



Ministry of Higher Education and Scientific Research

Cihan University Sulaimaniya

Department of Translation and General Education

Academic Debate

1st Year- 1st Semester

Lecturer:

Lavin Yousif Hama Raouf

Course Outline

Academic Year: 2023-2024



Module Information

Module Title	Academic Debate		
Module Type	Basic	* Theory <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code			
Language	English		
ECTS Credits	2		
SWL (hr/sem)	54		
Module Level		Semester of Delivery	1
Administering Department	Translation	College	-
Module Leader	Lavin Yousif Hama Raouf		
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	MA
Module Tutor	Lavin Yousif Hama Raouf	e-mail	lavin.raouf@sulicihan.edu.krd
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date		Version Number	
Cycle of Study	Bachelor	Form of Education	Full time

Relation with other Modules

Prerequisite module		Semester	1 st
Co-requisites module		Semester	1 st

Total Contact Hours:	45
Total Self Study Hours:	9
Total No. Hours:	54
ECTS:	2

No. of Weeks	Contact Hours					Self-Study						
	Theoretical	Practic	Lab	Project	Visit	Quiz	Reading	Assignment	Presentat	Midterm Exam.	Final Exam.	
1st Week (Registration)	-	-	-	-	-	-	-	-	-	-	-	
2nd Week	3									3	3	
3rd Week	3			1								
4th Week	3			1		2			2			
5th Week	3			1								
6th Week	3			1								
7th Week	Midterm			1								2
8th Week	3											
9th Week	3			1								
10th Week	3			1								
11th Week	3			1								
12th Week	3											
13th Week	3											
14th Week	3			1								
15th Week (Final Exam.)												
16th Week (Final Exam.)												
TOTAL	36	-	-	9		2			2	2	3	

Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	An Introduction to Academic Debate
Week 2	What is Presentation?
Week 3	Debating
Week 4	Successful Conversation
Week 5	Single Presentation
Week 6	Debate Formats and Structures
Week 7	Mid-Term Exam
Week 8	Debating
Week 9	Group Presentation

Week 10	Effective vocabulary for debates
Week 11	Ethics in Debate
Week 12	Specialized Debate Topics
Week 13	Research and Evidence
Week 14	Adapting Audience
Week 15	Preparatory Week
Week 16	Final Exam

Module Aims, Learning Outcomes and Indicative Contents

Course Overview	A. Providing an understanding of Academic Debate including its definition, purpose, and historical significance.
	B. Delving into the framework of Academic Debate, distinguishing between Proposition and Opposition, delineating the roles of Affirmative and Negative teams, discussing various debate formats and their timings, and outlining the components of a debate round.
	C. Exploring the methodologies behind constructing a compelling case, the use of evidence and research, fostering logical reasoning, critical thinking, and effective strategies for refutation.
	D. Emphasizing the importance of persuasive communication, including techniques for effective public speaking, mastering vocal variety and body language, and strategies for engaging with the audience.
	E. Providing insights into research methodologies, including finding reliable sources, analyzing information, and crafting strong and coherent arguments.
	F. Fostering an understanding of respectful conduct in debate, including adherence to debate rules, handling conflicts professionally, and promoting sportsmanship.
	G. Offering practical advice for success in debate, such as the importance of practice and confidence-building, seeking constructive feedback, and maintaining a balance between preparation and adaptability.
	H. Illustrating the relevance of debate skills in various contexts, including academic settings, professional and political arenas, and everyday life situations.

