

Department of English

Fall 2025-2026

COURSE SYLLABUS

**I. GENERAL COURSE INFORMATION**

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| **Course Number** | **English 204** |
| **Course Title** | **Advanced Academic English** |
| **Number of Credits** | **3 credits** |
| **Course Level** | Undergraduate |
| **Course Format** | Lectures |
| **Pre-requisite Courses** | English 203 |
| **Meeting Schedule** | *Tue and Thu,* |
| **Meeting Location** | *PHYS building* |

**II. COURSE INSTRUCTOR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Role *(Instructor, Coordinator, TA, )*** | **Office Location** | **Office Hours** | **Extension** | **E-mail** |
| Dr Stacey Anne Johnson | Instructor | Reynolds 434 | Tue and Thu  By appointment | n/a | Sj75@aub.edu.lb |

**III. COURSE DESCRIPTION**

English 204 provides training in writing analyses, syntheses and critiques of advanced college-level texts. Throughout the semester, students polish their research skills by examining and evaluating different aspects of argumentation. The course culminates in an argumentative research paper.

**IV. COURSE LEARNING OUTCOMES**

*Upon completion of the course, students will be able to*

1. Distinguish the elements and nuances of argumentation and other stylistic choices in a variety of college-level texts
2. Design academic research projects applying recursive processes
3. Produce researched, well supported arguments in the form of a research paper
4. Evaluate critically information sources for relevance, reliability, accuracy and currency
5. Use collaboration in written and oral communication to create a discourse community
6. Reflect on own thinking, writing and learning
7. Apply masterfully conventions of language and usage in all their work
8. Apply ethical standards in all their course work

**V. PROGRAM LEARNING OUTCOMES ADDRESSED IN THE COURSE**

The course addresses the following program learning outcomes at **the exit/assessment level**.

1. Read a variety of texts critically to discover meaning and challenge their ideas.

2.    Analyze texts from multiple genres through the context of their rhetorical situation and related

       conventions.  
3.    Collaborate to discover ideas and to compose and revise texts.

4.    Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts,  
       with judicious application of feedback (teacher, peer or self-reflection).

5.    Produce effective written communication that is sensitive to the rhetorical situation,   
       demonstrating appropriate choices at all levels (content, organization & language or style).

6.    Purposefully and ethically integrate material from sources while clearly articulating their own  
       argument (main message).

**VI. COURSE RESOURCES AND REFERENCES\***

**Texts and materials on Moodle**

Graff, G., & Birkenstein, C. (2018) *They Say, I Say*: *The Moves That Matter in Academic Writing.* New York: W.W. Norton.

Kirszner, L. G., & Mandell, S. R. (2014).*The Wadsworth Handbook. International Edition. 10th ed.* Australia: Wadsworth, Cengage Learning.

Seyler, D. U. (2019). *Read, Reason, Write.* 12th ed. USA: McGraw-Hill Education.

**VII. COURSE OUTLINE**

**Part I of the Semester (2-3 weeks):** Critical reading, discussion and commentary to culminate in this high stakes assignment: a critique of one article (approximately in Week Four). Students are trained for the assignment and are given feedback on short pieces of writing in preparation for the critique, which is preferably done in class. The class activities and the practice may be individual, pair or group work. Students should be given feedback on their written critique. Revision of the critique based on teacher feedback is recommended. During this part of the semester, students may be using the reading to gauge their interests in a research topic in order to choose one for the next part of the semester.

**Part II of the Semester (approximately 6-7 weeks):** Working with the students on their research. This is a high stakes assignment that is done as a process and culminates in an individual submission of an argumentative research paper at the end of the semester or in the individual composition of a core part of a group paper.

* Composition and submission of a research proposal (feedback and revision).
* During the research, each student shares pieces of his/her on-going research or parts of his/her draft paper in the form of written submissions, in-process short presentations in class, and conferences with the teacher in office. The student receives feedback from the teacher and peers during the different stages of the process to allow for revision.
* Students revise the different pieces at different stages in the process.

**Part III of the Semester (approximately 2 weeks):** Submission and sharing of research projects.

* Students polish their composition and finalize their research paper. They submit their research papers as digital documents to a Moodle Turnitin-enabled assignment. The teacher may also require a printed copy. Either before or after the written submission, the student presents his/her research or the most important arguments orally in class for approx. 10 minutes each. The advantage of presenting the research orally before submitting the written version is that students may get further feedback from the teacher and peers, which could be used to revise and further enhance their written papers.

