THE AMERICAN UNIVERSITY IN CAIRO
Department of Rhetoric and Composition

RHET 4260-01: Writing for Project Funding
Pre-Requisite: RHET 201 or RHET 1020 or equivalent
Credits: 3, Capstone outside major

Class Details: RHET 4260-01, Fall 2017, MR 2:00 – 3:20, Jameel C112, CBL requirements

INSTRUCTOR DETAILS
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Office Tel.: (02) 2615.2051
Office: P113, Al Waleed bin Talal Building
Office Hours: By appointment

CATALOG DESCRIPTION
Grant writing skills may be used for fundraising, applying for scholarships and fellowships, starting new businesses, securing research and conference grants, and acquiring funding for the cultural, non-profit and non-governmental sectors. This course develops the skills of effective fund-seeking and proposal writing through a step by step service-learning activity, where students compose grant proposals to meet the needs of local non-profit organizations.

COURSE DESCRIPTION
This capstone service-learning course introduces upper division undergraduate students to the fundamentals of proposal writing. Students engage in an experiential project, working in partnership with local non-profit organizations to develop grant proposals that meet the needs of their target communities. They research grant opportunities available through corporate and private foundations; become familiar with grant mechanics, politics and ethics; develop project outcomes, activities, timeline, budget and evaluation mechanisms; apply the principles of business writing to the final proposal; and submit their work to the community agency. Grant writing skills may be used for fundraising, applying for scholarships and fellowships, starting new businesses, securing research and conference grants, and acquiring funding for the cultural, non-profit and non-governmental sectors.

GOALS
This course aims to equip students with
- knowledge of the entire process of grant seeking, writing and outcomes reporting
- the skills of problem definition, needs assessment, formulation of measurable objectives, grant researching, proposal writing and progress reporting
- the values of community building, advocacy and human service

PEDAGOGY
Experiential and Community-Based Learning
Students in this course learn through service. Eyler and Giles (1999)* define community-based learning (or service learning) pedagogy as:

*a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflect upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.
Students enrolled in RHET 410 acquire and reinforce the skills of Grant Writing through immersion in an authentic experience – working directly with non-profit organizations in Cairo that seek funding for one of their programs or services. Community partners include Sohbet Khair, Alashanek ya Baladi, Alwan wa Awtar, Fathef Kheir, Nahdet Al Mahrous, and Marwa Fayed’s Toy Run Initiative.

The Gerhart Center will help form partnerships with, and provide contact information for, interested non-profit organizations. Students select an organization of interest, become acquainted with its mission, goals, organizational structure, projects and needs, plan a work agenda, develop a proposal to address a particular need, report progress, and submit proposal to the agency. At the end of the semester, the organization will provide an evaluation of the students' work, using an instructor-prepared evaluation form.

Students complete the experiential cycle, reflecting on the experience, conducting a rigorous self-evaluation and setting goals for skills transfer and future service projects.

Creative problem solving
Students enhance both their creative thinking skills and problem solving skills by following a step-by-step method designed to help them approach problems or challenges in creative ways - identifying a need, gathering data, clarifying the problem, generating ideas and evaluating different options, formulating and, finally, seeking approval for their action plan.

Community-based research
Students adopt a ‘participatory’ approach to problem research. They partner with community members to create knowledge specifically for the benefit of the community. This approach to research recognizes the ‘community’ as an equitable unit of identity, helps forge (and, perhaps, sustain) relationships with community members, and facilitates the reciprocal sharing of knowledge, skills and values. The community partner also participates in evaluating the student output.

From cooperative to collaborative learning
Cooperative learning is structured and quantitative, collaborative is open-ended and qualitative. Students learn ‘cooperatively’ through the guided and controlled team-projects of research and proposal writing. They learn ‘collaboratively’ through constructive peer critique, peer-group support and community partnership.

Invited speakers
Guest speakers for this class may include representatives from the John D. Gerhart Center for Philanthropy and Civic Engagement, the Office of Sponsored Programs, and the Development Office. Speakers from the non-profit sector may also be invited.