<p style="text-align: center;">Module Objectives</p>	<ul style="list-style-type: none"> A. Understand the fundamental principles and purposes of academic debate. B. Analyze and apply different debate formats, including Proposition vs. Opposition structures. C. Develop effective argumentation techniques, including constructing solid cases and utilizing evidence and research. D. Enhance persuasive communication skills, such as public speaking, vocal variety, and body language. E. Learn research methodologies to find reliable sources, analyze information, and craft strong arguments. F. Cultivate etiquette and sportsmanship in debate, including respectful conduct, adherence to rules, and conflict resolution. G. Gain practical tips for success in debate, including practice strategies, seeking feedback, and balancing preparation with adaptability. H. Recognize the real-life applications of debate skills in academic, professional, and everyday contexts. I. Encourage further exploration of debate through active participation, research, and engagement. J. Foster critical thinking, logical reasoning, and effective communication for informed and persuasive discourse.
<p style="text-align: center;">Module Learning Outcomes</p>	<ul style="list-style-type: none"> A. Students will be able to articulate the purpose and significance of academic debate. B. Students will demonstrate an understanding of various debate formats and their respective structures. C. Students will develop the ability to construct and present persuasive arguments supported by evidence and research. D. Students will enhance their public speaking skills, including vocal variety and effective body language. E. Students will acquire research skills to find reliable sources, analyze information, and integrate it into their arguments. F. Students will exhibit respectful conduct and sportsmanship in debate interactions. G. Students will employ critical thinking and logical reasoning to evaluate and respond to opposing arguments. H. Students will practice adapting their arguments and strategies in response to evolving debate scenarios. I. Students will gain confidence in their ability to participate in and contribute meaningfully to academic debates. J. Students will recognize the relevance of debate skills in academic, professional, and personal contexts.
<p style="text-align: center;">Course Requirements</p>	<ul style="list-style-type: none"> A. Punctuality and regular attendance are expected from students in all classes. B. Active participation and engagement in discussions on presented material are mandatory for students. C. Students must come prepared for class discussions and complete assigned tasks. D. Students are encouraged to embrace and contribute to the collaborative and progressive atmosphere of the lectures. E. Each student must prepare and deliver a presentation on a topic related to academic debate. F. Practice and preparation of speeches, focusing on clarity, persuasiveness, and effective communication.

Learning and Teaching Strategies

Forms of Teaching

In the academic debate course, various forms of teaching are employed to ensure a comprehensive learning experience. The instructor conducts lecture sessions covering relevant topics such as debate formats, argumentation techniques, research methodologies, and etiquette. Interactive workshops are utilized to facilitate hands-on learning and skill development, focusing on specific debate skills like constructing arguments and effective public speaking. Additionally, students participate in debate practice sessions to apply theoretical knowledge in practical settings, engaging in simulated debate rounds to refine their strategies. Peer feedback sessions encourage collaborative learning, with students providing constructive feedback to their peers on debate performances. Integral to the course is the requirement for each student to prepare and deliver a presentation on a topic related to academic debate, fostering research skills and effective communication. Assignments such as research papers and reflection papers reinforce learning and encourage critical thinking. Individual consultations with the instructor offer personalized guidance and support. Finally, the course culminates in a final debate showcase, providing students with the opportunity to demonstrate their skills in a competitive setting. Through these varied teaching methods, including student presentations and assignments, the academic debate course aims to develop critical thinking, effective communication, and collaborative teamwork skills.

Module Evaluation

Assessment Types		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes		%5		
	Assignments		%5		
	Projects		%5		
	Group Working		%5		
	Presentation		%7		
	Daily Participation		%3		
Summative assessment	Midterm Exam	2hr	%20	7 th	
	Final Exam	2hr	%50	15 th & 16 th	
Total assessment			100% (100 Marks)		

Learning and Teaching Resources

Recommended Texts

- Cirlin, A. (2007). Academic debate v. advocacy in the real world: A comparative analysis. *Journal of the International Public Debate Association*, 1(1), 3-18.
- Darby, M. (2007). Debate: a teaching-learning strategy for developing competence in communication and critical thinking. *Journal of dental hygiene*, 81(4).
- Greenstreet, R. (1992). *Academic Debate and Critical Thinking: A Look at the Evidence*.

	<p>Parcher, J. (1998). The value of debate. <i>Report of the Philodemic Debate Society, Georgetown University.</i></p> <p>Tahir, K. W., & Ghafour, N. K. (2020). Strategies to Assess EFL Students in Debate and Seminar Presentation: Students' Perspectives. <i>Halabja University Journal</i>, 5(4), 82-96.</p> <p>A.</p>	
Websites		

Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks %	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 - 100	Outstanding Performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C - Good	جيد	70 - 79	Sound work with notable errors
	D -Satisfactory	متوسط	60 - 69	Fair but with major shortcomings
	E - Sufficient	مقبول	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	F – Fail	راسب	(0-44)	Considerable amount of work required
Note: Marks 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. The University 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.				

Approved by the Curriculum Development Committee:	
Approved by Head of the Branch / Department	
Signature	
Date	
Name	