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| **ISHIK UNIVERSITY FACULTY OF EDUCATION Department of ENGLISH LANGUAGE TEACHING,2017-2018 Spring Course Information for** **DBT 102 ACADEMIC DEBATE AND CRITICAL THINKING II** |

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| **Course Name:** | ACADEMIC DEBATE AND CRITICAL THINKING II |
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| --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Course type** | **Regular Semester** | **Theoretical** | **Practical** | **Credits** | **ECTS** |
| DBT 102 | 2 | 2 | 2 | - | 2 | 3 |

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| **Name of Lecturer(s)-Academic Title:** | Samira Saeed -  |
| **Teaching Assistant:** | None |
| **Course Language:** | English |
| **Course Type:** | Main |
| **Office Hours** | Dr Sameerah T Saeed: Tuesdays 15:00-17:00 [office room 260] |
| **Contact:** | samira.saeed@ishik.edu.iq  |
| **Teacher's academic profile:** | Asst. Lecturer PhD in Politics & IR MA in Politics & Social Policy BA in Sociology  |
| **Course Objectives:** | The purpose of this course is to acquaint students with debating and argumentation skills, and to develop their critical thinking and reasoning abilities. |
| **Course Description (Course overview):** | This course is the continuation of DBT 101. The topics of this course train the students on using sources for academic communication, putting knowledge into 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. |
| **COURSE CONTENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Hour** |               **Date**               | **Topic** |
| **1** | 2 | 25-29/3/2018 | Introduction: Debating and Argumentation |
| **2** | 2 | 1-5/4/2018 | Teams debate |
|  |  |  |  |
| **3** | 2 | 8-12/4/2018 | Project 1 |
| **4** | 2 | 15-19/4/2018 | Students practice |
|  |  |  |  |
| **5** | 2 | 22-26/4/2018 | Students practice |
| **6** | 2 | 29/4-3/5/2018 | Project 2 |
|  |  |  |  |
| **7** | 2 | 6-10/5/2018 | Students practice |
| **8** | 2 | 13-17/5/2018 | Students practice |
|  |  |  |  |
| **9** | 2 | 20-24/5/2018 | Project 3 |
| **10** | 2 | 27-31/5/2015 | Students practice |
|  |  |  |  |
| **11** | 2 | 3-7/6/2018 | Students practice |
| **12** | 2 | 10-14/6/2018 | Final Exam |
|  |  |  |  |

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| **COURSE/STUDENT LEARNING OUTCOMES**

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|  |  |
| **1** | Recognize the basics of Academic Debate and demonstrate debating skills |
| **2** | Analyze information and criticize opinions |
| **3** | Develop presentation and communication skills |
| **4** | Apply Knowledge of argumentation and justification |
| **5** | Demonstrate knowledge in learning communities using tools of technology for the common good. |

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| **COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES**(Blank : no contribution, I: Introduction, P: Profecient, A: Advanced )

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| --- | --- | --- |
|  | **Program Learning Outcomes** | **Cont.** |
| **1** | Know basic terms and principles of language teaching. |  |
| **2** | List methods of assessment and evaluation. | I |
| **3** | Have knowledge about how to teach language skills. |  |
| **4** | Benefit from basic terms and principles of language teaching for application. |  |
| **5** | Reflect the use of methods and approaches of teaching foreign language into his/her teaching. |  |
| **6** | Differentiate material adoption, adaptation, and development methods. |  |
| **7** | Translates from and into English and his/her mother tongue. |  |
| **8** | Use appropriate methods and techniques to improve students’ critical thinking, creative thinking and problem solving skills. | A |
| **9** | Plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field. |  |
| **10** | Use required methods and techniques for student-centered teaching by considering individual and cultural differences of students. | I |

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| **Prerequisites (Course Reading List and References):** | None |
| **Student's obligation (Special Requirements):** | • Students should participate in the debates and class discussion. • Students should fulfill all the required tasks and projects assigned |
| **Course Book/Textbook:** | None |
| **Other Course Materials/References:** | • Freeley, A. J. & D. L. Steinberg. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making. 12th ed. Boston: Cengage. • Moore, B. N. & R. Parker. 2009. Critical Thinking. 9th edn. Boston: McGraw-Hill Higher Education. • Morrow, D. R. & A. Weston. 2011. A Workbook for Arguments: A Complete Course in Critical Thinking. Cambridge: Hackett Publishing Company, Inc. • Rybold, G. 2006. Speaking, Listening and Understanding: Debate for Non-native-English Speakers. New York: International Debate Education Association. |
| **Teaching Methods (Forms of Teaching):** | Lectures, Practical Sessions, Presentation, Project, Assignments, Demonstration |
| **COURSE EVALUATION CRITERIA**

|  |  |  |
| --- | --- | --- |
| **Method** | **Quantity** | **Percentage (%)** |
| Attendance | 1 | 5 |
| Participation | 1 | 10 |
| Project | 1 | 20 |
| Presentation | 1 | 25 |
| Final Exam | 1 | 40 |
| **Total** | **100** |
| **Examinations:**Essay Questions, Multiple Choices, Short Answers |  |  |

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| **Extra Notes:** |
| **ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total Work Load** |
| Course Duration (Including the exam week: 16x Total course hours) |  |  | 0 |
| Hours for off-the-classroom study (Pre-study, practice) |  |  | 0 |
| Assignments Mid-terms |  |  | 0 |
| Final examination |  |  | 0 |
| Other |  |  | 0 |
| **Total Workload** | **0** |
| **ECTS Credit (Total workload/25)** | **0** |

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**Peer review**

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

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