**Reminder:**

* + - Classes begin on Monday, August 25and end on Friday, November 28, 2025
    - Change of schedule (Drop and Add period): Tuesday, August 26 until Friday, August 29, 2025
    - Final withdrawal deadline (minimum 40% of all grades must be communicated with students): Friday, November 14, 2025
    - Reading period from Saturday, November 29 until Tuesday, December 2, 2025
    - Final examinations**:** Wednesday, December 3until, Saturday, December 13, 2025
    - Fall 2025-26 ends on, Saturday, December 13, 2025

**Please note the following holidays; No classes:**

Prophet's Birthday, Friday, September 5, 2025

Independence Day, Saturday, November 22, 2025

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| **Week** | **Date** | **Topic\*** | **Learning Activities\*\* and Due Dates** | **Alignment with CLOs** |
| **1** | August  25- 29 | **Introduction to the Course**  **Critical Reading**  **Research as Conversation**  **Suggested Readings**  - Parlor metaphor by Kenneth Burke  - Hidden Intellectualism by Gerald Graff {from *They Say/I Say*) https://www.homeworkforyou.com/static\_media/uploadedfiles/hidden\_intellectualism.pdf | - Diagnostic writing  - Read, discuss, annotate and practice critical reading   * Whole class * Pair work * Small group work   - Write a short (one or two paragraphs) response on the reading/discussion in class or on Moodle forum | CLO 1,4,5 &7 |
| **2** | September 1-5 | **Critical Reading**  **Research as Conversation**  **Selected Readings**  -The Research Paper: A "Rhetoric of Doing" or a "Rhetoric of the Finished Word"? Nelson, Jennie  *Composition Studies/Freshman English News*, v22 n2 p65-75 Fall 1994 https://eric.ed.gov/?id=EJ497430  -All Truly Great Thoughts Are Conceived While Walking 1 ": Academic Inclusion through Multimodal Walkabouts by Smith  https://www.researchgate.net/publication/337198422\_All\_Truly\_Great\_Thoughts\_Are\_Conceived\_While\_Walking\_1\_Academic\_Inclusion\_through\_Multimodal\_Walkabouts | Read, discuss, annotate and practice critical reading   * Whole class * Pair work * Small group work   - Write a short (one or two paragraphs) response on the reading/discussion in class or on Moodle forum | CLO 1,4,5 &7 |
| **3** | Sept.  8 - 12 | **Critical Reading**  **Research as Conversation**  Selected Readings   * Criteria for the Critique assignment | Read, discuss, annotate and practice critical reading   * Whole class * Pair work * Small group work   - Write a practice critique in groups; Peer and teacher feedback in class | CLO 1,4,5 &7 |
| **4** | Sept.  15-19 | **The Critique**  **Selected Readings** | -Writing the Critique (in class; individual work)  - Teacher feedback  **Reflection on learning so far**  **Revised critique due** | CLO 1,4,6 &7 |
| **5** | Sept.  22- 26 | **Argumentative Research Paper**  - Discussing argumentation  Selected readings: Different arguments on a certain issue  - Explaining the research paper: a ‘venue’ to consider different points of view on an issue, which requires the synthesis of different sources  - Generating the criteria for the research paper (to be made available on Moodle) | - S -Classwork on writing the conversation between the sources to find common points, differences and limitations: Reflecting on sources for relevance, reliability, accuracy, and currency  -Student work in small groups to generate assessment criteria for the research paper and then share with the class. Teacher guides and corrects misconceptions | CLO 1,2,4,5 7 & 8 |
