



**Department of *English***

**College of *Education***

**University of *Salahaddin***

**Subject: *Academic Skills***

**Course Book – *first year***

**Lecturer's name : *Asma A.Brime***

**Academic Year: *2023-2024***

# Course Book

1. Course name	Academic Skills					
2. Lecturer in charge	Asma Abas Brime					
3. Department/ College	English/Education					
4. Contact	e-mail:Asma.Brime@su.edu.krd Tel: (0750 430 84 96)					
5. Time (in hours) per week	3					
6. Office hours	7 h					
7. Course code						
8. Teacher's academic profile	<ul style="list-style-type: none"> <li>• Bachelor in English language and literature 2007-2008.</li> <li>• Master in English applied linguistics 2013</li> <li>• Ph. D in English Applied Linguistics 2019</li> </ul>					
9. Keywords	Critical thinking skills: analysis, synthesis and evaluation					
<p><b>10. Course overview:</b> Students are motivated to participate in the learning and teaching processes (they are responsible for their learning). The class should be a helpful and engaging medium for academic debate rather than a series of lectures presented by the teacher about academic debate. Information on ethics of communication, seminar presentation skills and other required topics are given by the teacher at the beginning of the semester to help students prepare themselves for the assignments of the course.</p> <p>Below are the four activities required in this course:</p> <p><b>1.General Discussion, critical thinking and daily activities:</b> The students and the teacher discuss a chosen topic and exchange ideas and viewpoints. Students summarize the main themes of texts given to them or movies played and discuss and debate these themes. They raise critical questions and answer them scientifically.</p> <p><b>A rubric for students' activities during the year</b></p>						
<b>No.</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Students' participation in discussions and comments in class					
2	Group work					
3	Quizzes and tests in “making power point and poster”, other information.					

## **2.Students' Writing:**

Students choose a topic from the given list or any other interesting topic to write a report about. They summarize, paraphrase or quote in writing the introduction, main topics and the conclusion. They use internet sources, journals, interviews and books from the library. suitable feedback is given to students.

Students can work in groups. They distribute the tasks and meet regularly after class to discuss the topic and give feedback to each other. They prepare a schedule for task distribution and time required for the tasks.

- **Students' a)analysis, b)synthesis and c)evaluation of the writing works will be assessed depending on their answers to the following questions:**

### **a) Analysis**

A) Ask some questions about the details information in the articles, films,...etc.

B) Is the passage concerned with fact or opinion? How?

### **b) Synthesis**

- Summarize the main idea or central points of the passage in two sentences.

### **c)Evaluation**

1. What is the author's purpose? Is it for informing, instructing, entertaining or persuading the readers?
2. Who did the author intend to read this passage?
3. Does the author clearly state his purpose? How, or how not?
4. What is the author's point of view? Do you agree with him/her?
5. Is the author accurate (right) in what he or she claims? How, or how not?
6. Is the author sufficiently precise (exact) in providing details? How do know?
7. Does the author introduce irrelevant and unrelated material (ideas)? How do you know?
8. Does the author consider and mention other relevant points of view? How do you know?
9. Is the text important? Why, or why not?

10. Does the author take a one-sided and narrow approach? How do you know?

**3. Presentation of seminars:** students might present seminars weekly. and nearly at the end of the year students will present their poster a power point.

*Before presenting the seminar, students are required to do the following:*

- Plan and distribute tasks.
- Read about the topic accurately.
- Prepare critical questions about it.

*While presenting the topic:*

- Explaining the topic,
- Use interactive presentations (power point, interview, pictures, movies or poster)
- Ask critical questions
- Answer class questions.
- At the end, a summary is presented to the class.

**A Rubric for Students' Seminar**

No.	Items	1	2	3	4	5
1	The student's self-confidence(personality)					
2	The quality of presentation (Are all the main points presented?)					
3	Language					
4	Asking critical questions and answering students' questions?					
5	The quality of the prepared power point slides, other interactive presentations.					

**4. Academic debate:** students will be divided into different groups, and each group falls into two subgroups, each subgroup alone chooses a question to do research on (the questions are related to students' specialization and/or to local problems).

We start with the easy topics then the difficult ones.

The groups follow these procedures in Debate:

- Gather information about the topic,

- Analyze the collected information,
- Prepare the outcomes or conclusions,
- Present the result in class,
- The rest of class argues in favor of or against the topic.
- Students can choose various topics, work together, help each other to present and debate them with their colleagues in class.
- The result of the debate and the suggested solutions are presented in a proposal.
- The teacher's role is to guide them in choosing the topics, getting information, and monitoring the academic debate.

#### A Rubric for Students' Debate

No.	Items	1	2	3	4	5
1	Language					
2	Type of argument					
3	Academic Behavior					
4	Response to other part's questions?					
5	Managing class debate					

#### 11. Course objective:

- Develop students' abilities and skills in academic communication and debate
- Train the students to use sources for academic communication, to produce knowledge, to raise academic questions and to answer the questions scientifically.
- Trains them to think critically, to respect others' points of view and also to direct academic arguments.
- Analyze the scientific texts logically and critically, i.e. they are guided to conduct a critical analysis of what they read and are provided with opportunities to practice and develop their skills by writing their reflections on the material studied.
- See problems academically and offer suitable, appropriate and scientific suggestions for solving such problems.

#### 12. Student's obligation

Students are expected to be able to collect information, analyze, evaluate, criticize it and choose what is suitable to the cases under study. They are expected to be critical in their reading and writing and respect the different points of view. They are also expected to write reports, debate and present

seminars.