Meta-cognitive reflection
Reflection is an essential ingredient of community-based learning. It is a methodology that helps access the acquisition of attitudes and values, in this case values related to civic engagement, social responsibility, citizenship, inclusion and community service. Regular reflection engages students in a meta-cognitive exercise, allowing them to transcend the experience, interpret feelings, reactions and perceptions, draw generalizations related to the academic goals and outcomes, and set goals for the transfer of learning to other contexts, courses, careers and professional areas. Exercises may be completed, largely, in class.

Reflective exercises in this course may include the following:

One-minute papers, completed mostly at the beginning of the semester, offer the students a chance to identify strengths, weaknesses, goals, challenges, fears and hopes. They prompt students to articulate, and help align expectations to course requirements.

Class discussions provide an update on the community visits and services experience. They allow time for student analysis of perceptions, peer feedback, and articulation of recommendations to the
Reflective essays before and after the first community visit reveal directly changes in attitude and perceptions, interpretations of learning, personal maturation and self-driven plans for action.

Online WebCT discussions allow an exchange of reflection with peers. Students respond to a prompt from the instructor, or discuss critical incidents which occurred at the service site. A log of the threaded discussions can be printed as data about participation in discussions and the learning that was documented from the service experience.

Ethical case studies allow students to explore situations which pose ethical difficulties in relation to the community immersion – entrance ethics, exit ethics, interview ethics. The exercise provides practice in ethical decision taking and highlights authentic service-related dilemmas.

LEARNING OUTCOMES

To fulfill requirements of RHET 410, students should demonstrate ability to:

- prepare for the grant seeking process by conducting relevant research; identifying potential foundation or corporate funding sources, both local and international; reading Requests For Proposals (RFPs) and evaluating project for eligibility
- apply creative problem-solving techniques to identify and analyze program needs or problem areas of non-profit organizations, and to create a strategic plan for the project
- analyze how community, agency, culture, sponsor and purpose interact to shape the rhetorical situation of a grant proposal; employ rhetorical strategies and business writing conventions (audience analysis, positive emphasis, reader benefits, persuasive appeals) to compose sponsor-tailored proposals; adhere to the procedures, mechanics and ethics of grant writing
- generate a grant proposal (solicited or non-solicited) that conforms to sponsor guidelines, procedures and priorities, complete with executive summary, problem statement, state of knowledge or brief literature review, outcomes, activities, timeline, line-item budget and justification, monitoring and evaluation scheme, bibliography, cover letter, and biography of principal investigator (PI) or contact person
- demonstrate the skills of critical thinking, teamwork, interpersonal communication and goal-setting by employing self- and peer-review skills using standards-based evaluation instruments; collaborating on community-based team projects; delivering a focused and audience-sensitive oral presentation; and setting goals for the transfer of learning outcomes to new contexts/projects

SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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| 1    | Understanding the grant seeking process– construct definitions, different types of foundations – local and international  
Differentiating between solicited vs. non-solicited proposals; reading RFPs  
Differentiating between fundraising vs. grant writing; composing fundraising letter for a project activity or organization |
| 2    | Selecting and completing in-class reflection paper 1 on upcoming experience; discussing entrance/edit ethics and expectations; visiting NGO/cultural organization  
Analyzing the rhetorical situation - creating an organization profile that establishes credibility for NGO |
| 3-5 | Identifying and researching potential problem area and conceptualizing proposal idea (group project)  
    Conduciting and documenting interviews and surveys, if necessary  
    Step by step proposal development - composing problem statement |
| 6   | Analyzing the rhetorical situation - understanding the funding environment, researching and identifying potential sponsors, evaluating project eligibility, understanding grant application procedures, creating a **sponsor position paper** which argues for selection and describes application procedures |
| 7   | Analyzing model proposals; becoming familiar with funding search engines, such as Community of Science and Proposal Central (for non-local foundations) |
| 8-9 | Step by step **proposal** development – researching and composing annotated bibliography, state of knowledge (literature review)  
    Creating strategic plan |
| 10  | Step by step proposal development – project narrative, management plan |
| 11-12 | Writing in-class **interim group performance appraisal report**  
    Step by step proposal development – budget and justification, program monitoring and evaluation, exit strategy/sustainability plan |
| 13  | Step by step proposal development – project summary, cover letter, cover page, organization profile, PI profile |
| 14-15 | **Multimedia presentation** of project to non-profit agency and classmates; peer-group **performance appraisal memo**  
    Understanding the submission process, approval procedures and outcomes reporting responsibilities; draft 2 of proposal due  
    **Reflective portfolio evaluation memo** – analyzes experiences and sets goals for future research/career areas; creating a **resume** |