| **6** | Sept.  29 – October 3 | **Argumentative Research Paper**  **-**-Library visit  - Choosing topics  - Formulating research questions  - Writing a research proposal | St - Students conduct preliminary research to choose topics to be approved by teacher: Locating, evaluating, preparing to use sources  -Students apply tasks to review the literature on a certain issue by employing active reading techniques such as annotation, mapping, exploration and dialogue  - Students work in pairs or small groups to generate their research questions and give each other peer feedback  -Teacher feedback on research questions followed by revision | CLO 1,2,4,5 7 & 8 |
| **7** | Oct. 6 - 10 | **Argumentative Research Paper**  **-**Research Proposal  **-** Introducing the different parts of the research paper    **Selected Reading** | -Writing the research proposal  - Peer feedback on research proposals  - Students work on recognizing and analyzing synthesis in the selected reading  - Students work on analyzing arguments and argumentative sources  **Revised research proposals due** | CLO 1,2,3,4, 5,7& 8 |
| **8** | Oct. 13 - 17 | **Argumentative Research Paper**   * Research process * Analyzing the different parts of the paper   **Selected Reading** | * Students analyze introductions, body parts and conclusions * Students work on analyzing arguments and argumentative sources * Students may write an outline for their research paper * Students finalize their claims * Student work in pairs or small groups to give each other feedback on their outlines and claims | CLO 1,2,3,4, 5,7& 8 |
| **9** | Oct. 20 - 24 | **Argumentative Research Paper**   * Research process | Writer’s workshop  -Drafting the parts of the paper (Introduction which ends with a claim, body parts including the for and against arguments and the rebuttal, the conclusion)  - Peer and teacher feedback in class | CLO 1,2,3,4, 5,7& 8 |
| **10** | Oct. 27 - 31 | **Argumentative Research Paper**  Research process | Writer’s workshop  -Drafting the parts of the paper  - Sharing of parts of the drafts in class  - Peer and teacher feedback in class | CLO 1,2,3,4, 5,7& 8 |
| **11** | November  3 - 7 | **Argumentative Research Paper**  -Research process | Writer’s workshop  -Drafting the paper  - Peer and teacher feedback in class  **Draft paper due (could be partial or complete)** | CLO 1,2,3,4, 5,7& 8 |
| **12** | Nov. 10 - 14 | **Argumentative Research Paper**  **-** Research process | **Reflection on learning due**  Student-Teacher conferences on draft | CLO 1,2,3,4, 6,7& 8 |
| **13** | Nov. 17 - 21 | **Argumentative Research Paper**  **-** Research process **Publication/Sharing Research Outcome** | Writer’s workshop: Revision (& completion of paper)  Oralpresentations of research | CLO 1,2,3,4, 7& 8 |
| **14** | Nov. 24 - 28 | **Publication/Sharing Research Outcome** | Oral presentations of research  **Final, polished research paper due** | CLO 1,2,3,4, 7& 8 |
| Reading period from Saturday, November 29 until Tuesday, December 2, 2025 | |  | | |
| **Fall 2025-26 final examinations:** Wednesday, December 3until, Saturday, December 13, 2025 | |  | | |

