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**Physics department**

**College of education/ Shaqlawa**

**University of Salahaddin**

**Subject: Academic Debate**

**Course Book – (First year Physics Student)**

**Lecturer's name: Dr. Bestoon Anwer**

**Academic Year: 2019/2020**

Course Book

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| **1. Course name** | Electronics | | |
| **2. Lecturer in charge** | Dr. **Bestoon Anwer** | | |
| **3. Department/ College** | **Physics, Education/ Shaqlawa** | | |
| **4. Contact** | e-mails: [bestoon.hamadameen@su.edu.krd](mailto:bestoon.hamadameen@su.edu.krd) | | |
| **5. Time (in hours) per week** | Theory**: 1 Hour, Practical 2 hours** | | |
| **6. Office hours** | **Sunday: From 8**:30 AM To 11:30 AM | | |
| **7. Course code** |  | | |
| **8. Teacher's academic profile**: I was born in Shaqlawa, Erbil, Kurdistan Region-Iraq, in 1981. I received the B.Sc. degree (First Class) in Physics from Salahaddin University-Erbil, in 2004, the MSc. degree (first class) in Metrology from Salahaddin University-Erbil, in 2010, and the Ph.D. degree in Nanotechnology and Bioengineering from the University of Kahramanmaras, Turkey., in 2018. My doctoral research concerned of fabrication of photodetectors from nanostructure Metal Oxide Semiconductors (MOS), such as CdO, ZnO and CdS, using sol gel and SILAR method. Their optical and electrical properties are analysed, I worked in Erbil Polytechnic University near 10 years as a lecturer. Now, I am a lecturer in physics department Salahaddin. Also, now I am a Head of Physics department/ college of education/ Shaqlawa. I have been tough Mechanical Engineering., Mechanics and Properties of Matter, Mathematics and Digital Electronics. | | | |
| **9. Keywords** |  | | |
| **10-** **Course Description:** This course is designed to develop students’ abilities and skills in academic communication, argumentation and debate. The topics of this course train the Students to use sources for academic communication, to produce knowledge, to raise academic questions and to answer the questions scientifically. It also trains them to think critically, to respect others’ points of view and also to direct academic arguments. In this course, students are directed to raise questions and analyse 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 and on their own learning. Moreover, they are assisted to Identifying problems academically and offer appropriate and scientific suggestions for solving such problems. Also, a number of lectures are devoted to teaching Health and Safety subject to train students about health awareness in order to use laboratories, and protecting against diseases in cafeterias, libraries and lecture halls. Furthermore, the course will focus on the importance of debate and time management. Course Aims and Learning outcomes: AIMS To foster critical thinking and thoughtful expression. To appreciate the diversity of social relations in communities. To develop intellectualism and confidence of expression | | | |
| 11. Course objective:    Learning outcomes Students will be able to: 1. Exercise debating skills and enhance abilities to express thoughtful, informed opinions in public settings. 2. Use reliable sources to gather evidence in a responsive, critical way. 3. Demonstrate skills of peaceful negotiation with others. 4. Prepare and execute an argument that is logically ground and contributes to the good of the community. 5. Identify emergent problems in communities and to see oneself as an active agent committed to the resolution of them. 6. Demonstrate openness to diverse viewpoints and to express a willingness to change as a result. 7. Demonstrate knowledge in learning communities using tools of technology for the common good. | | | |
| **12. Student's obligation:**  Students must be **on** **time** for class and should **refrain** from leaving and **re-entering** the classroom during lecture. If a student has a **legitimate** reason for being **excused** early from class, then **he** or **she** should discuss this with **me** before class.  Cell **phones** may **not** be used during **class** (no texting) and should be **silent**. **So** the philosophy of this course is that learning is a social process and knowledge is constructed, not only transferred; thus, you have a great role and responsibility in the process of learning. [5] A serious word of warning: please do not plagiarize or cheat. Plagiarism is presenting someone else's ideas as your own, whether in speaking or writing--this means that you must cite all of your sources both on your outline as well as when speaking. | | | |
| 13. Forms of teaching:  This course implements the learner-centred approach which enables students to relate what they read and study to their environment and they will be responsible for their learning. Students are motivated to participate in the learning and teaching processes. The class should be a helpful and engaging medium for academic debate. Information on ethics of communication, argumentation, report writing, health and safety, other skills and other required topics are given by the teacher in the beginning of the year to help students prepare themselves for the assignments of the course. These methods are used to teach this course: 1. Lecturing Teachers can use this method when they present new theoretical material to the students. Videos and presentations will be useful to achieve the goals. 2. Discussion is used to develop critical thinking and encourage self-expression and debating different viewpoints. Discussions can be started through conversation or storytelling, and suggesting ideas for discussion. Then debatable topics are chosen from either department discipline issues or recent social and cultural issues. 