

**TISHK INTERNATIONAL UNIVERSITY**  
**FACULTY OF APPLIED SCIENCE**  
**Department of ARTIFICIAL INTELLIGENCE,**  
**2025-2026 Fall**

**Course Information for DBT 101 ACADEMIC DEBATE AND CRITICAL THINKING**

<b>Course Name:</b>	ACADEMIC DEBATE AND CRITICAL THINKING					
<b>Code</b>	<b>Regular Semester</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Credits</b>	<b>ECTS</b>	
DBT 101	1	2	-	2	3	
<b>Name of Lecturer(s):</b>	Dr. Abdurrahman Wahab					
<b>Teaching Assistant:</b>	Ms. Shahd Abdulelah					
<b>Course Language:</b>	English					
<b>Course Type:</b>	Main					
<b>Office Hours</b>	3					
<b>Contact Email:</b>	abdurrahman.wahab@tiu.edu.iq					
	Tel: class=formin					
<b>Teacher's academic profile:</b>	Ph.D. in Social Sciences and Humanities; Educational Policy and Program Evaluation. M.A. in American Literature. B.A. in English Language and Literature.					
<b>Course Objectives:</b>	<p>This course is designed to develop students' academic English proficiency through integrated practice in reading, writing, speaking, listening, and critical thinking, with a particular emphasis on presentation skills and department-related academic content. By engaging in structured classroom activities, independent assignments, and assessed presentations, students will enhance their ability to communicate effectively and confidently in academic and semi-professional contexts. One of the primary objectives of this course is to enable students to organize and present information clearly and logically. Through the preparation of original slides and oral presentations, students will learn how to summarize key ideas, support arguments with relevant details, and adapt content for an audience. Attention is given to time management, ensuring that students can plan, rehearse, and deliver presentations within a specified time frame, a skill that is essential in academic and professional environments. Another important objective is to strengthen students' academic writing skills. The course requires students to produce a one-page reflective homework assignment and a three-page mid-term report related to their department. These tasks aim to improve students' ability to write coherent paragraphs, use appropriate academic vocabulary, apply correct grammatical structures, and reflect critically on their learning experiences. Students will also practice referencing ideas clearly and maintaining consistency in tense, tone, and style. The course further aims to promote active participation and engagement in the classroom. By asking questions and responding to presenters, students develop listening skills, interaction strategies, and academic discussion etiquette. This objective encourages learners to become active contributors rather than passive listeners, fostering a collaborative learning environment. In addition, the course focuses on enhancing students' oral communication skills, including pronunciation, fluency, voice control, and effective use of English during presentations. Students are encouraged to use appropriate body language, eye contact, and movement on stage to support their spoken message. These elements help build confidence and improve overall presentation effectiveness. Finally, the course seeks to cultivate students' autonomy, creativity, and professionalism. By producing original slides and reflecting on their performance, students become more aware of their strengths and areas for improvement. Overall, upon successful completion of the course, students will be better prepared to meet the linguistic and communicative demands of university-level study and future professional contexts.</p>					
<b>Course Description (Course overview):</b>	<p>This course is designed to develop students' abilities and skills in academic communication and debate. The topics of this course train the students on using sources for academic communication, putting knowledge to good use, and raising academic questions and answering questions in an academic way. The course also aims to teach students how to accept and respect differing opinions, and how to conduct academic arguments. In this course, students are directed to raise questions and analyze academic texts logically and critically, i.e. they are guided to conduct a critical analysis of what they read, and are provided with the opportunity to practice and develop their skills by writing their reflections on the material studied and on their own learning. Moreover, the students will be assisted in this course by considering the problems of their country, and making suggestions to solve problems relying on academic mechanisms and methodology.</p>					

**COURSE CONTENT**

Week	Hour	Date	Topic
1	2	01-05/12/2025	Introduction to Critical Thinking and Debate
2	2	08-12/12/2025	Introduction to Critical Thinking and Debate

3	2	15-19/12/2025	Students presentation
4	2	22-26/12/2025	Students presentation
5	2	29/12-02/01/2026	Students presentation
6	2	05-09/01/2026	Students presentation
7	2	12-16/01/2026	Midterm Exam
8	2	19-23/01/2026	Students presentation
9	2	26-30/01/2026	Students presentation
10	2	02-06/02/2026	Students presentation
11	2	09-13/02/2026	Students presentation
12	2	16-20/02/2026	Students presentation
13	2	23-27/02/2026	Final Exam

#### COURSE/STUDENT LEARNING OUTCOMES

- Analyze and evaluate arguments using critical thinking principles and logical reasoning techniques.
- Construct clear, persuasive, and evidence-based arguments for academic and real-world contexts.
- Identify and address logical fallacies in their own and others
- Demonstrate effective verbal and non-verbal communication skills in structured academic debates.
- Conduct research to gather and integrate credible evidence into well-reasoned arguments.

#### COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES

(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced )

Program Learning Outcomes	Cont.
1 Apply principles of mathematics, science, and engineering	P
2 Design and conduct experiments, as well as analyze and interpret data accurately.	P
3 Design an engineering system, component, or process to meet desired industrial needs.	I
4 Identify, formulate and solve complex engineering problems	I
5 Apply, in design and construction, the most modern design codes, standards and specifications such as; AISC, ACI, ASCE 7, IBC, etc.	P
6 Use the techniques, skills, and modern engineering tools, such as surveying instruments, and designing software that are necessary for engineering practices.	I
7 Apply knowledge and skills in construction project management and recognition of international standards and methodologies	I
8 Manage to work with multi-disciplinary teams and communicate effectively.	I
9 Identify the moral values that ought to guide the Civil Engineering profession and resolve the moral issues in the profession.	I
10 Apply the principles of sustainable development in their professional duties which go in line with the paramount safety, health and welfare of the public.	I
11 Analyze the impact of engineering solutions in a global and social context	
12 Identify the need and have the ability to engage in lifelong learning and knowledge of contemporary issues.	

<b>Prerequisites (Course Reading List and References):</b>	Bailey, S. (2018). Academic Writing: A Handbook for International Students (5th ed.). Routledge. This book provides clear guidance on paragraph structure, coherence, academic style, and report writing. It is particularly suitable for supporting the mid-term report and reflective homework assignments. Hedge, T. (2008). Writing (2nd ed.). Oxford University Press. A practical resource focusing on the process of writing, idea development, and accuracy. It supports students in producing structured academic texts and improving grammatical control. Powell, M. (2011). Presenting in English: How to Give Successful Presentations (2nd ed.). Heinle Cengage Learning. This book directly supports the final presentation assessment, especially criteria related to time management, delivery, voice, and audience engagement.
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<b>Student's obligation (Special Requirements):</b>	1. Attend all classes, participate actively, and complete assigned readings and materials before each session. 2. Submit assignments and projects on time, adhering to provided guidelines and maintaining academic integrity. 3. Prepare thoroughly for debates and group activities, collaborating effectively with peers. 4. Respect diverse perspectives and contribute constructively to discussions and feedback sessions. 5. Actively participate in debate activities, demonstrating effort and applying course concepts. 6. Be open to
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	constructive criticism and demonstrate a willingness to improve skills and engage with new ideas.
<b>Course Book/Textbook:</b>	Comfort, J., Revell, R., & Stott, C. (2014). English for Presentations at International Conferences. Oxford University Press. Although designed for higher levels, selected units are highly useful for B1 students preparing structured presentations and learning formal presentation language. Dörnyei, Z. (2001). Motivational Strategies in the Language Classroom. Cambridge University Press. This reference supports classroom participation and engagement, encouraging active involvement, confidence building, and learner autonomy.
<b>Other Course Materials/References:</b>	1. Snider, A. C., & Schnurer, M. (2006). Many Sides: Debate Across the Curriculum. 2. Tindale, C. W. (2007). Fallacies and Argument Appraisal. 3. Purdue Online Writing Lab (OWL): 4. Stanford Encyclopedia of Philosophy (Critical Thinking and Logic Entries): 5. The Elements of Style (Strunk, W., & White, E. B., 2000) Online Video Resources: TED Talks: A rich source for analyzing high-quality presentations and speeches, offering insights into public speaking and effective communication. Debate Videos: Watching debates from platforms like YouTube (e.g., Intelligence Squared or Oxford Union debates) can provide real-world examples of argumentation and debate skills in action. Debate Formats and Guidelines (International Debate Education Association): IDEA Resources: Provides an overview of various debate formats, competition rules, and strategies, which is particularly useful for preparing for group debates and competitive formats.
<b>Teaching Methods (Forms of Teaching):</b>	Lectures, Presentation, Seminar, Project, Assignments, , ,

#### COURSE EVALUATION CRITERIA

Method	Quantity	Percentage (%)
Attendance	1	10
Participation	1	5
Homework	1	10
Midterm Exam	1	25
Presentation	1	10
Final Exam	1	40
<b>Total</b>		<b>100</b>

**Examinations:** Essay Questions, Multiple Choices, Short Answers, Matching, Presentations, Reports, Reflections

**Extra Notes:**

ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	13	2	26
Practical Hours	13	0	0
Final Exam	1	15	15
Attendance	1	10	10
Participation	1	10	10
Homework	1	5	5
Midterm Exam	1	10	10
Presentation	1	0	0
<b>Total Workload</b>			<b>76</b>
<b>ECTS Credit (Total workload/25)</b>			<b>3</b>

#### Peer review

Signature:	Signature:	Signature:
Name:	Name:	Name:
Lecturer	Head of Department	Dean