**VIII. GRADING CRITERIA**

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| Assignment Description and Grading Criteria  By the end of the semester, each student should have produced/composed 25-30 pages of writing. These are usually in the form of the following: a polished researched paper preceded by a proposal, an outline, and a draft or more; various essays involving analysis, argumentation and synthesis; one or more critiques; peer reviews, and reflective writing. | Percentage | Corresponding CLO |
| **I. Argumentative Research Paper**: Students are required to compose **extended argumentative research papers (approx.10 pages each).** The teacher may require that students work alone, in pairs or in trios. While students working in pairs or groups of three are supposed to contribute throughout the process to all parts of the paper, each member should compose an important part individually (such as having student 1 draft the for-arguments, student 2 the against-arguments, and student 3 the rebuttal). Then the group works together to turn the individually produced parts into a coherent and cohesive whole.  The method of inquiry for the English 204 research paper is using the library to obtain findings on a topic; these findings will be used to argue for a claim, so the paper is mainly based on published sources (a minimum of 5 scholarly sources; may also include popular sources, as needed for the topic). Also, depending on the requirements of the research topic, students may interview an expert, or more, in the field of the research topic in order to supplement published data.  To produce the research paper, students need to formulate a research question, decide on an appropriate, relevant and focused topic, take notes ((including summary, paraphrase, and quotation), avoiding all forms of plagiarism, write an argumentative thesis statement (claim), use various methods of development and evidence to support a claim, retrieve information in all formats (using the library’s LIBCAT, electronic databases, and other resources as well as the Internet), evaluate sources (assessing the value of information and its appropriateness for the research required), use sources critically, incorporating selected information, and documenting sources (within and at the end of the text).  Emphasis will be placed on the **process**, which usually requires the submission of the following**,** all of which will contribute to the evaluation of the work:  **Process**   1. **Research proposal** (some teachers require item 2 first to help write the proposal) 2. **Annotated bibliography or literature review** (at this point, students evaluate the state of the existing literature on the topic to raise questions which will be answered in the argumentative paper) 3. **Working outline** (including a working thesis statement) 4. One or more **drafts of the paper or a part of it** to be evaluated by the instructor and possibly also by classmates during writing workshops   **Final research paper**:  The final product of the argumentative research assignment should consist of the following parts:   * Title page—the title of the paper, student’s name, instructor’s name, title and section of course, and date * Outline/Table of contents page— if your instructor requires an outline, include the thesis statement and a formal outline of the paper with headings of parallel form and equivalent value. A table of contents includes the actual headings or titles that appear in the paper with their page numbers. * Paper proper (Content pages, which include the introduction ending with the claim, the body parts presenting the arguments for, against and the rebuttal, the conclusion)—double-spaced text using Times New Roman 12 pt. font with MLA or APA style in-text citations in synthesizing information from sources * Works Cited/References Page—MLA or APA style * Appendix/Appendices (if applicable)   [An electronic copy is usually required to be submitted to TURNITIN assignment on Moodle] | **40%** minimum for process and product | 1, 2, 3, 4, 7, 8 |
| **II. Oral presentations:** Informal as practice and formal presentation of research | **15%** | 5 (partially) |
| **III. Different written and oral tasks:**   * **Critique**: Individual and written * Low stakes assignments which may include reading responses, analyses, synthesis, argumentative essays, debates, discussions, free writing, forum posts * Peer review/s * Reflection/s on learning | **35%** | 1, 4, 5, 6. 7, 8 |
| **IV. Active Participation:**   * Completing all readings, writing, oral tasks, reflective journals, & responses * Participating in and completing all informal writing (discussions, forums, debates, etc.) in writing workshops, peer review sessions & in student-teacher conferences * Showing evidence of progress, submitting assignments to Moodle and Turnitin, avoiding plagiarism & attending classes (when F2F) | **10%** | All CLOs |
| In all writing and speaking tasks, students should apply the proper conventions of language, usage, and format and follow ethical standards (CLOs 7 & 8) | | |

**IX. COURSE POLICIES**

* **Attendance**

For undergraduate courses:

“Students who miss more than one-fifth of the sessions of any course prior to the withdrawal deadline can be withdrawn from the course by the instructor.”

**Attendance is required in all Communication Skills courses**. **Attendance will be recorded.** Tardiness penalty = 3 lates (more than 10 minutes) will equal one absence.

**The table below illustrates the maximum number of permitted absences.** Classes are given **face-to-face or in person**, and students are expected to attend all classes in person on a regular basis.

|  |  |  |
| --- | --- | --- |
| **Classes** | **Before Week 10** | **Total** |
| M/W/F | 6 | 9 |
| T/R | 4 | 6 |

The number of permitted absences before week 10 is inclusive of the Drop & Add period.

• Students are expected to attend all classes.

• The student is responsible for all course material and for any announcements made during class time, lab time or fieldwork. (Undergraduate Catalogue 2024-2025, p.9 https://www.aub.edu.lb/Registrar/catalogue/Documents/UG-General-University-Academic-Information-2024-2025.pdf)

**Automatic Withdrawals and Failures Due to Absences:**

• Students who miss more than one-fifth of the sessions of any course prior to the withdrawal deadline can be withdrawn from the course by the instructor. If a student is enrolled in a minimum of 12 credit hours for a regular semester and misses more than the allowed number of absences by Week 10, the instructor will automatically request that the student be withdrawn from the course.

• Students who withdraw or are withdrawn for excessive absence from a course receive a grade of “W.”

• An instructor who withdraws students from the course because of excessive absence must have stated in the syllabus that attendance will be taken.

• Students who do not withdraw or cannot be withdrawn for excessive absence from a course will receive a grade of “F”. If a student misses more than the total number of allowed absences in a given semester and does not withdraw or cannot be withdrawn, he/she will receive a grade of “F” for the course.

