td>Class activity, group work, pair work.</td>
<td>Low-stakes writing assignment Summarize, Paraphrase, In text citation, references (In class / In the Seminar Course)</td>
</tr>
<tr>
<td>- Students will gain an understanding of the basic conventions of argumentation that determine the organization of ideas as well as the logical and persuasive choices they make.</td>
<td>Class activity, group work, pair work.</td>
<td>Low-stakes writing assignment Identify and avoid</td>
</tr>
</tbody>
</table>
Learning Objective

- conventions of argumentation that determine the organization of ideas as well as the logical and persuasive choices they make.

Instructional Activity

- Transform written argument to effective oral presentation.

Assessment

- Logical fallacies
  (In class/ In the Seminar course)

- Lecture, Class Activity

- Class Presentations
  Individual or group.
  (In the Seminar course)

Grading Scale Based on Portfolio Assessment

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>....%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>....%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>....%</td>
</tr>
<tr>
<td>Paper 4</td>
<td>....%</td>
</tr>
<tr>
<td>Writing Tasks</td>
<td>....%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>...%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>...%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

[No assignment is more than 30%]

Since the RHET 10XX course is being taught in tandem with the CORE 10XX course, the RHET 10XX grade will constitute 50% of the total grade and the final grade will be worked out between the two courses.

Portfolio should include:
- All 4 papers including drafts
- All in class activities

Value of assigned grades:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>A-</td>
<td>93-90</td>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
<td>B+</td>
<td>89-87</td>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td>B-</td>
<td>83-80</td>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>C</td>
<td>76-74</td>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
<td>C-</td>
<td>73-70</td>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
<td>D</td>
<td>69-60</td>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>
Class Guidelines

<table>
<thead>
<tr>
<th><strong>Readings</strong></th>
<th>It is your responsibility to come to class prepared with the assigned readings and material.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Blackboard</strong></td>
<td>Details of the schedule, assignments etc. will be on Blackboard. It is your responsibility to check daily for messages and updates and respond appropriately.</td>
</tr>
<tr>
<td><strong>Turnitin</strong></td>
<td>You are required to email a copy of each draft of each paper to Turnitin.com before the deadline given for each paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Class Etiquette</strong></th>
<th>Please turn off your mobile phones prior to your arrival in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students giving attention to their phones, sending or receiving messages, or using the computers for activities unrelated to the class will be marked down on class participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attendance</strong></th>
<th>Students may be absent 540 minutes per semester. This equates to 7.2 classes. No excuses are required. Excuses for time beyond the 7.2 classes are not accepted. Absence in excess of 7.2 hours constitutes failure. If you belong to student organizations (MUN, etc.), clubs (AlashanakYaBaladi, etc), or AUC sports teams (soccer, handball, etc.), please make sure you have enough absence time to allow for time away from class as a result of these obligations because absences resulting from these in addition to 7.2 hours will not be excused. The only acceptable excuse involves in-class assignments that you miss because of a university obligation. Those assignments can be made up at another time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You are responsible for keeping track of your absences.</td>
</tr>
</tbody>
</table>

**Academic Integrity**

Consistent with the Academic Integrity Policy, cheating, fabrication of data, or plagiarism will not be tolerated. Make sure you follow the correct citation style for formatting, citation and documentation.

Failure resulting from academic dishonesty remains on the student’s record and may result in expulsion from the university. The new policy also allows for retroactive action to be taken. If you plagiarize now and are not caught doing so until after the course, you will still be subject to the same penalties.
You are also responsible for the AUC guidelines on academic honesty available at: http://www.aucegypt.edu/academics/resources/acadintegrity/Pages/default.aspx.

Policy on Research Involving Human Subjects

If you ask people to participate in a research study, you must provide them with information about the study. At a minimum, the person in contact with the subject must be willing to describe the study and answer any of the subject’s questions prior to the subject’s taking part. You should also explain how results will be stored and the extent to which the results are confidential. The subject must understand that participation is voluntary and that the subject can stop at any time during the study and refuse to continue (in a survey, for example) without any repercussions. In some cases, you may also be asked to explain risks, benefits or compensation. If the research is for classroom purposes only, you do not need to seek prior approval from the Institutional Review Board (IRB), as long as you explicitly inform your subjects and include in your final paper an “Ethical Standards of Research” statement, preserving the anonymity of participants and the confidentiality of their responses.

Writing Center

A valuable resource located at the RHET department available to you that provides one-on-one tutoring on all aspects of the writing process. To find out the variety of services this resource offers, visit their website during the first week of class at: http://www.aucegypt.edu/academics/resources/writingcenter/Pages/default.aspx.

Equal Access

Students with disabilities are encouraged to notify the instructor to ensure that special accommodations are implemented in a timely fashion.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week 3</td>
<td>• Introductions &amp; Syllabus Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Week 7</td>
<td>• Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>Week 11</td>
<td>• Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper 3</td>
</tr>
<tr>
<td>Week 12</td>
<td>Week 15</td>
<td>• Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paper 4</td>
</tr>
</tbody>
</table>
NB: This schedule is tentative, subject to change based on course development and/or external circumstances.

CORE 10XX Tandem Syllabus Template
“Title/ Theme”

Instructor: Name

<table>
<thead>
<tr>
<th>CORE 1XXX-section number</th>
<th>Title</th>
<th>(3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- or co-requisite:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester:</td>
<td>20XX</td>
<td></td>
</tr>
<tr>
<td>Instructor:</td>
<td>XXX</td>
<td></td>
</tr>
<tr>
<td>Day and Time:</td>
<td>XXX</td>
<td>Room: XXX</td>
</tr>
<tr>
<td>Contact information:</td>
<td>Blackboard email, or XXX</td>
<td></td>
</tr>
<tr>
<td>Office hours and location</td>
<td>XXX</td>
<td></td>
</tr>
</tbody>
</table>

Course Description

Note for faculty: This is an interdisciplinary small-section course (maximum 35 students), taught in tandem with RHET 1010. Tandem courses offer FY students a more meaningful connection of content within writing courses, leading to better transfer of critical thinking and communication skills. In addition, tandem courses offer students more critical reading guidance and more extended models of good writing as students develop their writing skills. The desired outcome is that students will be better prepared to select their majors and to deal with readings and writing assignments in their majors by their sophomore year.

Course theme: Any engaging theme could be meaningfully constructed into an interdisciplinary course that fits this CORE category. Example course topics may include, but are not limited to:

- Culture and identity
- Endangered species
- Diversity and inclusion
- Nutrition and well-being
- Climate change and survival
- Water, oil and alternative resources

Example key questions:
Who am I? How do I build my identity? How will a liberal arts education at AUC contribute to my identity as an adult?
Learning Outcomes:

Attitudes:
This course will foster the following attitudes:
(focus on attitudes of responsibility, self-discipline, independence, punctuality)

Knowledge:
At the end of this course students will have

(Knowledge outcomes have to do with the topic of the course)

Skills:
At the end of this course, each student will be able to

(focus on analysis, synthesis, evaluation)

Reading:

Required textbooks, recommended reading, referral to additional sources.

