

**Ministry Of Higher Education and Scientific Search**



**Department of International Relations&Diplomacy**

**College of Political Science**

**Salahaddin-Erbil University**

**Subject:**

**First year Students**

Course Book - (1st year student)

Lecturer name:

**(Hastyar Asaad Baper)**

Academic year: 2020-2021

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| Academic Skills | | | **1-Course Name** | |
| Hastyar Asaad Baper | | | **2-Lecturer in charge** | |
| International Relations and Diplomacy/ College of Political Science. | | | **3-Department/ College** | |
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| **Theory : 1 hour**  **Practical : 2 hours** | | | **5-Time(In hours) per week** | |
| Monday: 10:00-12:00 am, Wednesday: 10:00-12:00 am | | | **6-Office Hours** | |
| PSIR1101 | | | **7- Course Code** | |
| : I am Assistant Lecturer, as a permanent academic staff, at Political Science College of Salahaddin University- Erbil. Recently, I am Department Coordinator (Rapporteur) in International Relations and Diplomacy Dept. at the same College. I had various academic positions, as a Head of International Relations and Diplomacy Department and Department Coordinator (Rapporteur) at College of Law and International Relations-Bayan University. Currently, I teach the Academic Skills subject to the First Year Students. I taught various subjects; International Organizations, Political Parties, Political Systems, etc… | | | **8- Teacher's academic profile** | |
| **9- Course Overview:**  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 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 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. | | |
| **10- Course Objective:**  **AIMS**  To foster critical thinking and thoughtful expression  To appreciate the diversity of social relations in communities  To develop intellectualism and confidence of expression  **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.  **By the end of this course, students are expected to be able to:**  Collect information, analyze, criticize, evaluate it and choose what is suitable to the cases under study (i.e. think critically). 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, to debate, argue, communicate and make posters.  Furthermore, through understanding Health and Safety subject, the students will be aware of health issues when using the labs and be able to protect themselves against the dangers of contagious diseases.  Dear Students: 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.  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. | | |
| **11- 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.   1. **Discussion**   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.   1. **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.   1. **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.     1. **Task-based & Project-Based**   These are used when giving students tasks like writing reports, making posters, etc.   1. **Problem-Based**   This is used when making an argument and work collaboratively to solve a problem.   1. **Learning by doing**   It is used when students do practically all what they learned theoretically.   1. **Self-assessment and peer review**   They are used when students assess each other’s works and assignments and give feedback.  Below are the four activities required in this course:  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.  2- **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.  3- **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.  4. 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. | | |
| **12- Assessment scheme**  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.  In the first sitting exam: students are assessed based on the rubrics given in this course outline.  In the second sitting exam: students are assessed based on the following:  **First sitting score ÷ 2 = 50% of the students’ mark+ 50% for 3 activities (report writing, poster, and seminar/public speaking). The total is 100 marks**  Rubrics in “Academic Debate and Critical Thinking” course  First: Assessing general discussion, critical thinking (15%) and a quiz in theoretical material (5%).   |  |  |  | | --- | --- | --- | | Assessment mark  1-5 | Activity | No. | |  | Student’s participation in daily class activities and student’s questions based on reasoning and logic | 1 | |  | Critical thinking in expressing their points of view | 2 | |  | Group work assessment with regard to commitment and cooperation | 3 | |  | A quiz in theoretical materials | 4 | | Total: 20 marks | |  |   **Second: Assessment of academic writing (%20):**  **Report writing 10% + seminar/ public speaking 10%**   |  |  |  | | --- | --- | --- | | Assessment  mark 1-5 | Activity | No. | |  | Organization of the slides, designing the presentation and ability to ask and answer logically | 1 | |  | Public speaking skill, understanding the topic, using logic and argumentation in presenting their ideas | 2 | |  | The general structure of the report: the cover page, introduction, contents, conclusions and references | 3 | |  | Use of reliable sources in writing and how are the sources used and organized | 4 | | Total: 20 marks | |  |   Third: Poster (Academic Poster 15% and Event Poster 5%)  1. Academic poster 15%   |  |  |  | | --- | --- | --- | | **3-1** | **Presenter(s) Evaluation** | **A** | |  | Self-confidence, knowledgeable, fluent, ability to respond to the