•Students may not withdraw from a course if the withdrawal results in being registered for fewer than twelve (12) credits for regular terms without having an approved underload petition. (Undergraduate Catalogue 2024-2025, p.9)

If a student needs to **register for or repeat** a Communication Skills course for the fourth time, this student should petition for consent of the Undergraduate Student Affairs Committee through a “Repeat a Course More Than Three Times” petition on the Online Petition Form System. Course withdrawals are counted as having registered for a course one time. (Undergraduate Catalogue 2024-2025, p.9)

**Participation Policy:**

The Communication Skills program defines participation in the writing process as completing all assignments; participating in all activities (including completion of free-writing assignments, participation in writing workshops, and participation in peer review sessions); participating in student-teacher conferences; and showing evidence of progress. Be present in the classroom both physically and mentally! You are expected to participate in all sessions and contrubute to the discussions and the classroom activities.

* **Credit Hour Policy**

This course follows AUB Credit Hour Policy for threecredit courses. This course meets *three times* weekly for three academic hours per week.

* **Submissions and Due Dates**

**Late Work:** Assignments submitted late will receive a 10% reduction in points.This is non-negotiable.

* **Missing Projects/Assignments**

**Excused Absences:** If a student must miss class due to an illness and wish to be excused, the student must provide his/her instructor with a medical report and/or professional opinion issued by a qualified AUB employee, AUBMC doctor, or University Health Services. Students who seek excused absences for university-sanctioned events must provide an official letter from the sponsoring organization notifying the instructor of the absence at least one week before the event. Students are expected to complete assignments on time, actively participate in other class sessions, and to make up missed work as agreed with the faculty member.

**Schedule Conflicts:** Note that no mandatory university exams, labs, or meetings are to be scheduled that conflict with students enrolled in this class. The student is responsible for communicating with all parties involved prior to the date of the conflict. Please note that any student who misses this class to take an exam or attend a lab is not excused from this class and is responsible for arranging for makeup work, should the instructor allow it.

* **Final Examinations:**

Please note that students are expected to be on-campus and available to take a final examination for any of their courses at any time during the final examination period. For the current term, the final examination period runs between Tuesday, December 3 and Saturday, December 14, 2024. Students and professors will be notified of the final examination schedule being posted on the [Office of the](https://www.aub.edu.lb/registrar/Pages/default.aspx) [Registrar website](https://www.aub.edu.lb/registrar/Pages/default.aspx) as soon as feasible after the change of schedule period (Drop and Add).

* **Make-up Quizzes and Exams**

Students who miss a scheduled examination (including midterms, quizzes, or other class assignments) must present an excuse considered valid by the course instructor. Make-up exams, quizzes, and class assignments will be administered according to the course syllabus and must be completed before the final grade of the course is issued at the end of the term. Only medical reports and/or qualified professional opinions issued by an AUB Medical Center (AUBMC) doctor, or by the University Health Services may be accepted. Should there be a question about the validity of any excuse presented by the student, the matter should be referred to the appropriate faculty committee. Instructors will make sure there is no time conflict between an exam and a regularly scheduled course. (Undergraduate Catalogue, p. 9)

**Group Work**

This is an integral part of this course, fostering collaboration, communication, and critical thinking skills. All group members are expected to contribute equally and engage respectfully. Group tasks, including those involving peer review, may be required and will be graded collectively unless otherwise specified.

* **Teaching Strategies and Technology Tools**

Moodle as an LMS: Students write & submit to Moodle.

Methodology:

* 1. Process writing: Process is recursive. Teacher and peer feedback are used, followed by revision.
  2. Hands-on: Students read, annotate and write at home and in class.
  3. Class is student-centered, so PowerPoints have limited use.
  4. Students work individually, in pairs, or in small groups.
  5. Some of the writing is done in class and some at home.
* **Use of AI in the Course**

The Communication Skills Program requires students to take permission from their teachers if they intend to use AI for any purpose. The teacher may ban the use of AI altogether or allow the use of generative AI as a search engine to get information. Obviously, any borrowed information, whether obtained through AI or another search engine should be documented unless it is considered “common knowledge” (see section on Academic Integrity). The use of AI is **NOT allowed in the actual composition or writing of assignments be it during the process such as producing outlines or formulating questions or at the stage of the final paper/assignment.**

**X. UNIVERSITY RULES AND REGULATIONS**

* **General Academic Information**
  + [Undergraduate Academic Information](https://www.aub.edu.lb/Registrar/catalogue/Pages/undergraduate-general-university-academic-information.aspx)
* **University - Course Withdrawal Policy**

A student can withdraw from only one required course per semester. Students who wish to withdraw from more than one required course in any given semester must petition the appropriate faculty committee for permission to do so.