Assessment and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example assignments include, but are not limited to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Journals</td>
<td>XXXX</td>
<td>XX%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>XXXX</td>
<td>XX%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Distribution:
90 – 100% A (A- = 90 – 92; A = 93 and above)
80 – 89 % B ( B- = 80 - 82; B = 83 - 86; B+ = 87 - 89)
70 – 79 % C (C- = 70 - 72; C = 73 – 76; C+ = 77 - 79)
60 – 69% D (D- = 60 - 62; D = 63 – 66; D+ = 67 -69)
Below 60 F

Class policies

Sample policies include, but are not limited to:

Scholastic responsibility
Students and faculty are required to maintain responsible and civil conduct in and
out of class, on and off campus –

- Avoiding disruptive behavior, including handling of cell phones
- Fufilling attendance requirements and community hours, if necessary
- Being punctual, attentive, civil and respectful of community
- Meeting course requirements, observing deadlines and course procedures
- Seeking/giving academic support when needed
- Handling electronic equipment with caution

Academic and professional integrity
“The American University in Cairo affirms its commitment to the guiding principles of academic and professional integrity. It is important not just for an institution of higher education and the members of that community but has an impact on how the institution is perceived by society and how it trains its future citizens and leaders of society, and the global community.” Check out this website to acquaint yourself with the AUC policies on Academic Integrity: http://www.aucegypt.edu/resources/acadintegrity/

Student-Teacher Conferences
Evaluation and grading of papers is conducted on a participatory basis during the conferences. Students should come with a hard copy of their written work to the conference, and should be prepared to discuss, evaluate, argue for, and revise their work during the conference session. The student is trained to use the evaluation rubrics and is welcome to discuss/negotiate both rubrics and grade.

Absences
Students who are absent for more than 6 class sessions, or who do not complete community requirements, when required, will not pass the course. This policy includes extracurricular commitments and medical excuses.

Extracurricular Commitments
Time lost as a result of absences related to extracurricular commitments will be deducted from the 6 absences of permitted absence during the semester. Any student with scheduled extracurricular activities, such as MUN, artistic performances, or sports competitions, should present the instructor at the beginning of the semester with a projected schedule of absences related to these commitments. It is the student’s responsibility to arrange for dealing with missed classes in advance of the classes to be missed. To the greatest possible extent, it is also the student’s responsibility to complete, in advance, those assignments that would be due during the period of absence, so as not to submit them after the deadline.

Medical Excuses
Absence for medical reasons is also part of the Absences limit (6 classes).
Tardiness
A 10-minute delay in arrival to class counts as half an absence; more than 10 minutes delay counts as a full absence. As tardiness minutes add up, they may affect your total absences limit.

Participation
All students are expected to participate in conferences for assignment assessment and grading. Absence and tardiness policies apply to conference appointments as well. During group work, group members may rotate conference responsibility, each attending a minimum of 2 conferences.

Students are expected to participate actively in both class periods and conferences, demonstrating engagement with course content, critical thinking, creative problem-solving and interpersonal skills.

Late assignments
Students are responsible for completing work missed during absences. All assignments must be submitted on www.turnitin.com at the specified due date. Delay in assignment submission will cause a deduction of 1 point for each day delay.

Accommodations
If you have a special need that would affect your performance or attendance, please provide documentation as soon as possible if any curriculum or testing accommodations are requested. You may contact the AUC Student Mentoring Unit at mentor@aucegypt.edu for diagnostic and academic support in this matter.

Writing Center
The Writing Center is a university resource that can help you with any aspect of your research and writing for your academic courses. Appointments are made at your convenience and can be scheduled online at http://pacs.aucegypt.edu/wcconferencing/ or in person at either of our two physical locations: Waleed P112 or in the Library Learning Commons on the Plaza Floor. Additionally, you may submit papers electronically to the OWL (Online Writing Lab).

Schedule of topics and reading

Weeks xx-xx: Theme

Big question:
Smaller questions:

Readings:

Assignments:
Weeks xx-xx:
Big Questions:
Smaller questions:

Readings:

Assignments:

CORE 10XX TANDEM Sample Syllabus

CORE 10XX-01: The Human Quest: Exploring the “Big Questions” (3 credits)
Fall 20XX

Instructor: XXX
Day and Time: XXX Room: XXX
Contact information: Blackboard email, or XXX
Office hours and location: XXX

Course Description
This is an interdisciplinary course which aims at helping students acquire an attitude of engaged curiosity, the knowledge of a variety of academic fields and genres of writing, as well as the skills they will need throughout university and beyond. The course draws from many disciplines that introduce students to the liberal arts: geography, history, biology, political science, anthropology, sociology, environmental studies, literature, and the arts. Through readings, music, debates, films, and technology, students acquire some of the knowledge, skills, and attitudes needed by a university student in the 21st century. Overall, this course introduces students to the process of raising and exploring life’s “Big Questions.” The following are some of the “Big Questions”

- Who am I?
- What does it mean to be human?
- How did societies across the globe develop differently?
- How can an AUC liberal arts education help me find my place in the world?

Learning Outcomes:

Attitudes:
This course will foster the following attitudes:
1. **Enthusiastic engagement** with content material that will continue throughout university.
2. A **widening world view** that encompasses the world and humankind both historically and geographically.
3. **Self expression in one’s own unique voice**, both orally and in writing.
Knowledge:
At the end of this course students will have
1. An understanding of the key factors in an American liberal arts education and how it can help the individual in multiple ways to explore questions and achieve goals.
2. A perception of your own learning style preferences and how to operate outside your own preferences in an academic setting.
3. An understanding of one extended theory of humankind’s development and recognition of that theory’s counterarguments.
4. A way to define personal identity and relate it to a multicultural world.
5. A way to approach literature: literary conventions, genres, and basic terms used in literary text analysis.
6. Recognition of debate and argument as approaches to addressing current ethical issues as an informed and respectful citizen.

Skills:
At the end of this course, each student will be able to
1. Participate effectively and appropriately in a university classroom.
2. Identify continents and countries on a world map.
3. Use Power Point to enhance a presentation.
4. Give a short oral presentation and/or lead a class discussion on part of a text.
5. Read a variety of texts critically.
6. Write short response and reflection papers linked to a reading, film, lecture, or work of art.
7. Identify key questions addressed in fiction and non-fiction texts and in other artistic genres and how effectively an author or director addresses the question(s) s/he is attempting to answer.
8. Participate on a collaborative team.
9. Participate in a debate that explores a key ethical issue or conflict
10. Compare, contrast, connect, and synthesize the effectiveness of several different genres of human expression in a well-supported formal essay with correct citation.

Any pre- or co-requisites: Taught in tandem with RHET 10XX.

Reading
Required textbooks, recommended reading, referral to additional sources.

Weeks 2-4 readings: On Identity by Amin Maalouf
Weeks 4-9 readings: Guns, Germs, and Steel by Jared Diamond (The Prologue and Chapters 1, 3, 4, 5, 11, 12, 13, and 14).
Weeks 10-12 readings: Poems by Leslie Marmon Silko, Naomi Shihab Nye, Scott Momaday, and an
Aztec poet

**Short stories:** “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie, “Corncobs” by Salwa Bakr, “The Last and Final Continent” by Jhumpa Lahiri, “The Shell Collector” by Anthony Doerr

**Film:** *Invictus*

**Weeks 12-14 readings:** Student-selected articles from electronic library databases and the Internet on a debate topic or closing ceremony topic.