**ASSIGNMENTS**

**Overview**
Students complete a portfolio of short-term assignments, and one long-term, multi-stage, research-based project – the proposal. In addition, students have to present their work to an audience of peer and community members. The assignments are described below, outcomes and rubrics appended.

**Fundraising letter**
Description:
As an exercise to help students understand the difference between fund-raising letters and grant proposal, students will compose a 2-3 page fundraising letter that is focused, persuasive and audience-centered.

Objectives:
- distinguish between a fundraising letter and a grant proposal  
- use appropriate appeals for the intended audience  
- build credibility  
- employ conventions of business communication
Outcomes and rubrics:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outstanding 10-9</th>
<th>Acceptable 8-7</th>
<th>Marginal 6-5</th>
<th>In progress 4-0</th>
</tr>
</thead>
</table>
| CONTENT (10) | • opens letter with an interesting attention-grabbing star, appropriately appealing to the intended audience  
• identifies the agency, in the first section, and builds credibility  
• describes the problem to be addressed in sufficient detail to convince the reader/donor  
• presents a budget with reasonable estimates of time and cost  
• outlines payment methods clearly  
• offers the donor a benefit package  
• offers other forms of support  
• presents a meaningful knot or closure  
• employs a relevant and interesting Post Script | | | |
| FORMAT (5) | • employs block-letter format  
• creates attractive letter-head  
• lists contact information clearly | | | |
| STYLE (5) | • demonstrates accurate grammar and punctuation  
• utilizes effective business communication strategies – you attitude, positive emphasis, non-bias | | | |

Multimedia presentation
Description: Students will present a group multi-media presentation to classmates, representatives from their organization, and sometimes a public audience. Feedback from the audience should be assessed and incorporated in the final draft of the proposal.

Objectives:
• focus on key factors and organize message logically  
• demonstrate audience awareness  
• use visuals and non-verbal communication effectively  
• demonstrate confidence and competence in delivery

Outcomes and rubrics:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outstanding 5</th>
<th>Acceptable 4</th>
<th>Marginal 3</th>
<th>In-progress 2-0</th>
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</thead>
</table>
| Content | • Establishes problem and significance  
• Provides context  
• Forms an argument  
• Provides accurate factual detail  
• Provides adequate support for ideas  
• Addresses counter-argument | | | |
| Organization | • Coherent sequencing of ideas  
• Cohesive transitions across ideas, slides, or presenters | | | |
### Visual aids
- Effective font size, style, spacing, color
- Animation or pictures support the message, not substitute it

### Delivery
- Presentation is audience-centered
- Good presence – eye contact, voice projection, effective silences, non-obtrusive gestures
- Good rapport with audience – effective Q/A

### Group dynamics
- Clear division of labor
- Graceful spacing/movement of group members
- Time management

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**Proposal (group assignment)**

**Description:** Students will create a complete, accurate and well-conceived grant proposal with cover letter. The proposal should conform to the guidelines of the sponsor (if available), or should follow the traditional structure recommended by the instructor for local sponsors.