Check Withdrawal Information from [undergraduate](https://www.aub.edu.lb/Registrar/catalogue/Pages/undergraduate-fees-and-expenses-and-withdrawal-information.aspx) catalogue.

* **Academic Integrity (cheating and plagiarism):**

Please refer to [AUB Student Code of Conduct,](https://aub.policytech.eu/docview/?docid=147&public=true) in particular Section 1.1 [https://aub.policytech.eu/dotNet/documents/?docid=147&public=true], which concerns academic misconduct including cheating, plagiarism, in-class disruption, and dishonesty. Please be aware that misconduct is vigorously prosecuted and that AUB has a zero tolerance policy. Course policy is that credible evidence of cheating will result in course failure.

In all writing, ideas and words taken from elsewhere should be documented. Failure to credit ideas or material taken from any source constitutes plagiarism, which is a violation of the University’s academic regulations and subject to disciplinary action. According to our course policy, evidence of cheating will result in course failure.

**All writing you do for this course must be your own and must be exclusively for this course**, unless the instructor stipulates differently. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers.

Students in Communication Skills courses are required to apply the following standards to **all submitted work**:

* Documenting all information that is taken from other sources, including books, articles, websites, lectures, interviews, television, radio, etc.
* Putting quotation marks around the words that were originally written or spoken by someone other than you.
* Clearly indicating your use of ideas by other authors, even if they are paraphrased (written in your own words) or summarized.

Engaging in any of the following activities constitutes **plagiarism**, which is a violation of the university’s academic regulations (https://aub.policytech.eu/dotNet/documents/?docid=147&public=true) and is subject to disciplinary action:

* Submitting a paper written by another student
* Requesting or paying someone to complete an assignment for you
* Taking material from secondary sources without proper documentation INCLUDING AI
* Copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source
* Taking someone else’s writing, changing some of the words, and not identifying the source
* Taking someone else’s ideas or organization of ideas, putting them into your own words, and not identifying the source
* Having someone else change your writing – a tutor, friend, or relative, for instance – and creating the impression that this writing is your own work
* Purchasing or downloading papers or passages from the Web
* Using **facts, data, graphs, charts, photographs, or other information** without acknowledging the source with a footnote, caption, or bibliography entry. Borrowed facts or information obtained in one’s research (whether by means of AI or otherwise) or reading must be acknowledged unless they are “common knowledge.” Students should check with their teachers regarding what can be viewed as “common knowledge” within a specific field or assignment, but often the student will have to make the final judgment. When in doubt, footnotes or references should be used
* Submitting work that you previously submitted in another course and presenting it as if written specially for this course

**Turnitin:** Turnitin is an online text-matching tool accessible via Moodle that many faculty at AUB use. Once your work is uploaded, it will be compared with an extensive database of student and publicly accessible writing. When you upload an assignment to Moodle, your assignment may be also automatically scanned through Turnitin. If your instructor has authorized Turnitin to scan the assignment on Moodle, you must comply or risk losing credit for the assignment. If you have questions about how the software works or how the Turnitin report will be (or has been) used, please ask your instructor.

* **Accessibility Statement to Acknowledge the Unique Learning Needs of Students with Disabilities:** AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a diagnosed disability (including learning disability, mental health, chronic or temporary medical conditions), please contact the [Accessible Education Office](https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx) as soon as possible in order to help establish reasonable accommodations and facilitate a smooth learning process: [accessibility@aub.edu.lb;](mailto:accessibility@aub.edu.lb) +961-1- 350000, x3151; West Hall, 338.
* [**Non-Discrimination and Title IX Statement**](https://aub.edu.lb/President/TitleIX/Pages/syllabus.aspx)

In line with its commitment to the principle of equal opportunity in education and employment, AUB policies protect you from discrimination on the basis of protected characteristics, including discriminatory harassment and sexual harassment. Protected characteristics include: race, color, religion, age, national or ethnic identity, sex, gender or gender identity, sexual orientation, pregnancy, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, and political affiliation.

The policies are applicable to all the AUB community including: officers, faculty, staff, academic appointees, students (including medical interns and residents), visiting students, alumni, trainees, visitors, contractors, subcontractors, suppliers, located on campus and at AUB Medical Center, Advancing Research Enabling Communities Center (AREC), or any other facility or program affiliated with the University. The “AUB community” also includes the dependents and domestic employees of faculty and staff dwelling on campus and at AREC.