<table>
<thead>
<tr>
<th>Assessment and Grading</th>
<th>Due Dates</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journals</td>
<td>XXXX</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection Paper on</td>
<td>XXXX</td>
<td>10%</td>
</tr>
<tr>
<td>Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentations on</td>
<td>Weeks 6 – 8</td>
<td>20%</td>
</tr>
<tr>
<td><em>Guns, Germs, and Steel</em></td>
<td>To be scheduled</td>
<td></td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>XXXX</td>
<td>15%</td>
</tr>
<tr>
<td>Critical Comparison Essay</td>
<td>XXXX</td>
<td>10%</td>
</tr>
<tr>
<td>Final Projects: Debate/Closing Ceremony and Reports:</td>
<td>XXXX</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Every class + Blackboard Discussions</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Distribution:**

- 90 – 100% A (A- = 90 – 92; A = 93 and above)
- 80 – 89% B (B- = 80 - 82; B = 83 - 86; B+ = 87 - 89)
- 70 – 79% C (C- = 70 - 72; C = 73 – 76; C+ = 77 - 79)
- 60 – 69% D (D- = 60 - 62; D = 63 – 66; D+ = 67 -69)
- Below 69% F

**Policy on Academic integrity and Policy on Attendance**

**Expectations:**

In order to succeed in their quests, university students are expected to do the following:

1. **Be there.** Attend every class and be on time. Absences of more than 6 hours of class will put a student at risk of failure; absences of 9 hours or more will very likely result in failure.
2. **Read and reflect.** Read the assigned readings before the class in which they are scheduled and come to class with questions, responses, and comments ready.
3. **Give evidence of learning.** Submit assignments on time; late assignments will
result in a lowering of the grade by 1% for every day the assignment is late.

4. **Contribute in class.** Participate by bringing learning tools, such as pens, pencils, books, and notebooks or electronic tablets, to class, listening actively, and having at least one thoughtful question or comment to share in every class session. The class participation grade depends on the questions students raise and the comments they make in class, demonstrating the assigned readings have been done, and that they have been thinking of the issues discussed in the texts. Remember: there is usually no “right” or “wrong” answer; exploration means working together to exchange and support ideas to arrive at a deeper understanding of a text, a theme, or an issue, leading to better abilities to critically evaluate them.

5. **Extend discussions on Blackboard.** Students are encouraged to use the discussion board whenever they feel like discussing an idea linked to class readings or discussions, or would like to raise a question. In fact, these discussions are an extension of class time together and, therefore, on-going opportunities to process ideas more deeply throughout the semester.

6. **Demonstrate Academic Integrity!** As a learner in this seminar class, every student is expected to know and abide by the AUC Academic Integrity Policy. A link to the policy is found on the Blackboard Content Page for this course. All students are expected to do their own individual work for all reading journals, on the reflection and critical comparison papers, and on the midterm examination. They will contribute collaboratively and respectfully in class discussions, in pairs or small groups on the chapter presentations, and as a responsible member of a team on the final project, a debate or closing ceremony, with a group report. Collaborating when one is expected to do individual work or plagiarizing from the Internet or other students’ work constitutes a violation of academic integrity. Use the learning opportunity and avoid academic integrity violations.

| Schedule of topics and reading |

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**Appendix 3**  
**Draft Syllabus**  
**RHET 11XX**

| **Course:** Research Writing: RHET 11XX - 3 cr. |
| **Semester and year:** |
| **Department:** Rhetoric and Composition |
| **Instructor’s Name:** |
| **Contact information for Instructor, including e-mail and AUC office phone extension:** |
| **Office hours and location:** |
| **Course Prerequisite:** RHET 10XX |
| **Course Description:** |
This semester, after performing an extensive review of the literature on an area of interest, you will choose an area of study that requires you to gather data to support a hypothesis. The topic should be one that lends itself to research. You are encouraged to pursue an area related to your major or another of personal interest.

Description of assignments required in this course:

The Review of the Literature

A review of the literature summarizes past research by drawing overall conclusions from many separate studies that are believed to address related or identical hypotheses. The reviewer presents the current state of knowledge concerning the relations of interest and identifies important issues that research has left unresolved. From the reader’s viewpoint, a review of the literature is intended to critically re-examine existing knowledge and direct future research that will yield new information. This re-examination occurs when student researchers realize that some source information is not all straightforward or necessarily the “truth” because the authors may have selective biases. This is particularly important in qualitative studies. Given the cumulative nature of research, the review of the literature has five critical stages.

- Location of background information, related studies
- Recording of documentation material (title, author, year, etc.)
- Evaluation of sources
- Identification of a method of organization of sources
- Presentation of sources with an introduction and conclusion, demonstrating a gap in the literature and the justification for further study

Students will be expected to produce a review of the literature that compiles each of the five critical stages as noted above. Further criteria for the production of the review of the literature are as follows:

- Research question is integrated into the review of the literature (Problem Formulation)
- Declaration of research methodology is disclosed in review of the literature (Data Collection)
- Declaration of what retrieved evidence will be included in the review of the literature (Data Evaluation)
- Procedures should be used to make inferences about the literature as a whole (Analysis and Interpretation of Data)
- Critical decisions are made about what final information should be included in the final presentation to members of the community (part of Final Research Paper).
**Research Proposal**

The results of the literature review provide the main justification for proceeding with research. Students will draft a two-page proposal in which they will identify their “problem,” use the results of their literature review as a justification, add their scope, assumptions, method of data collection, etc. and attach a copy of their data collection instrument, if it is in the form of a survey.

**Data Collection**

After receiving approval for their proposal, students will proceed with the data collection phase. In this phase, the main objective is the obtaining of enough data to present a convincing argument either supporting or refuting the hypothesis.

**Write-up of Results**

In this phase, students present their results in text and visual form. It is important to remember that analysis does not belong in this section.

**Discussion**

In this section, students present the significance of their findings and their implications for the future, further research possibilities or some other aspect of interest to the reader.

**Research Tasks**

Students will complete the following research activities as part of the research process

1. Formulate research questions (before and in proposal)
2. Formulate a statement of purpose or intent (in proposal)
3. Compile a bibliography and/or annotated bibliography (before lit review)
4. Draft an organizational plan (in table of contents)
5. Summarize important source material (in lit review)
6. Deliver an Oral Presentation (after results are collected)

**Other Writing Assignments**

Students will complete the following writing assignments as part of the research paper process.

1. *Abstract (100-300 words)*
2. *Research Proposal (2 pages, acc. to template)*
3. **Survey** *(Optional for non IMRAD papers or substituted by archival or other qualitative methods of data collection)*

4. **In-Class Essay (350 words)**
   - Focused Question on Research Paper
   - Reflection Essay.

5. **Limitations Statement (100-300 words) (goes into paper)*

### Course Outcomes

- Students will demonstrate effective citation and documentation of both primary and secondary sources.
- Students will effectively synthesize both primary and secondary source material in a research paper.
- Students will effectively integrate source material with analysis in a research paper.
- Students will write research that reflects original thinking.
- Students will write a research paper effectively demonstrating its conventions and structure.