**Objectives:**
- address a complex, authentic problem/need
- employ critical thinking strategies to analyze problem
- employ creative problem-solving to outline proposed program/service
- use appropriate appeals to address the target sponsor
- demonstrate competence in the process and organization of proposal development

**Outcomes and rubrics:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Outcomes</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>In-progress</th>
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</thead>
<tbody>
<tr>
<td>Front matter</td>
<td>provides cover page with title, sponsor name, agency name, date of submission; outlines table of contents in decimal format, three levels of generality, with appropriate indentation, parallel structures, lists of tables and figures, perfectly aligned page references</td>
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<tr>
<td>Project summary (5 points)</td>
<td>maintains brevity and clarity; contains all major project components, if only in a list; contains a mention of everything the funder requires in the project; includes the one best, most creative aspect (&quot;hook&quot;) of project</td>
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<tr>
<td>Justification statement (12 points)</td>
<td>identifies a community need/problem/potential; provides quantitative and qualitative evidence of its existence; analyzes causes of problem; describes previous attempts to address problem; argues the impact and significance of problem</td>
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<td>Case review (12 points)</td>
<td>selects projects for review that are similar in context to target community; articulates criteria used for evaluating them; demonstrates effective evaluation of projects, providing context, abstracting success indicators and assessing their applicability within target community; categorizes projects in an effective manner</td>
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<td>Project narrative (24 points)</td>
<td>articulates purpose statement; articulates goals, objectives and activities; describes project initiation process – infrastructure and set-up; describes project planning process – materials, training; describes project execution process – outcomes/deliverables, activities, management, cost, timeline; describes project monitoring and evaluation process – performance indicators, formative and summative evaluation; describes project closing process – dissemination plan, sustainability plan</td>
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<tr>
<td>Human Resource plan</td>
<td>provides well thought-out organization chart; briefly describes other successful grants the agency has acquired and managed</td>
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In class reflective exercises

Description:
Students will reflect on their strengths, weaknesses, attitudes, values and goals, throughout the semester. Reflective exercises may include an introductory self-assessment memo, pre- and post-visit essays, critiques, reaction papers, creative pieces, and a variety of discussion-board exercises. Students will select which reflective pieces to include in their portfolios.

Objectives:
- assess own perceptions and evolving attitudes
- articulate learning outcomes and connect to experience
- draw generalizations on significance of experience
- set goals for the transfer of knowledge, skills and values
- demonstrate critical thinking and meta-cognitive analysis

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Outstanding</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>In-progress</th>
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**Content - reflects on the stages of the experiential learning cycle**

<table>
<thead>
<tr>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1-0</th>
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<tbody>
<tr>
<td>provides a clear, factual description of experience</td>
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<tr>
<td>expands ideas and provides detail to create a mental image</td>
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<tr>
<td>explains abstract concepts accurately</td>
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<td></td>
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<tr>
<td>provides context and explains concepts clearly to an uninformed reader</td>
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<tr>
<td>selects significant experiences and remains focused on central point</td>
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<table>
<thead>
<tr>
<th>Interpretation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1-0</th>
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<tbody>
<tr>
<td>moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, community, and/or course concepts</td>
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<td>identifies connections between the experience and material from the course learning, other courses; past experience; and/or personal goals</td>
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<tr>
<td>draws logical conclusions, provides reasons, explains assumptions, and analyzes complexity of</td>
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Assignment weights are as follows:

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<tbody>
<tr>
<td>B</td>
<td>70-72%</td>
</tr>
<tr>
<td>B+</td>
<td>73-76%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>80-82%</td>
</tr>
<tr>
<td>D</td>
<td>60-65%</td>
</tr>
<tr>
<td>D+</td>
<td>65-69%</td>
</tr>
<tr>
<td>E</td>
<td>59% and below</td>
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**Goal-setting**
- 4 points
- 3 points
- 2 points
- 1 point
- 0 points

**Language**
- 4 points
- 3 points
- 2 points
- 1 point
- 0 points

**Format**
- 4 points
- 3 points
- 2 points
- 1 point
- 0 points

Adapted from Steven Jones, Coordinator, Office of Service Learning, IUPUI

**EVALUATION**
Evaluation is based on the student's portfolio, agency evaluation and class participation. The student portfolio comprises all drafts of work completed during the semester, peer evaluations, student-teacher conference logs, reflection pieces, and portfolio cover letter. Performance in the group will be averaged across 2 peer evaluations. Assignment grades are given on the second draft, even when the assignment is redrafted multiple times.

