## A COURSE MODULE DESCRIPTOR FORM

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| Module Information |
| **Course Module Title** | Academic Debate |
| **ناوە کۆرس مۆدیول** | دیبەیتی زانستی |
| **عنوان الوحدة** | مناقشە ءلمیە |
| **Course Module Type** | Type B | **Module Code** | Pharmacy307 |
| **ECTS Credits** | 3 | **Module Level** | 1 |
| **Semester of Delivery** | one  | **Dept. Code** | DMLS32000+ |
| **College (Code)** | CSCN30000+ |
| **Module Website (CMW)** | nobleinstitute.krd |
| **Module Leader (ML)** | M.Sc. Rabar Mohammed  |
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| **ML Acad. Title** | Assistant lecturer | **ML Qualification** | M.Sc. |
| **ML ORCID** | 0000-0002-7272-7095X |
| **ML Google Scholar Acc.** | rabar.hussein@nobleinstitute.krd |
| **Course Module Tutor** | z92wha |
| **Module Tutor email** | @nobleinstitute.krd  |
| **Date Approved** | 11/9/2021 | **Version Number** | 1.0 |

(Course Book)

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| Relation With Other Modules |
| **Pre-requisites** |  Research method  |
| Module Aims, Learning Outcomes and Indicative Contents |
| Module Introductory Description | The course provides an introduction to debate with main focus on learning and critical thinking, negotiation, creativity, organization, self confidant, asking and answering process.  |
|  Module Aims | It will introduce the student methods of academic debate topics included such as critical thinking and negotiation. The principles of debate and critical thinking, problem solving, communication skills and practical skills in debate – the science of obtaining, processing, and communicating information about the composition and structure of substances. Working on problems of identification and quantification associated with chemical, physical or biological processes. It will enable to develop transferable skills of the type that graduates will need in their professional careers including scientific and analytical thinking, presenting written material, record keeping and research and time management. |
| Module Learning Outcomes | The students will learn:1-Communication skills and expressing ideas Argumentation2-persuasion skills Accepting and respecting different points of view.3- to thinking, understanding and expression4- How to work in groups Topic selection (selecting debate able topics from current community issues, and issues related to students’ study5-Public speaking  |
| Learning and Teaching Strategies |
| **Strategies** | Instruction includes lectures, seminars, workshops, case studies, simulations, classroom teaching, project and problem-based teaching, individual supervision, group supervision, master classes, role-play, field work, laboratory work, maths jams and project-oriented teaching, textbook studies, case methods, group work, placements and field work, work experience, excursions, project-based and teaching based within research environments, clinical skills training, and auscultations. |

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| Module Delivery |
| **Structured workload (h/w)** | 25 |
| **Unstructured workload (h/w)** | 10 |
| **Total workload (h/w)** | 35 |

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| Module Assessment |
|  | **Time/Number** | **Weight (Marks)** | **Week Due** | **Relevant Learning Outcome** |
| **Quizzes** | 1 or 2 | 6% (6) | 5 or 5, 10 |  |
| **Assignments** | 2 | 6% (6) | At the start |  |
| **Projects /.** | 1 | 12% (12) / 18% (18) | Continuous |  |
| **others** | 2 hr | 36% (36) / 30% (30) | 8 |  |
| **Group presentations**  | 3 hr | 40% (40) | 16 | All |
| **Total**  |  | 100% (100 Marks) |  |  |

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| Learning and Teaching Resources |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | Academic debateResearch method  | Yes |
| **Recommended Texts** | 1. Building a Better Argument by Joe Miller 2. Critical Thinking Brooke by Noel & Richard Parker 3. Emotional Intelligence by Daniel Goleman 4. How to Win Friends and Influence People by Dale Carnegie 5. Mind Mapping by Tony Buzan 6. Six Thinking Hats by Edward de Bono 7. Six Value Medals Edward de Bono 8. The 7 Habits of Highly Effective People by Stephen R. Covey 9. The Making of Arguments by J. H. Gardiner eBook 10. What Do We Know About Creativity by Jose G. Gome | Yes |
| **Websites** | http://www.myspeechclass.com/good-andinteresting-research-paper-topics.html http://www.speaking.pitt.edu/student/groups/small grouptips.html http://www.facultyfocus.com/articles/effectiveteaching-strategies/10-recommendationsimproving-group-workScience Magazine:http://www.sciencemag.org |

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| Delivery Plan (Syllabus) |
| **Week**  | **Material Covered** |
| **Week 1** | Student Origination  |
| **Week 2** | **Introduction to debate (definition, history, and formats)**Lecturing and discussing Communication skills and expressing ideas Argumentation and persuasion skills Accepting and respecting different points of view. |
| **Week 3** | **Critical Thinking** Introduction to thinking, understanding and expression |
| **Week 4** | **Topic selection** How to work in groups Topic selection (selecting debate able topics from current community issues, and issues related to students’ study-Seminar  |
| **Week 5** |  **Report style**  |
| **Week 6** | **Public speaking** Seminar on the report |
| **Week 7** | **Public speaking** Seminar on the report |
| **Week 8** | **Public speaking** Seminar on the report |
| **Week 9** | **Public speaking** seminar on the report |
| **Week 10** | **Public speaking** Seminar on the report |
| **Week 11** | **A debate between two opposing groups** |
| **Week 12** | **A debate between two opposing groups** |
| **Week 13** |  **A debate between two opposing groups** |
| **Week 14** | **A debate between two opposing groups** |
| **Week 15** | **Review** |

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| Course Keywords |
| **Presentation, public speaking, argument, Summarize speech, debate, ethics and bibliography.**  |

### APPENDIX: (Help and Information)

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| **Noble Institute**  |
|  **GRADING SCHEME** |
| **Group** | **ECTS Grade** | **% of Students/Marks** | **Definition** | **GPA** |
| **Success Group****(50 - 100)** | **A -** Excellent | Best 10% | Outstanding Performance | **5** |
| **B -** Very Good | Next 25% | Above average with some errors | **4** |
| **C -** Good | Next 30% | Sound work with notable errors | **3** |
| **D -** Satisfactory | Next 25% | Fair but with major shortcomings | **2** |
| **E -** Sufficient | Next 10% | Work meets minimum criteria | **1** |
| **Fail Group****(0 – 49)** | **FX –** Fail | (45-49) | More work required but credit awarded |  |
| **F –** Fail | (0-44) | Considerable amount of work required |  |
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| Note: |  |  |
| NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. Noble has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above. |

**Useful Resource:**

**Designing Learning, from module outline to effective teaching**

<https://www.sun.ac.za/english/faculty/arts/Documents/Designinglearning.pdf>