### Course Objectives

**Research-based**
- distinguish between research to understand the issue and research to support a hypothesis
- focus a topic such that it can be analyzed within time and space limitations
- master research strategies involving library, electronic databases and online resources
- evaluate credibility of source material

**Content**
- develop an awareness of audience
- construct an arguable and logical thesis [research problem]
- create a sustained and focused argument
- integrate critically analyzed supporting evidence

**Organization**
- establish paragraph purpose and maintain unity
- demonstrate logical coherence within the paragraph and throughout the research paper
- transition smoothly across ideas
- avoid digressions and redundancies

**Language**
- adopt an appropriate level of formality
- establish writer voice and authority
- use the correct discourse for the issue
- avoid clichés, platitudes and sweeping generalizations
- maintain sentence clarity and grammaticality

**Mechanics**
- proofread for spelling, punctuation, capitalization and other mechanical errors
- edit for proper formatting

**Source use**
- contextualize and establish credibility of sources
- analyze integrated information from sources
- maintain balance in using sources (i.e. no over-reliance on sources in general or on one or two sources in particular)
- vary quote, paraphrase and summary
- paraphrase effectively to avoid plagiarism
- use phrases that signal the boundary between writer voice and source material
- cite sources in text and at end of document

**Process**
- revise drafts based on instructor, peer and self review
- articulate learning and identify weaknesses
- set goals for refinement
- meet requirements and deadlines
- develop an ability to work independently

**Reading**
Required textbooks, recommended reading, referral to additional sources.

**Literature Review**
http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review
http://www.qmu.ac.uk/psych/RTrek/study_notes/web/sn9.htm

**Assessment (in order of production)**
- **Topic Identification, Research Question & Initial Proposal** (a paragraph showing why research this particular topic) 2%
- **Summary of sources** 5%
- **Annotated Bibliography** 5%
- **Review of the Literature** 15% (1250-word; 12 secondary source minimum)
  - *First Draft* 4%
  - *Peer Review* 3%
  - *Second Draft* 8%
• Research Proposal 10%
• Methodology (Sample & Method description) 5%
• Data collection Instrument 7%
  First Draft 3%
  Second Draft 4%
• Reflection Essay 8%
• Abstract 5%
• Final Paper 30%
  First Draft 10%
  Second Draft 20%
• Oral Presentation 8%

Total 100%

Policy on Attendance: Students may be absent 540 minutes per semester. This equates to 7.2 classes. No excuses are required. Excuses for time beyond the 7.2 classes are not accepted. Absence in excess of 7.2 hours constitutes failure. If you belong to student organizations (MUN, etc.), clubs (Alashanak Ya Baladi, etc), or AUC sports teams (soccer, handball, etc.), please make sure you have enough absence time to allow for time away from class as a result of these obligations because absences resulting from these in addition to 7.2 hours will not be excused. The only acceptable excuse involves in-class assignments that you miss because of a university obligation. Those assignments can be made up at another time.

Policy on Academic Integrity:
Consistent with the Academic Integrity Policy, cheating, fabrication of data, or plagiarism will not be tolerated. Make sure you follow the correct citation style for formatting, citation and documentation. Failure resulting from academic dishonesty remains on the student’s record and may result in expulsion from the university. The new policy also allows for retroactive action to be taken. If you plagiarize now and are not caught doing so until after the course, you will still be subject to the same penalties.

Policy on Research Involving Human Subjects:
If you ask people to participate in a research study, you must provide them with information about the study. At a minimum, the person in contact with the subject must be willing to describe the study and answer any of the subject’s questions prior to the subject’s taking part. You should also explain how results will be stored and the extent to which the results are confidential. The subject must understand that participation is voluntary and that the subject can stop at any time during the study and refuse to continue (in a survey, for example) without any repercussions. In some cases, you may also be asked to explain risks, benefits or compensation. If the research is for classroom purposes only, you do not need to seek prior approval from the Institutional Review Board (IRB), as long as you explicitly inform your subjects and include in your final
paper an “Ethical Standards of Research” statement, preserving the anonymity of participants and the confidentiality of their responses.

### Weekly Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| 1     |       | - Finding research topic  
|       |       | - Writing research question(s)  
|       |       | - Submitting an “initial proposal” |
| 2     |       | - Search Engines  
|       |       | - Sources & Summaries  
|       |       | - Plagiarism – Quick review of Paraphrasing/Summarizing/Quoting |
| 3     |       | - Sources & Summaries  
|       |       | - Annotated Bibliography |
| 4     |       | - Annotated Bibliography  
|       |       | - Research Proposal |
| 5     |       | - Literature Review FD  
|       |       | - Peer Review |
| 6     |       | - Conference 1 on Lit Review  
|       |       | - Literature Review SD  
|       |       | - Methodology |
| 7     |       | - Instrument (Data Collection)  
|       |       | - Conference 2 on Instrument |
| 8     |       | - Data Collection  
|       |       | - Results |
| 9     |       | - Data Collection  
|       |       | - Results + Discussion |
| 10    |       | - Conclusion  
|       |       | - Introduction  
|       |       | - Limitations |
| 11    |       | - Reflection Paper  
|       |       | - Abstract |
| 12    |       | - Final Research Paper FD  
|       |       | - Conference 3 on Final Paper |
| 14    |       | - Oral Presentations |

**NB:** This schedule is tentative, subject to change based on course development and/or external circumstances.
Appendix 4: Template and Sample Syllabi SEMR 11XX

SEMR 11XX Syllabus Template

<table>
<thead>
<tr>
<th>SEMR 11XX-section number: Title: Should be attractive and engaging with the incorporation of the interdisciplinary nature of the course (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- or co-requisite:</td>
</tr>
<tr>
<td>Semester: 20XX</td>
</tr>
<tr>
<td>Instructor: XXX</td>
</tr>
<tr>
<td>Day and Time: XXX Room: XXX</td>
</tr>
<tr>
<td>Contact information: Blackboard email, or XXX</td>
</tr>
<tr>
<td>Office hours and location: XXX</td>
</tr>
</tbody>
</table>

**Course Description**

*Note for faculty:* This course can be offered as either an interdisciplinary large lecture course with small-section breakout sections. (Maximum 35 students) OR a multi-section interdisciplinary course (Maximum 30 students). These courses should aim at helping students think about relevant and complex issues and questions.

**Course theme:** Any engaging theme could be meaningfully constructed into an interdisciplinary course that fits this SEMR category. Example course topics may include, but are not limited to:

- **Current Example:**
  - SEMR 123: Celebrating Ideas: A Voyage through Book, Art, Films, and Theatre
  - SEMR 199: Creative Thinking and Problem Solving

- **Future Possibilities:**
  - Modern Cairo: How does an ancient city survive?
  - After the Arab Spring: Can the people rule?
  - How does technology affect our humanity?
  - The Desert
  - Future Water Resources

**Example key questions:**

Where am I in my career/major exploration, in historical time, geographically in the world? How do we take what is and imagine another possibility? What kinds of relationships exist between what is and what could be or between two variables?

**Learning Outcomes:** See second semester learning outcomes pg. 7. You should
describe clearly the learning outcomes you will incorporate into your course design this section below

Reading:

Required textbooks, recommended reading, referral to additional sources.