**GRADING POLICY AND ASSIGNMENT WEIGHTS**
A grade will be given on each assignment, based on the evaluation rubrics provided. Discussion, critique and, perhaps, modification of rubrics will be encouraged in class, prior to each assignment. Grades will only be given during a student-teacher conference where the student will participate in the assessment and critique of each assignment.

No midterm grade will be given - only assignment grades and final grade. Conference appointments will be offered after final grades are posted.

The grading scheme is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<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>
</tr>
</tbody>
</table>

Assignment weights are as follows:

1. Fundraising letter 20 points
2. Omar Samra reflection exercises 20 points
3. Proposal (group assignment)
   - The Justification Statement 12 points
   - Case Review 12 points
   - Project Narrative 24 points
   - Human Resource Plan 04 points
   - Budget and Justification 12 points
   - Timeline 04 points
   - Conclusion 08 points
   - Format 04 points
4. CBL Reflection exercise 20 points
5. Multimedia presentation (group assignment) 25 points
6. Class PowerPoint on proposal ideas 5 points
7. Contributions on discussion board 10 points
8. Class and conference participation 20 points
Your grade will be calculated using this formula \[ \text{number of points/total number of points} \times 100 \]

Please note that the instructor will be available after final course grades have been submitted to answer any questions.

**CLASS POLICIES**

**Class Web-Sites**
The class materials and content can be accessed through Blackboard or Google Sites.

Assignments have to be uploaded to your e-portfolio at [http://www.turnitin.com](http://www.turnitin.com). To join the Turnitin class, use the following information: Class ID: 15380618, Enrollment password: ethos

**Contingency Plan**
In the event of suspension of normal university classes, the course schedule will continue, as long as there is internet accessibility in Egypt. In such conditions, please check your email, course website and schedule for distance learning activities and assignments.

**Attendance**
According to university policy, a student is allowed to miss 450 minutes of class time (equivalent to 6 class sessions). If the student exceeds this, through additional absence or tardiness, they automatically fail.

Attendance is *not* counted during the “Late Registration and Course Changes Period.” The first class that counts towards attendance is the first class *after* the end of this period.

*After the drop period has ended*, if a student exceeds the permitted number of absences, he/she will lose a whole letter grade for every extra absence, including tardiness equivalents.

**Tardiness**
A 5-minute delay in arrival to class counts as half an absence; more than 5 minutes delay counts as a full absence. As tardiness minutes add up, they may affect your total absences limit, and therefore, may lead to failing the course.

**Medical Excuses**
Absence for medical reasons is also part of the Absences limit (6 classes, or 450 minutes).

**Extracurricular Commitments**
*Time lost as a result of absences related to extracurricular commitments will be deducted from the 450 minutes 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.

**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/](http://www.aucegypt.edu/resources/acadintegrity/)

Students are required to promote the AUC Code of Ethics and Students’ Best Practices. All drafts of major assignments and any other important assignments are to be submitted to Turnitin. A high or low percentage of originality is not automatically indicative of plagiarism or the lack thereof. Plagiarism may result in receiving a warning, a failing grade for the assignment or paper, a lower grade in the course, or a failing grade in the course. A violation of academic integrity (plagiarism, cheating, data
fabrication, submitting an assignment or part of an assignment written for another course, impersonation, etc.) may also be reported to the chair of the Department of Rhetoric and Composition, and then to the Academic Integrity Committee.

**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 is assignment submission will cause a deduction of 1 point for each day delay.*

**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.

**Student-Teacher Conferences**
Students sign up for a conference at least a day in advance, using the Online Time Manager system at [http://pacs.aucegypt.edu/otm](http://pacs.aucegypt.edu/otm) and selecting the teacher's name. 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.

**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/](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).

**Accommodations**
Students with special needs are requested to provide documentation as soon as possible if any curriculum or testing accommodations are needed. Students may contact the AUC Mentoring Unit at [mentor@aucegypt.edu](mailto:mentor@aucegypt.edu) for diagnostic and academic support in this matter.