If you think you have experienced discrimination, discriminatory harassment, or sexual harassment, we encourage you to inform the Equity/Title IX Coordinator, Mitra Tauk, at 01-350000 ext. 2514, [titleix@aub.edu.lb,](mailto:titleix@aub.edu.lb) report to a Title IX deputy at your faculty or at any other faculty ([www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix)), or report online ([www.aub.ethicspoint.com](http://www.aub.ethicspoint.com/)). Reports may be submitted anonymously or not. Please know that the University will maintain the confidentiality of the complaint and privacy of the persons involved to the greatest extent possible, consistent with its goal of conducting a thorough and complete investigation and to the extent permitted by law.

You need to also know that the University has designated academic and administrative department/unit heads, managerial level staff, academic advisors, protection officers, and residence hall staff/monitors, as responsible employees or “mandatory reporters”, and may designate others at its discretion. These individuals are obligated to report actual or suspected discrimination or discriminatory harassing conduct to the Equity/Title IX Coordinator, unless they are a “confidential” resource. The following have been designated as confidential resources: on campus counselors in the Counseling Center of the Office of Student Affairs and AUB Medical Center counselors, and healthcare providers at the University Health Services (UHS) and at the AUB Medical Center. Confidential resources are not required to report actual or suspected discrimination or harassment to appropriate university officials, except in cases of suspected abuse of a minor, in the event of an external investigation or prosecution, or in the event of imminent danger to the reporting party or others.

**Resources for Students:**

**Writing Center:** The Writing Center offers free, 30-minute or 1-hour consultations about your writing. The WrC is located in West Hall Basement (new location will be announced by email). To meet the tutors and find writing resources, go to <https://aub.edu.lb/writingcenter>. To make an appointment, go to <https://aub.mywconline.com/>.

**Library Information Services:** Reference librarians and information specialists in the AUB libraries can support you individually with finding academic sources for your research. Jafet information librarians can be contacted in person in their office in the Jafet Library lobby, by email at [libinfo@aub.edu.lb](mailto:libinfo@aub.edu.lb), or by phone, extension 2629.

**Counseling Center, Student Affairs:** The center offers counsel and help to students with a range of academic and non-academic problems. If anything happening in your life is causing you distress and influencing your academic performance, and you feel you could benefit from professional help, contact the Counseling Center at   
[counselingcenter@aub.edu.lb​](mailto:ck55@aub.edu.lb) ; by phone at +961-1-350000, x3196 (only during working hours), or go to West Hall, 210 (also during working hours).

**Grievance Procedure:** If at any time during the semester you have concerns about the course, an assignment, or assessment, please set up a meeting to talk with your instructor about it. If you have met with your instructor and are unable to resolve the issue, you may request a meeting by email with the Director of the Communication Skills Program, Malaki Khoury, [mk01@aub.edu.lb](mailto:mk01@aub.edu.lb). The goal of any meeting with the Director will be to improve communication between the student and course instructor, and to resolve the issue in such a way that course learning outcomes are achieved. **Please note that the instructor for the course is the final decision-maker for any issues that arise, and administrators do not override the instructor’s decisions or policies.**

**XI. AUB GRADING SYSTEM**

<https://www.aub.edu.lb/Registrar/Pages/academic-information.aspx>

**Numeric Course Grade to Letter Course Grade**

|  |  |
| --- | --- |
| **Starting with Numeric Course Grade /100** | **Corresponding Course Letter Grade** |
| < 60 | F |
| 60 | D |
| 61–62 | D+ |
| 63–65 | C– |
| 66–68 | C |
| 69–71 | C+ |
| 72–74 | B– |
| 75–78 | B |
| 79–82 | B+ |
| 83–86 | A– |
| 87–92 | A |
| 93–100 | A+ |

**Grade Conversion Chart**

|  |  |
| --- | --- |
| **Course Letter Grade** | **Quality Points** |
| A+ | 4.3 |
| A | 4.0 |
| A– | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B– | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C– | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| F | 0.0 |

**Note: The GPA at AUB is capped at 4.0**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I | P | PR | W | NP |
| Incomplete | Pass | In Progress | Withdraw | No Pass |