Assessment and Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example assignments include, but are not limited to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Journals</td>
<td>XXXX</td>
<td>XX%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>XXXX</td>
<td>XX%</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multimedia projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative activities and projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>(A- = 90 – 92; A = 93 and above)</td>
<td></td>
</tr>
<tr>
<td>80 – 89%</td>
<td>(B- = 80 - 82; B = 83 - 86; B+ = 87 - 89)</td>
<td></td>
</tr>
<tr>
<td>70 – 79%</td>
<td>(C- = 70 - 72; C = 73 – 76; C+ = 77 - 79)</td>
<td></td>
</tr>
<tr>
<td>60 – 69%</td>
<td>(D- = 60 - 62; D = 63 – 66; D+ = 67 -69)</td>
<td></td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Class policies

Sample policies include, but are not limited to:

**Scholastic responsibility**

Students and faculty are required to maintain responsible and civil conduct in and out of class, on and off campus –

- Avoiding disruptive behavior, including handling of cell phones
- Fulfilling attendance requirements and community hours, if necessary
- Being punctual, attentive, civil and respectful of community
- Meeting course requirements, observing deadlines and course procedures
- Seeking/giving academic support when needed
- Handling electronic equipment with caution

**Academic and professional integrity**

“The American University in Cairo affirms its commitment to the guiding principles of academic and professional integrity. It is important not just for an institution of higher education and the members of that community but has an impact on how the
institution is perceived by society and how it trains its future citizens and leaders of society, and the global community.” Check out this website to acquaint yourself with the AUC policies on Academic Integrity: http://www.aucegypt.edu/resources/acadintegrity/

**Student-Teacher Conferences**

Evaluation and grading of papers is conducted on a participatory basis during the conferences. Students should come with a hard copy of their written work to the conference, and should be prepared to discuss, evaluate, argue for, and revise their work during the conference session. The student is trained to use the evaluation rubrics and is welcome to discuss/negotiate both rubrics and grade.

**Absences**

Students who are absent for more than 6 class sessions, or who do not complete community requirements, when required, will not pass the course. This policy includes extracurricular commitments and medical excuses.

**Extracurricular Commitments**

Time lost as a result of absences related to extracurricular commitments will be deducted from the 6 absences of permitted absence during the semester. Any student with scheduled extracurricular activities, such as MUN, artistic performances, or sports competitions, should present the instructor at the beginning of the semester with a projected schedule of absences related to these commitments. It is the student’s responsibility to arrange for dealing with missed classes in advance of the classes to be missed. To the greatest possible extent, it is also the student’s responsibility to complete, in advance, those assignments that would be due during the period of absence, so as not to submit them after the deadline.

**Medical Excuses**

Absence for medical reasons is also part of the Absences limit (6 classes).

**Tardiness**

A 10-minute delay in arrival to class counts as half an absence; more than 10 minutes delay counts as a full absence. As tardiness minutes add up, they may affect your total absences limit.

**Participation**

All students are expected to participate in conferences for assignment assessment and grading. Absence and tardiness policies apply to conference appointments as well. During group work, group members may rotate conference responsibility, each attending a minimum of 2 conferences.

Students are expected to participate actively in both class periods and conferences, demonstrating engagement with course content, critical thinking, creative problem-
solving and interpersonal skills.

**Late assignments**
Students are responsible for completing work missed during absences. All assignments must be submitted on [www.turnitin.com](http://www.turnitin.com) at the specified due date. Delay in assignment submission will cause a deduction of 1 point for each day delay.

**Accommodations**
If you have a special need that would affect your performance or attendance, please provide documentation as soon as possible if any curriculum or testing accommodations are requested. You may contact the AUC Student Mentoring Unit at mentor@aucegypt.edu for diagnostic and academic support in this matter.

**Writing Center**
The Writing Center is a university resource that can help you with any aspect of your research and writing for your academic courses. Appointments are made at your convenience and can be scheduled online at [http://pacs.aucegypt.edu/wconferencing/](http://pacs.aucegypt.edu/wconferencing/) or in person at either of our two physical locations: Waleed P112 or in the Library Learning Commons on the Plaza Floor. Additionally, you may submit papers electronically to the OWL (Online Writing Lab).

<table>
<thead>
<tr>
<th>Schedule of topics/lectures and reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks xx-xx</strong>: Theme</td>
</tr>
<tr>
<td>Big question:</td>
</tr>
<tr>
<td>Smaller questions:</td>
</tr>
<tr>
<td>Readings:</td>
</tr>
<tr>
<td>Assignments:</td>
</tr>
<tr>
<td><strong>Weeks xx-xx</strong>:</td>
</tr>
<tr>
<td>Big Questions:</td>
</tr>
<tr>
<td>Smaller questions:</td>
</tr>
<tr>
<td>Readings:</td>
</tr>
<tr>
<td>Assignments:</td>
</tr>
</tbody>
</table>
SEM R 11XX SAMPLE SYLLABUS
CELEBRATING IDEAS: A VOYAGE THROUGH BOOKS, FILM, ART AND THEATRE
Fall 2011

The American University in Cairo is an institute whose central educational philosophy lies in the tradition of the liberal arts, and central to this philosophy is the Core Curriculum. It ensures that, no matter what major they choose, all students are given the opportunity to develop skills and broaden their knowledge in a variety of required courses from Scientific Thinking to Arab Society, from Arab History to Critical Thinking. Central to this philosophy is Celebrating Ideas: A Voyage Through Books, Film, Art and Theatre.

Objectives

Celebrating Ideas: A Voyage Through Books, Film, Art and Theatre aims at exposing students to a wide range of key landmarks in human intellectual and cultural development. This is achieved through reading a number of texts, each important, stimulating, often groundbreaking and discussing the ideas and concepts embodied in these texts. The topics and themes raised through the readings will be further explored and enhanced through exposure not just to the written word but through film, art and theatre, all modes in which humankind has been able to express its intellectual development and creative energy.

These course texts function as catalysts for the students to develop and express their own ideas and points of view through lectures, including question and answer sessions, through debate in deliberately small tutorial groups and through a series of response papers. By reading, discussing and writing about these works, students will confront important ethical and political issues as varied as the relationships between citizen and state, the challenges posed by questions of gender and ethnicity, the responsibilities of power, the conflict between man and the environment and a myriad other issues with which we are all confronted each and every day. The course aims at stimulating interest and a desire to learn, to absorb knowledge. It wants to not only expose participants to various forms of knowledge and development but to get them excited about them. It is in every sense a journey, a voyage of discovery and of self-discovery. The texts used are texts that should be in the library of anyone who considers themselves educated.

Learning Outcomes:

By the end of this course, the students will be able to:

1. discuss and evaluate ideas and concepts embodied in given texts
2. develop their own ideas and points of view based on lectures and question and answer sessions
3. debate ideas and points of view relating to given texts
4. respond to given works relating to important political and ethical issues
5. analyze common themes and make connections between ideas in different
texts
6. explore and discuss the outcomes of their intellectual exploration over the
semester

Format

Classes will meet twice a week, once for the General Lecture and once for the
tutorial. For each text there will be a lecture delivered by a distinguished, invited
lecturer. This lecture will last around 45-50 minutes after which there will be a
question and answer session and discussion. This is the student’s chance to ask the
lector about anything he or she has said, points of clarification and of disagreement.
The aim is to create a lively and vibrant intellectual atmosphere in which the
exploration of the text is conducted. In some weeks there will be a film rather than a
lecture that should promote similar debate and discussion in tutorial. Art and theatre
too are woven in.