### 13. Forms of teaching

- Data show
- PowerPoint
- Some handout materials
- White board

### 14. Assessment scheme

#### Grade Weighting:

Students' evaluation in academic debate is as the following:

- A. 10% for a daily paper and pencil exam
- B. 10 % daily activities including analyzing, synthesizing and evaluating articles, films and/or reading texts
- C. 10% seminar and interactive presentations (power point)
- D. 10% report 40
- E. 20% poster
- F. 40% debate

**Total** **100%**

**A-D are out of 40. E and F for the final exam.**

### 15. Student learning outcome:

By the end of this course, students are expected to be able to collect information, analyze, evaluate, criticize it and choose what is suitable to the cases under study. They are expected to be critical in their reading and writing and respect the different points of view. They are also expected to write reports, debate and present seminars.

### 16. Course Reading List and References:

- Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 2001. Print.
- Brookfield, S.D. *Teaching for Critical Thinking*. San Francisco: Jossey-Bass, 2012. Print.
- Bloom, Benjamin S. et al., eds. *Taxonomy of Educational Objectives. Vol.1; Cognitive Domain*. New York: McKay, 1956. Print.
- Lipman, Matthew. *Thinking in Education*. 2<sup>nd</sup> ed. Cambridge: Cambridge UP, 2007. Print.

<ul style="list-style-type: none"> <li>• -<a href="http://debate.uvm.edu/critadv.html">http://debate.uvm.edu/critadv.html</a></li> </ul>	
<b>17. The Topics:</b>	<b>Lecturer's name</b>
<ul style="list-style-type: none"> <li>• Communication skills -verbal &amp; nonverbal communication</li> <li>• The power of body language</li> <li>• Listening Skill</li> <li>• - Active listeners</li> <li>• Reading Skill: skimming &amp; scanning</li> <li>• How to analyse, synthesize and evaluate reading texts, films, different social problems on which debates are built on.</li> <li>• Critical reading</li> <li>• Using reliable sources</li> <li>• Thinking and CT skills</li> <li>• Debate theory.</li> <li>• Ethics of debate</li> <li>• Discussion language</li> <li>• Debate &amp; critical thinking skills</li> <li>• Poster making.</li> <li>• Oral presentation skills through using poster and power point.</li> </ul>	
<b>18. Practical Topics (If there is any)</b>	
<p><b>Topics for weekly debate:</b></p> <ul style="list-style-type: none"> <li>• The importance of Time management</li> <li>• The importance of notes taking</li> <li>• Parking space should be shown before being able to purchase a car.</li> <li>• Are social networking sites doing us any good?Or are they just a sophisticated way of stalking people?</li> <li>• Is torture justified for national security?</li> <li>• Cell phones should be banned in schools.</li> <li>• Is peer pressure harmful or beneficial?</li> <li>• Violent video games should be banned.</li> <li>• Should the death penalty be eradicated?</li> </ul>	

- Are beauty pageants just a way of objectifying women?
- Should homework be banned?
- Are live-in relationships the way to go?
- Fried foods should come with a warning.
- Sex education should be imparted in middle school.
- All schools should make it a compulsion to teach arts and music to its students.
- Should juveniles be tried as adults?
- Human cloning should be allowed.
- Nuclear energy has destroyed our society.
- Parents should not purchase war and destruction toys for their kids.
- Animal dissection should be banned.
- Plastic bags should be banned.
- Are we too dependent on computers?
- Are security cameras an invasion of privacy?
- Should gay marriages be legalized?
- Is the co-education arrangement a good idea?
- Money motivates people more than any other factor at the workplace.
- Is it ethical for companies to market to children?
- Is age an important factor in relationships?
- Does it even matter?
- Should school attendance be made voluntary?
- Does the boarding school system benefit children?
- Are curfews effective in keeping teens out of trouble?
- Should libraries have a list of banned books?
- Will posting students' grades on bulletin boards publicly motivate them to perform better?
- How far is competition necessary in the learning process?
- Can bullying in schools be stopped? How?
- Is it important for all schools to conduct mandatory drug testing?
- Are film stars and cricketers given too much importance in our society?
- Which is better - arranged or love marriage?

## 19.

### 1. Attendance Policy

Attendance is required in this class and students should be in class on time. No leave permission is given by the teacher because students are evaluated daily. According to the regulations, if a student is absent for more than 10% of the study year he/she will be considered a failure in this



course(subject).If they attend class late for 3 times, they will be considered absent the third time. As for group absentees, the material will not be explained and you take a quiz on that material.

### **Grade Weighting:**

**Students' evaluation in academic debate is as the following:**

- G. 25% different daily activities (group work, creative thinking, problem solving and logical thinking activities,).**
- H. 25% analyzing, synthesizing and evaluating articles, films and/or reading texts**
- I. 25% seminar and interactive presentations (power point)**
- J. 25% poster**
- Total 100%**

**B& C are required in the re-take exam.**

### **20. Extra notes:**

Since academic debate course is a task based one the limitation of time has been distributed on months:

#### **Distribution of the activities:**

- **First month:** how to study; how to prepare the topics, learning strategies. showing the students videos or short movies, articles to analyze and discuss them, and connect them to the real-life issues.
- **Second month:** giving students a list of topics to be read, analyzed, synthesized and evaluated then a debate will be held at the end of the year. How to make posters is one of the main activities in this month.
- **Third month& Fourth month:** are devoted to society cases and collaborative work to investigate, analyze and discuss them in class. Meanwhile, the students prepare the power point slides. Furthermore, the students present the topic, ask questions, and answer the others' questions. Finally, debating a topic in groups as the final activity required. On the last week, the posters day will be announced at the college on the first week of April.

### **21. Peer review**