3. Group work Through this method of teaching, students learn how to conduct an activity or assignment with a group of students. This method depends on using leadership skills, time management skills, distribution of tasks, data collection, sharing information, accepting others’ viewpoints. This method helps students to work in small groups (usually 3) to interact with each other to achieve the goal. [6] 4. Practical activities All the theoretical materials are carried out practically. In this method, the teacher can make use of the following to help the students achieve their aims: A. MS Word (font, margin, report cover, referencing, word count) B. MS Power Point (poster design, presentation) C. Collecting data (survey, interview skills). D. Any other activities on the side of students like designing poster, report writing, debating and delivering seminars. 5. Task-based & Project-Based These are used when giving students tasks like writing reports, making posters, etc. 6. Problem-Based This is used when making an argument and work collaboratively to solve a problem. 7. Learning by doing It is used when students do practically all what they learned theoretically. 8. Self-assessment and peer review They are used when students assess each other’s works and assignments and give feedback. | | | |
| **14. Assessment scheme:**    In this system the **maximum** mark is **(100%)**. The grading system is based on the summation of two categories of **evaluations**:  **First**, **(40%)** of the **mark** is based on the **academic** year effort of the student which includes:   * **10%** for quizzes. * **10%** for Seminar * **10% for Academic report** * 10 % for participation   **Second**, **(60%)** of the **mark** is based on **final** examination   * 20% for poster * 40 academic Debates | | | |
| **15. Student learning outcome:**   |  | | --- | | Atomic Structure. | | Semiconductor Physics. | | Law of mass action and intrinsic carrier concentration e- carrier concentration, Fermi level and conductivity for extrinsic semiconductor. | | Special purpose Diodes. | | Optical diodes.  Transistors.  Transistor configurations.  Transistor applications.  Oscillators.  Two port representations. | | | | |
| **16. Course Reading List and References‌:** | | | |
| **17. The Topics:** | | Dr. Bestoon Anwer Hamadameen | |
| 1. **General Discussion**   critical thinking and theoretical material: In the beginning of the year, the teacher explains all the theoretical materials needed for conducting all the activities for this course. 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 videos played and discuss and debate these themes. They raise critical questions and answer them scientifically. They can use videos from YouTube. They work actively in groups. Students are trained daily on how to think critically and discuss general topics in class. The teacher assesses students’ understanding of such information in a quiz.   1. **Report Writing**:   Students choose a debatable topic to write their reports. They work in groups of 3 students. Other group chooses the same topic but the opposite side. They summarize, paraphrase or quote in writing the introduction, main topics and the conclusion. They write in-text-citation and reference list. They use internet sources, journals, interviews and books from the library. They use logical arguments and give evidence to their arguments. These reports will be scored and suitable feedback will be given to students. Students can work in groups in writing reports. 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. Enough time will be devoted for peer review and feedback for the introduction, body, and conclusion of students’ reports. The second part of this activity is giving a presentation/public speaking on the report the groups wrote. In a 5-minute presentation, students give a short presentation in groups on their reports. Rubrics are prepared for all activities.   1. **Poster**:   Students are required to make an event poster and academic poster. The academic poster is on the debatable report the students wrote. The steps of making both types of poster are available in the theoretical material document. The students participate in the poster conference at department, college and university levels.   1. **Academic debate and argumentation**:   The groups who chose the same topic but in opposed side will work together in one large group with a moderator to direct the debate. This moderator is from another group. Students work together to arrange their ideas and prepare evidences to persuade the audience and answer their questions. In this debate, respecting disagreement is encouraged. Students are reminded to attack ideas, never people and to respect their fellow classmates. TV debates are not allowed and are not good examples. The aim is not to win an argument but to convince others of their opinions. 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). As for group absentees, the material will not be explained. Students’ Assessment: Students’ assessment in this course is shown in the rubrics. The assessment of this course is not traditional like other courses; rather it is based on the learner-centred approach. Written exams are not required. Instead, students are assessed based on their activities and skills like the ability to write reports, critical thinking, expression ability, design posters, debate and work in groups, and the class activities using the formative assessment. This type of assessment motivates students further to learn, using Pedagogy of Freedom instead of Pedagogy Banking Model and memorisation.   |  | | --- | |  | | | | |
| **18. Practical Topics (If there is any)** | | | Not Exist |
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