The tutorial is at the very core of Celebrating Ideas. In small groups of no
more than 15 students facilitated by a tutor, the text for that week, be it film or book,
art or theatre, is debated and explored. Once again the aim is a vibrant intellectual
atmosphere in which ideas are exchanged and explored and in which each student can
develop, debate and defend their academic perspectives. The tutorial should be an
exciting and stimulating shared experience.

Reading List:
Introduction – Mill’s Principle of Liberty

The Human Experience
The Epic of Gilgamesh Mason trans.
Antigone, Sophocles
Film The Glories of Ancient Egypt
“The Leonardo Da Vinci” Lives of the Artists Vasari

Revolution and Power; The Rulers and the Ruled
Animal Farm, Orwell
Great Speeches by African Americans Daly ed.
Film Martin Luther King
Lord of the Flies Golding

Society, Culture and Cross-cultural Encounter
Film Mahfouz: The Passage of the Century
The Time and the Place Mahfouz
Dr. Jekyll and Mr. Hyde  Stevenson
Criteria for Grading

Celebrating Ideas is a graded course, the grades being determined as follows:

Response Papers (2 x 20%)

Over the semester 3 response papers of 700 words will be required each asking the students to analyse common themes, explore differences and make connections between two or more of the texts.

Final Essay (20%)

This is a longer in class (but open book) essay written by the students at the end of the semester in which they explore and discuss the outcomes of their intellectual exploration over the semester using a variety of the texts they have read or viewed.

Presentation (15%)

Each student will be required, working in pairs, to deliver a fifteen minute presentation on one of the texts, selected by the tutor that they have looked at during the semester.

Participation (15%)

Participation is at the very heart of Celebrating Ideas. Contributions to class discussion, evidence of a careful reading and understanding of the texts and participation in the question sessions of the lectures are all taken into account.

Quiz (10%)

A short quiz will be given accompanying each text to ensure it has been read.

Attendance

Presence at all lectures and tutorials is assumed. The university policy on Class Attendance is stated on pages 65-66 of the 2010/11 AUC Catalogue and it is noted therein that “any absence may affect a student’s grade”. More than six tutorial/lecture absences over the semester can constitute failure.

SEMR 11XX: SELECTED TOPICS IN THE CORE CURRICULUM

Creative Thinking and Problem Solving

3 credits, offered in spring and fall
Freshman level
MR 2:00pm-3:15pm HATEM 121

PREREQUISITE

None

INSTRUCTORS:
Co-facilitators
Hoda Mostafa: SSE/Scientific thinking
Magda Mostafa: AENG
Melanie Carter: RHET and Composition
Frank Bradley: PVA

COURSE DESCRIPTION
The course examines students’ innate creativity. The underlying assumption is that we are all creative and that an integral part of college education should contribute to awakening creativity across a variety of contexts and disciplines. Students will participate in a variety of assignments and mini-projects over the course of the semester with both individual and group work. Themes will be introduced presenting issues relevant to students with real-life problems to be solved using creative thinking and problem solving.

Students will examine creativity as inherent 21st century skills that can be applied to problem solving and potentially contribute to effective critical thinking. Students will spend time examining their own creativity through activities seen through the lens of many disciplines, and will participate in discussion. Students will be exposed to the many meanings and practices of creativity in a multi-disciplinary setting.

COURSE LEARNING OUTCOMES
By the end of the course, students be able to:
1. Demonstrate an understanding of creativity as a process that is an integral part of learning and a vital 21st century skill.
2. Identify a variety of definitions and contexts for understanding creative thinking and creativity.
3. Apply a creative approach (associative and analytical modes of thought) to a selection of problem-solving activities.
4. Demonstrate proficient use of Mind Maps and additional creative thinking tools to extract concepts and multiply the number of ideas generated.
5. Apply a number of practical tools to support creativity in the multiple disciplines.
6. Work in groups to produce mini-projects and construct/contribute to a class wiki.
7. Compile a reflective E-portfolio with a variety of student-generated content.
8. Prepare and present a (public) oral presentation as part of a class showcase event.

RESOURCE LIST for Students: TBD

SCHEDULE:
### Weekly Schedule and Overview of Modules:

**Module 1: Creativity and Creative Problem Solving**

**Practical Creativity**

**Module Objective:** Creativity as a thinking tool will be addressed with emphasis on creative thinking as an inherent skill that can be nurtured. Students will explore the creative thinking process and will be introduced to the Creative thinking Process (CPS) model and Parallel Thinking (DeBono). Through application and group activities the student’s sense of self-awareness will be addressed and applied to real-life situations requiring both critical and creative thinking.

**Module Outline:**

This 5 week introductory module will include a series of self-directed and in-class videos with linked hands-on activities in class. The principles of Convergent and Divergent thinking will be explored as well as Parallel thinking with applications to real-life problems and challenges. The interplay between the 2 approaches will be highlighted.

**Week 1:** What is Creativity?

Individual Reflection exercise
World Café activity: Defining Creativity
Video Series 1 and Reflection: Schools Kill Creativity
**Week 2:** CPS model: Divergent and Convergent Thinking
Workshop and exercises on CPS model: Ideation and Converging
Assignment 1
Video Series 2 and Reflection: What makes a good Idea? TEDtalk on Creativity
Introduction to E-portfolios
**Week 3:** CPS model continued
**Week 4:** Parallel Thinking and the Six Thinking Hats
Assignment 2
Video Series 3 and Reflection: The problem with thinking (DeBono)
Introduce Mini-project 1: Problem solving, creative process and solution statement with implementation plan
- TEAM 1 “What can we recycle in Egypt?
- TEAM 2 “How can we maximize recycling in Egyptian households? /AUC campus”
**Week 5:** Project Workshop and feedback
Class presentations of 1-minute promotional commercial for Proposal
Submission of Project
Peer Evaluation Workshop and exercises

**Module 2: Design**
Recycle- Reuse- Repeat

**Module Objective:** Everywhere around us we see problems and needs of individuals that are not being addressed. In parallel to this we discard a tremendous amount of material, within which exists embedded energy and possibilities to resolve some of these problems. The premise of this module is to intersect these two concepts. The objective of this module is to use creative thinking skills to solve an existing design problem, using hands-on experimental and experiential methods (course outcome 3 & 6). Inspiration will be taken from nature to create a small on-campus installation that addresses AUC community problems.

**Module Outline:**
Working in groups, students will be required to identify an on-campus problem requiring simple design intervention- lack of shading, seating or surface space for studying for example. They will then be responsible for developing a design solution to address and resolve this problem using recycled materials- empty water bottles, soda cans, cardboard boxes, old books etc.

**Week 1: Explore & Identify**
Students will be introduced to the project and shown examples for inspiration (nature). They will also be introduced to behavioral mapping as a tool to identify problems in the built environment. During this week students will be assigned to create a behavioral map of activity in Bartlett plaza and identify a problem to tackle. They will also be asked to propose and select possible materials to work with in the project.
Week 2: Collect and Experiment
Students will be asked to bring their chosen materials to class and begin experimenting with possible assemblies and forms generated through the principle of repetition of a single form. The second class of the week will be a reiteration of the experimental cycle.