questions, referring to the main ideas of the poster. | 1 | | **3-1** | **Content Evaluation** | **B** | |  | Author’s full name, supervisor, department, college, university, university logo, a consistent font, writing accuracy, content organization, reference to the main ideas of the topic (title, aims, methodology, conclusions, tables and pictures, and references using Harvard style) | 2 | | **3-1** | **Design Evaluation** | **C** | |  | Title is well-located, length (occupying 1-2 lines) and can be read from 10 feet away. The poster is divided into suitable columns, section titles, bullet points/lists are used instead of the full sentences whenever possible | 3 | |  | All the text can be easily read from 4 feet away and space between the main sections of the poster are used and Images/graphics are relevant, necessary, have suitable size and good resolution, and used in their appropriate place | 4 | |  | Poster size and font size conform to the requirements of SUE so that the poster is easily read. Text colour and background are suitable | 5 | |  | Total: 15 marks |  |   **2. Event Poster 5%**   |  |  |  | | --- | --- | --- | | **0-2** | **Content Evaluation** | **A** | |  | Poster includes the name of the organizer and sponsor, institution address, contact information (email and mobile), University logo and motto, venue, date, time, and language accuracy | 1 | | **0-3** | **Design Evaluation** | **B** | |  | Title is well- located, length (1-2 lines) and can be read from 10 feet away | 2 | |  | Colour of the text, poster and background is suitable. Images/graphics are relevant, necessary and have suitable size and resolution | 3 | | Total: 5 marks | |  |   **Fourth: Assessment of academic debate and argumentation (40%)**   |  |  |  | | --- | --- | --- | | Assessment mark1-8 | Activity | No. | |  | Understanding the topic and ability to construct strong argumentation | 1 | |  | Self-confidence during the debate and self-expression of the student’s ideas during the debate and consideration of the ethics of academic debate and self-control during the debate | 2 | |  | Influencing the opposite group through persuasive arguments during the debate | 3 | |  | Concession to the view of the opposition and reaching a common ground between two opposing opinions | 4 | |  | Reference to reliable sources in making the arguments | 5 | | Total: 40 marks | |  | | | |
| **13- Course Reading list and References**:  **14- The Topics**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week** | **Activity** | **Method of Teaching** | **Reading List** | | | **Theoretical part** | | | | | | 1 | **Induction week**  **Reviewing Academic Skils Syllabus**  **Introduction to thinking, understanding and expression** | **Lecturing and group work** | YouTube Videos  - Moore, N. B. and Parker, R. 2004. Critical Thinking- 7th ed. McGrow-Hill. Newyork.  - Morrow, D. R. and Weston, A. 2011. A Workbook for Arguments. A Complete Course in Critical Thinking. Hackett Publishing Company, Inc. Indianapolis. | | | 2 | **Time management**  **Health and safety:**  **It is related to study environment and how to protect ourselves from different diseases** | **Lecturing and practical activities** | Time management is available at:  Anon (2013) Inspirational Video - "The Value of Time" [Online] Available at:  https://www.youtube.com/watch?v=Ue8RSDMZVOQ  -Angela Tank, Bridgette Lynch; and Brad Hokanson (2014) 'Time and project management series' [Online] Available at: http://www.studygs.net/schedule/index.htm  -RUP (20150) 'Time management skills’, [Online] Available at: http://www.roselandsd.org/RUP/3842-Time-Management-Skills.html  Health and safety is available at:  https://drive.google.com/open?id=0B001vh2qI\_8QWTZoRXprcmVMLVk | | | 3 | **Introduction to report writing** in groups (data collection, report structure and documentation)  **Note taking**,  **Referencing** and **in-text citation**  **Plagiarism: Avoiding plagiarism**  **Library orientation** | **Lecturing & discussion** | -Berg, B. L., 2001. Qualitative Research Methods for the Social Sciences. 4th ed. Boston: Allyn & Bacon.  - Adams, J., Khan, Hafiz T. A., Raeside, R. and White, D., 2007. Research Methods for Graduate Business and Social Science Students. New Delhi: Business books from SAGE  -Referencing (Harvard Style)  The University of Western Australia (2015) Harvard Citation Style, [Online], Available: http://www.cqu.edu.au/edserv/undegrad/clc/content/resources.htm [24 Sep 2015]  Site This for Me (Online Citation Generator): https://www.citethisforme.com/harvard  - Avoid Plagiarism- Paraphrasing, Summarizing and Quotations  Belmihoub, K. (2014) Purdue Online Writing Lab. Paraphrase and Summary Exercises, [Online], Available: https://owl.english.purdue.edu/exercises/32/41 [May 29, 2014]  Online Learning Center (2015) College Writing Skills with Reading 6th ed. Summarizing and Paraphrasing, [Online], Available: http://highered.mheducation.com/sites/dl/free/0072996277/161503/summarizing.html [2015]  http://www.kent.ac.uk/careers/sk/time.htm#Goals  https://education.exeter.ac.uk/dll/studyskills/harvard\_referencing.htm  http://library.bcu.ac.uk/learner/writingguides/ | | | 4 | Public speaking: giving a seminar on the report prepared by students in groups for 3-5 minutes  Using PowerPoint | Lecturing & discussion | - Crick, N. 2014. Rhetorical Public Speaking- 2nd ed. Pearson Education, Inc. Louisiana.  -Principles of communication is available at:  http://faculty.mu.edu.sa/public/uploads/1331203444.686Principles%20of%20communication.pdf  <https://support.office.com/en-us/article/Create-your-first-PowerPoint-2013-presentation-42229250-6c66-44cd-adf8-2f5802c63f74>  Public speaking and body language videos available at:  <https://www.youtube.com/watch?v=5U-ecOk0gWA>  <https://www.youtube.com/watch?v=f9xwP6V-0vQ&NR=1>  <https://www.youtube.com/watch?v=KVfd6wz_lVA>  <https://www.youtube.com/watch?v=w82a1FT5o88>  <https://www.youtube.com/watch?v=eIho2S0ZahI>  <https://www.youtube.com/watch?v=Ks-_Mh1QhMc> | | | 5 | Designing event and academic posters using PowerPoint | Lecturing and discussion | Event and Academic Posters  [DeFelice](https://designschool.canva.com/blog/author/karen/), K. (2015) 25 Ways To Design an Awesome Poster and Create a Buzz For Your Next Event, [Online], Available: <https://designschool.canva.com/blog/25-ways-to-design-an-awesome-poster-and-create-a-buzz-for-your-next-event/> [March 13, 2015]  Online Event Poster Maker:  <http://www.postermywall.com/index.php/g/event-flyers>  <https://www.canva.com/design/DABj1ByY6Lc/EyNddA8jtY7n_CFHYf8DMw/edit>  <https://designschool.canva.com/blog/25-ways-to-design-an-awesome-poster-and-create-a-buzz-for-your-next-event/>  <http://designshack.net/articles/inspiration/10-tips-for-perfect-poster-design/>  AVS Design (2007) Design aspects of academic poster, [Online], Available: <https://connect.le.ac.uk/posters> [2007]  Hess, G., Tosney, K. and Liegel, L. (2013) [Creating Effective Poster Presentations](https://www.ncsu.edu/project/posters/index.html) | An Effective Poster, [Online], Available: <https://www.ncsu.edu/project/posters/> [2013]  Purrington, C. (2015) Designing conference posters, Online], Available: <http://colinpurrington.com/tips/poster-design> [2015] | | | 6 | Introduction to debate (definition, history, and formats)  Communication skills and expressing ideas  Argumentation and persuasion skills  Accepting and respecting different points of view | Lecturing and discussion | - Freeley, A. J., and Steinberg, D. L., 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making. 12th ed. Boston: Cengage.  -Snider, A. and Schnurer, M., 2002. Many Sides: Debate Across the Curriculum. New York: International Debate Education Association.  -Vaughn, L., 2008. The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims. 2nd ed. Oxford: Oxford University Press.  - Wolfson, J. A. 2012. The Great Debate. A Hand Book for Policy Debate and Public Forum Debate- 4th ed. Lightning Bolt Press. Illinois.  - Butt, N. S., 2010. Argument Construction, Argument Evaluation, and Decision-Making: A Content Analysis of Argumentation and Debate Textbooks. PhD. Wayne State University.  -Rybold, G., 2006. Speaking, Listening and Understanding: Debate for Non-native-English Speakers. New York: International Debate Education Association.  -Snider, A. C., (2011). A Short Guide to Competitive Debate Formats. [pdf] Available at: http://debate.uvm.edu/learndebate.html. | | | **Practical part** | | | | | | 7 | Group distribution  How to work in groups  Topic selection (selecting debatable topics from current community issues, and issues related to students’ study programs) | Class discussion, group work and brainstorming | | <https://www.umflint.edu/library/how-select-research-topic>  <http://www.myspeechclass.com/good-and-interesting-research-paper-topics.html>  <http://www.speaking.pitt.edu/student/groups/smallgrouptips.html>  http://www.facultyfocus.com/articles/effective-teaching-strategies/10-recommendations-improving-group-work | | 8 | Report draft (1500-2000 words)  Reviewing the draft  Peer review | Peer review, discussion and group work | | <https://teachingcenter.wustl.edu/resources/writing-assignments-feedback/using-peer-review-to-help-students-improve-their-writing/> | | 9 | Finalising the report draft | Critical thinking , Group work, self-assessment | |  | | 10 | Public speaking (seminar on the report) | Critical thinking, group work, peer review and feedback | | ​  <https://www.google.iq/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=how%20to%20give%20good%20presentation%20in%20class> | | 11 | Public speaking (seminar on the report) | Critical thinking, group work, peer review and feedback | | ​  <https://www.google.iq/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=how%20to%20give%20good%20presentation%20in%20class> | | 12 | Public speaking (seminar on the report) | Critical thinking, group work, peer review and feedback | | ​  <https://www.google.iq/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=how%20to%20give%20good%20presentation%20in%20class> | | 13 | Making event and Academic posters | Critical thinking and group work | |  | | 14 | Showing posters to get feedback in class | Critical thinking, group work, self-assessment and peer assessment | |  | | 15 | College and university competition of posters | Assessing the posters by a committee in the college and university | |  | | 16 | A debate between two opposing groups | Teacher assessment | |  | | 17 | A debate between two opposing groups | Teacher assessment | |  | | 18 | A debate between two opposing groups | Teacher assessment | |  | | | |
| **Lecture's Name**  **Hastyar Asaad Baper** | | **Hint:**   1. Final Examinations and Cuisses depending on time board. 2. Questions, Exercises and problems are included at the end of each chapters (Solved problems at class and home works). | | | |
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