## A COURSE MODULE DESCRIPTOR FORM

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| Module Information |
| **Course Module Title** | **Academic Debate** |
| **ناوى کۆرس مۆدیول** | دیبیت |
| **عنوان الوحدة** | النقاش الاكادیمی |
| **Course Module Type** |  Core  | **Module Code** | NTI 102 |
|  **ECTSs**  | 3 |
| **Department** | Department of English Language |
| **Department Code** | PTI102 |
| **Module Website (CMW)** | https://noble.edu.krd/ |
| **Module Leader (ML)** | Chra Doghramchy |
| **NTI - E - mail** | chra.ismael@noble.edu.krd |
| **ML Acad. Title** | Assistant Lecturer  |
| **ML ORCID** | [https://orcid.org/0000-0001-5440-9512](https://orcid.org/0000-0001-5440-9512?lang=en) |
| **ML Google Scholar Acc** | https://scholar.google.com/citations?user=JXFPnKcAAAAJ&hl=en&oi=ao |

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| Relation with Other Modules(Please specify) |
| **Pre-requisites** | yes |
| Module Aims, Learning Outcomes and Indicative Contents |
| Module Introductory Description | This course is designed to develop students’ abilities and skills in academic communication, presentation skills and debate.As future technicians, the academic debate course is fine tune to their real-world needs which will be mostly in companies and industries rather than academic and research centers. So the main aim of the course is focused on the report writing, presentation and team work skills which are more useful and practical for them. |
| Module Aims | * To develop report writing skills
* To appreciate the diversity of social relations in communities and teamwork
* To learn effective techniques of presentation and time management
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| Module Learning Outcome | * Better presentation skills
* Focus on report writing for companies and organization
* Teamwork skills and workstyle to better understand and work with colleagues
* Exercise debating skills and enhance abilities to express thoughtful, informed opinions in public settings
* Demonstrate skills of peaceful negotiation with others.
* Prepare and execute an argument

Demonstrate openness to diverse viewpoints and to express a willingness to change as a result. |
| Learning and Teaching Strategies |
| **Strategies** | Group working to learn group workSeminars by studentStudent center teachingScientific trip to a libraryVideo learningThe above mentioned learning and strategies have been implemented as astrategy of learning and teaching in order to motivate the students to participate and engage to class more effectively. |

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| **Required texts and References** |
| * Why Debate: Transformed by Academic Discourse Paperback by [Shawn F Briscoe](https://www.amazon.com/Shawn-F-Briscoe/e/B01IUBIB3I/ref%3Ddp_byline_cont_book_1), [Dr Minh A Luong](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Dr+Minh+A+Luong&text=Dr+Minh+A+Luong&sort=relevancerank&search-alias=books), [Kari Jahnsen](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Kari+Jahnsen&text=Kari+Jahnsen&sort=relevancerank&search-alias=books):
* Academic debate: Practicing argumentative theory Paperback by [Donald Willia](https://www.amazon.com/Donald-William-Klopf/e/B001IU2I38/ref%3Ddp_byline_cont_book_1)m klopf
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| Module Delivery |
| **Total workload Per week** |
| **Contact Theoretical Hours – Per term** | 1 |
| **Contact Practical Hours – Per term** | 1 |

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| Module AssessmentThe following activities or any other activities that match the Bologna process can be performed |
| **Module Activities** | **Time /Number** | **Weight (Marks)** | **Week Due** |
| Participation | Daily bases | 10% | Weekly  |
| Oral assessment | Daily bases | 5% | Weekly |
| Weekly Debate | Daily bases | 5% | Weekly |
| Activity | 5 | 10% | Week 2, 4, 6, 8, 9 |
| Assignment | 1 | 5% | Week 4 |
| Report | 1 | 10% | Week 8 |
| Poster(Group) | 1 | 10% | Week 10 |
| Quiz | 1 | 5% | Week 5 |
| Presentation | 1 | 5% | Weekly(start from week 3) |
| Vlog | 1 | 10% | Week 12 |
| Group Debate | 1 | 25% | Week 13, 14 |
| **Total** |  | 100% |  |

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| Delivery Plan (Designed Syllabus) |
|  | **Course Module Content** |
| Week 1 | * What is Debate?
* Give activity for next Lecture
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| Week 2 | * Introduction about debate
* History of Debate
* Activity : Student explain for the class the Debate that they watch at home online
* Group Distribution
* Give them topic to choose for their group
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| Week 3 | * What is Presentation?
* How to prepare academic Presentation?
* How to act during a Presentation?
* Choose an easy topic and prepare a sample PowerPoint for next week during the course each 3 student present their Slide each week(each student alone).
* Give a YouTube video to learn MS PowerPoint by Flipped Classroom strategy
 |
| Week 4 | * What is group work?
* The role of group leader?
* How to work in groups?
* 4 student Presentation (3-5 ) minute each
 |
| Week 5 | * How to write a report?
* 4 student Presentation (3-5 ) minute each
 |
| Week 6 | * What is poster?
* Prepare a group poster
* 4 student Presentation (3-5 ) minute each
 |
| Week 7 | * Scientific Trip
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| Week 8 | * What is Vlog?
* What should be show in a Vlog?
* 4 student Presentation (3-5 ) minute each
 |
| Week 9 | * Report draft and reviewing the draft (1500-2000 words)(Group work)
* 4 student Presentation (3-5 ) minute each
 |
| Week 10 | * Poster Day
* 4 student Presentation (3-5 ) minute each
 |
| Week 11 | * Group Debate Day
* 4 student Presentation (3-5 ) minute each
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| Week 12 | * Vlog Show Day
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| Week 13 | * Group Presentation
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| Week 14 | * Group Presentation
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| Week 15 | * Revision
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| Course Keywords |
| Debating, Academic Debate, English, Presentation, Seminar, Poster, Group Work  |