Week 3: Assemble and Test
Students will first bring their assembled trials to class for a pre-final crit and review. They will then be asked to assemble their final projects on site and document user interaction with their installations. They will be required to create a reflection piece using any form of media, to reflect on the efficacy, creativity and functionality of their piece.

Module 3: Writing
A Natural Perspective
Module Objective: After working, in the Design segment, with found objects from the surrounding environment, the course will address the assumption that what we see is “all there is.” In the Writing module, we will use nature and natural objects to adopt alternate points of view and consider forms of communication that are not language-based.

Week 1: Exploring perception/perspective
How do we take in the environment around us? What do we perceive as “fact” and therefore assume we understand? What happens if we change that perspective, even slightly? Class activities will encourage students to broaden their perceptive abilities by altering how they sense information: by changing location, or looking through something, or by impairing their senses with earplugs or gloves. Activities and discussion will remind us that the usual way we perceive offers only a very narrow glimpse of the world. Discussion will focus on how changing perspective reveals a different set of facts, a more complex truth.
YouTube video of timelapse photography showing a plant’s ability to sense how and where to climb: http://www.youtube.com/watch?v=erNNiVwZXv8.

Week 2: The rhetoric of nature: How—and what—does nature communicate?
Sample Activity: Examining a walnut, a dried leaf, a photo of sand dune, etc. What do we notice? How thoroughly are we looking? Do we not see some aspects of the object because they don’t seem important? (They’re not edible, for example?) If we notice, simply, that there are wrinkles or folds on the object, can we see that as something communicated? Should we consider what the object might be responding to? To what extent does our reading depend on our own experiences or knowledge?

Week 3: Allowing the natural world to speak—and to teach us
Students will work on the final project: a piece of writing in the voice of (or from the perspective of) a natural object. The task will be to allow the object to tell us something that we, with our human perspective, might not know. The piece may be written in any form: a monologue, a poem, a brief essay, a short story. But the goal
will be to move past the cartoonish to a piece that conveys real understanding—of the object, of its place, its perspective on the world around it. Class discussion will acknowledge the importance of environmental challenges and the possible options—perhaps as the object sees them—for overcoming them. To what extent is biomimicry an answer to common problems?

Module 4: Theatre and Performing Arts
Creative Thinking Module: The Audition

Theme and Overview: Using the actor’s audition as a platform for experiential learning, the module has two related objectives:
1) To experience the internal life of a fictional character by researching, analyzing, interpreting, and performing a one minute monologue from a modern play;
2) To write an original one minute autobiographical story which each student will coach another student to perform, using the same guidelines and criteria for monologue #1. The purpose is not to train students to be actors, but to use an actor’s way of encountering texts to sharpen students’ understanding of others’ lives and to make appropriate and effective choices to communicate them to others. Students will be required to keep a journal which will be turned in at the completion of the module. The journal will not be graded.

Week One:
Readings: Audition guidelines, as prepared by Frank Bradley and Mark Mineart
A modern/contemporary one-act play (TBA) from which their fictional monologue is taken.

Day 1: Introduces and explores the audition, with possible examples from AUC theatre students. Fictional monologues assigned, criteria for writing their own monologues—their ‘one minute stories’—explained. Assignment: Find, read the play from which their fictional monologue is taken.

Day 2: Turning their character into a person. Exploring the inner life of another. Assignments: Create a character biography for fictional character. Write first draft of their own autobiographical one-minute story.

Week Two
Day 1: First showings of fictional monologues; with critique. Assignment: Complete final draft of autobiographical one-minute stories.

Day 2: Readings and assignments of autobiographical ‘one minute stories.’ Each student assigned to coach another student in preparation, performance of one-minute story. Assignment: 3 hours out of class working session to coach/rehearse monologues/stories.

Week Three
Day 1: Showings of monologues, one-minute stories, with critique.
Assignment: additional out of class rehearsal, as needed.

**Day 2:** Final showings of monologues, one minute stories before members of the class and invited guests. Assignment: Turn in journal.

**Course Evaluation**

Evaluation is based on the student’s portfolio and class participation, assignments and projects. The student portfolio comprises items of work completed during the semester, peer evaluations, reflection pieces, and portfolio cover letter. This will be submitted electronically using a digital E-portfolio.

A grade will be given on each assignment/mini-project, based on the evaluation rubrics provided. Discussion, critique and, perhaps, modification of rubrics will be encouraged in class, prior to each assignment. Grades may be given during a student-teacher conference where the student will participate in the assessment and critique of each assignment. According to the nature of the assignment/project, the instructor may grade students’ work individually or as a group with feedback to the student and the class.

No midterms will be given - only participation, assignment/project grades and final grade on E-portfolio will be included in the grade. The grading scheme is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>66-69%</td>
</tr>
<tr>
<td>D</td>
<td>60-65%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

Assignment weights are as follows:

<table>
<thead>
<tr>
<th>Module 1:</th>
<th>20% Assignments, activities and mini-project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2:</td>
<td>20% Assignments, activities and mini-project</td>
</tr>
<tr>
<td>Module 3</td>
<td>20% Assignments, activities and mini-project</td>
</tr>
<tr>
<td>Module 4:</td>
<td>20% Assignments, activities and mini-project</td>
</tr>
<tr>
<td>Online Course Portfolio and Peer Assessment</td>
<td>20%</td>
</tr>
</tbody>
</table>
Class Policies

Scholastic responsibility
Students and faculty are required to maintain responsible and civil conduct in and out of class, on and off campus –

- Avoiding disruptive behavior, including use of cell phones in class
- Fulfilling attendance requirements (9 absence policy)
- Being punctual, attentive, civil and respectful
- Meeting course requirements, observing deadlines and course procedures
- Seeking/giving academic support when needed

Academic and professional integrity
“The American University in Cairo affirms its commitment to the guiding principles of academic and professional integrity. It is important not just for an institution of higher education and the members of that community but has an impact on how the institution is perceived by society and how it trains its future citizens and leaders of society, and the global community.” Check out this website to acquaint yourself with the AUC policies on Academic Integrity:
http://www.aucegypt.edu/resources/acadintegrity/

Student Project Showcase:
Students should participate either individually or as a group in the final student showcase of work. This may be in the form of submission to a class WIKI/Blog or a presentation to the AUC community at the end of each semester. The class and the instructor will determine venue.

Absences, Tardiness and Participation
The first 3 absences (whether excused or unexcused) will not be penalized. Each additional absence will deduct 5 points from a total of 30. Students who are absent for more than 6 class sessions, or who do not complete community requirements, will not pass the course. A 1-minute delay in arrival to class counts as half an absence; more than 15 minutes delay counts as a full absence. Perfect attendance will be awarded a 5-point bonus.

Students are expected to participate actively in both class periods and class presentations, demonstrating engagement with course content, critical/creative thinking, creative problem-solving and interpersonal skills.

Late assignments
Students are responsible for completing work missed during absences.