**Student Conduct**
All members of the AUC community are entrusted with the responsibility to uphold and promote five fundamental values: *Honesty, Trust, Respect, Fairness, and Responsibility.* These core elements foster an atmosphere which serves as a foundation and guides the AUC community's academic, professional, and personal growth.

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
- Leaving the classroom and computer labs in clean and tidy condition

**Academic Grievance Policy**
If a student has a complaint about grades, or about how an instructor has managed or taught the course, they should write a formal email with a petition/complaint that includes the following:

a) a clear statement of the problem,

b) a clear explanation of the cause of the problem,
c) a clear resolution to the problem that the student prefers, and justification for that resolution, and
d) any documentation relevant to the problem.

The student must send their formal petition/complaint to the instructor first before taking any other action, and must do so no later than one month after the end of the course.

A more detailed explanation of the university’s Student Academic Grievance Policy procedures can be read here:
http://www.aucegypt.edu/about/Policies/Documents/Student%20Academic%20Grievance%20Procedures.pdf

Course Drop

Dropping during the “Late Registration and Course Changes Period”
Students can drop the course during the “Late Registration and Course Changes Period.” Please check the date with the Office of the University Registrar. If the course is dropped during this period, it does not appear on the student’s transcript.

Withdrawing with a Grade of “W”
Students can drop the course during the seven weeks that follow the conclusion of the “Late Registration and Course Changes Period.” Please check the final drop deadline with the Office of the University Registrar. Students are not allowed to drop the course after this deadline without permission from the Provost.

If the course is dropped by the final drop deadline, it remains on the student’s transcript and is assigned a grade of “W.”

a) Instructions for Submitting a Drop Request:
Students wishing to drop the course during the seven weeks that follow the conclusion of the “Late Registration and Course Changes Period” must fill out a drop request form online (http://www1.aucegypt.edu/registrar/dropform/). Please check with the Office of the University Registrar for the deadline for submitting the drop form.

b) Instructions for Cancelling a Drop Request:
If a student fills out the drop request form online and then changes his/her mind before the final drop deadline, they need to contact their instructor and the instructor will simply reject the drop request on the drop request form.

Withdrawing after the Final Drop Deadline
After the final drop deadline, students cannot drop the course. If a student has an extraordinary case and a need to drop the course after the final drop deadline, they need to speak to the Chair of the Department.

Withdrawing to Avoid an Academic Integrity Violation
If an instructor determines that a student has plagiarized and warrants failing the course, the instructor cannot approve a drop request. The student will fail the course and be reported to the Academic Integrity Committee.

The Department reserves the right to change the grade of a student retroactively (i.e. after the grades have been submitted to the Registrar at the end of a given semester) should it be found that the work a student submitted was not their own or is otherwise a violation of the Academic Integrity Code.

Refer to this link for more information on dropping courses:
http://www.aucegypt.edu/students/registrar/advising/Pages/Withdrawing.aspx

Policy on Research Involving Human Subjects:
If you ask humans to participate in a research study, you must inform your instructor, and your instructor must determine the following: Whether the research involves taking samples from humans (such as hair or saliva or confidential information related to behavior) or whether the information will be made public at sometime in the future. If the answer to both of the above conditions is YES, you or
your instructor needs to seek prior approval from the Institutional Review Board (IRB). Check the IRB website at http://www.aucegypt.edu/research/ReviewBoard/Pages/Home.aspx

**Policy on Mass Mailings:** If you plan to send out a random electronic survey to faculty or students, you will need to obtain permission from the Office of the VP for Administration and the Office of Institutional Research. Without this permission, your email to faculty or students will be blocked by the server. In some cases, the Administration will also require an OK from the IRB.

**Policy on Respondent Consent:** For research involving surveys, interviews or observations, at a minimum, you must be willing to provide certain information to your respondent, either orally or in the email requesting the respondent to participate. You must describe the study and its purpose, and offer to answer any of the subject’s questions prior to the subject’s taking part in your study. You should also explain how results will be stored and the extent to which the results are confidential or private. The subject must understand that participation is voluntary and that he/she 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.

**RESOURCE LIST**

**Books**

**Web sources**


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