Assignment/Project submission
All written (text) assignments must be submitted on www.turnitin.com at the specified due date. *Delay in assignment/project submission will result in a deduction.* Other formats of work (multimedia and digital work) will be submitted and students should observe copyright laws, observing fair use in educational contexts and use of materials with creative commons licensure.

**NOTE:**
The content of this syllabus, including class schedule, is subject to change at the instructor’s discretion and may vary from semester to semester.

**GLOSSARY OF TERMS:**

- **Assignment**: a task that is usually individual and graded
- **Project**: a task that is graded and is in collaboration among a group of students.
- **Showcase**: A collection of final drafts of student work
- **E-portfolio**: An electronic reflective portfolio including students’ welcome note, bio, showcased items and reflective essay. Students may include images, videos, text etc.

**STUDENT ACKNOWLEDGEMENT:**
I have read and understand the course syllabus including the expectations of this course. I understand that this course requires my participation, fulfillment of obligations with regards to prompt submission of assignments and projects and compilation of an electronic portfolio of my individual and group works throughout the semester.

**Appendix 5: Template for Scientific Encounters and Culture and Society Courses**

**Syllabus Guide – Scientific Encounters and Culture and Society**

<table>
<thead>
<tr>
<th>Course designation-section number: Title (3 credits)</th>
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</thead>
<tbody>
<tr>
<td>Semester 20XX</td>
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<tr>
<td>Instructor: XXX</td>
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<tr>
<td><strong>Day and Time: XXX</strong></td>
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<tr>
<td><strong>Room: XXX</strong></td>
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<tr>
<td><strong>Contact information</strong>: Blackboard email, or XXX</td>
</tr>
<tr>
<td><strong>Office hours and location</strong>: XXX</td>
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</tbody>
</table>
Course Description

Note to faculty: Scientific Encounters and Culture and Society courses engage students in exciting analysis and debate of current issues and ‘big’ questions. Students explore sophisticated concepts in the foundations of human knowledge, build the skills and competencies of intellectual engagement, and develop the integrity of responsible citizens. Courses are developed in the disciplines and fall within one of two tracks: Scientific Encounters; or Culture and Society. The second course often includes an experiential/lab component.

Example course topics may include:
- The Desert
- Water in the Future
- Following the Stars
- Man and Environment

Key Questions:
Where am I in my career/major exploration, in historical time, geographically in the world? How do I take what is and imagine another possibility? What kinds of relationships exist between what is and what could be or between two variables?

Learning Outcomes:

Attitudes:
This course will foster the following attitudes:

The focus here may be on building moral character and appreciating diverse communities

Knowledge:
At the end of this course students will have

The focus here may be on content that explores, examines, and questions essential foundations of science. Students are exposed to the disciplines of science and...

Skills:
At the end of this course, each student will be able to

The focus here may be on the continued practice of research, experimentation, critical thinking (synthesis, application and evaluation) creative problem-solving, team work and public presentation.

Reading
Required textbooks, recommended reading, referral to additional sources.
Assessments and Grading

Assignments | Due Dates | Percentage of Assessment
---|---|---
Example assignments include:
*Comparative analysis essays*
*Application and critique of a model, equation or theory*
*Definition analysis essays*
*Case study analysis*
*Research papers and portfolios*
*Interpretation of visual representations (charts, diagrams, maps)*
*Analysis of sources*
*Poster presentation at EURECA Conference*
*Multi-modal wikis that include photos, writing, video and audio*

Grade Distribution:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
<td>(A- = 90 – 92; A = 93 and above)</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>B</td>
<td>(B- = 80 - 82; B = 83 - 86; B+ = 87 - 89)</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
<td>(C- = 70 - 72; C = 73 – 76; C+ = 77 - 79)</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
<td>(D- = 60 - 62; D = 63 – 66; D+ = 67 -69)</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Class policies

Sample policies include, but are not limited to:

Scholastic responsibility

Students and faculty are required to maintain responsible and civil conduct in and out of class, on and off campus –

* Avoiding disruptive behavior, including handling of cell phones
* Fulfilling attendance requirements and community hours, if necessary
* Being punctual, attentive, civil and respectful of community
* Meeting course requirements, observing deadlines and course procedures
* Seeking/giving academic support when needed
* Handling electronic equipment with caution

Academic and professional integrity

“The American University in Cairo affirms its commitment to the guiding principles of academic and professional integrity. It is important not just for an institution of higher education and the members of that community but has an impact on how the institution is perceived by society and how it trains its future citizens and leaders of society, and the global community.” Check out this website to acquaint yourself with the AUC policies on Academic Integrity:

http://www.aucegypt.edu/resources/acadintegrity/

Student-Teacher Conferences

Evaluation and grading of papers is conducted on a participatory basis during the conferences. Students should come with a hard copy of their written work to the conference, and should be prepared to discuss, evaluate, argue for, and revise their
work during the conference session. The student is trained to use the evaluation rubrics and is welcome to discuss/negotiate both rubrics and grade.

Absences
Students who are absent for more than 6 class sessions, or who do not complete community requirements, when required, will not pass the course. This policy includes extracurricular commitments and medical excuses.

Extracurricular Commitments
Time lost as a result of absences related to extracurricular commitments will be deducted from the 6 absences of permitted absence during the semester. Any student with scheduled extracurricular activities, such as MUN, artistic performances, or sports competitions, should present the instructor at the beginning of the semester with a projected schedule of absences related to these commitments. It is the student’s responsibility to arrange for dealing with missed classes in advance of the classes to be missed. To the greatest possible extent, it is also the student’s responsibility to complete, in advance, those assignments that would be due during the period of absence, so as not to submit them after the deadline.

Medical Excuses
Absence for medical reasons is also part of the Absences limit (6 classes).

Tardiness
A 10-minute delay in arrival to class counts as half an absence; more than 10 minutes delay counts as a full absence. As tardiness minutes add up, they may affect your total absences limit.

Participation
All students are expected to participate in conferences for assignment assessment and grading. Absence and tardiness policies apply to conference appointments as well. During group work, group members may rotate conference responsibility, each attending a minimum of 2 conferences.

Students are expected to participate actively in both class periods and conferences, demonstrating engagement with course content, critical thinking, creative problem-solving and interpersonal skills.

Late assignments
Students are responsible for completing work missed during absences. All assignments must be submitted on www.turnitin.com at the specified due date. Delay is assignment submission will cause a deduction of 1 point for each day delay.

Accommodations
If you have a special need that would affect your performance or attendance, please provide documentation as soon as possible if any curriculum or testing accommodations are requested. You may contact the AUC Student Mentoring Unit at mentor@aucegypt.edu for diagnostic and academic support in this matter.

Writing Center
The Writing Center is a university resource that can help you with any aspect of your
research and writing for your academic courses. Appointments are made at your convenience and can be scheduled online at http://pacs.aucegypt.edu/wconferencing/ or in person at either of our two physical locations: Waleed P112 or in the Library Learning Commons on the Plaza Floor. Additionally, you may submit papers electronically to the OWL (Online Writing Lab).

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<thead>
<tr>
<th>Schedule of topics and reading</th>
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<tbody>
<tr>
<td><strong>Weeks xx-xx:</strong></td>
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<tr>
<td>Class focus:</td>
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<tr>
<td>Readings:</td>
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