



زانكۆی سه‌لاحه‌دین - ههولير
Salahaddin University-Erbil

Quality Assurance and Curriculum Development

Course Book 2024 - 2025

Department: french

College: languges

Academic year: 2024-2025

Academic staff: Hazhar khaleel IBRAHIM

Email: Hazhar.ibrahim@su.edu.krd

Course Description

Module	Language
Academic Skills	English
Academic Year	Semester:
2024-2025	Spring
ECTS	Prerequisite:
6	-

Course Objective

The objective of this module is to equip students with a comprehensive set of academic and professional skills that enhance their success in higher education and future careers. This module aims to develop students' proficiency in seminar presentation, academic report writing, and critical thinking.

Students will learn to identify and analyze complex societal issues, craft evidence-based solutions, and effectively communicate their ideas. Additionally, the module will foster collaboration, group work, and academic debate skills while emphasizing the importance of sourcing reliable information and presenting arguments logically and persuasively.

Learning Outcomes

1. Understand academic skills:

Equip students with essential academic skills tailored to their area of study, encompassing seminar presentation techniques, academic report writing, critical thinking, problem identification and solution strategies, preparation of academic posters, collaborative group work, and effective academic debate skills.

2. Analyze the characteristics of each of the academic skills required for university:

Develop students' discussion skills to enhance their ability to articulate meaningful opinions, present well-supported arguments, and communicate logically within society. Simultaneously, emphasize the importance of using credible sources to construct arguments accurately and coherently.

3. Students' skills:

Delivering seminars with precision and effectiveness, along with mastering academic report writing, are key skills. Additionally, fostering the ability to identify, select, and interpret emerging societal issues, while developing problem-solving strategies, is essential. Equipping students with the capability to apply critical thinking techniques in seminars, reports, and the analysis of complex problems further strengthens their academic and professional competence.

4. Adhere to the basic rules, and promote understanding, academic discussion and debate:

- Demonstrate the ability to negotiate peacefully with others.
- Prepare students to engage in logical discussions that are useful to society.
- Demonstrate openness to different opinions and willingness to change his/her opinion.
- Demonstration of knowledge in learning centers using technology, for the public benefit.

References: *

Primary resources:

1. (بوخاری عهبدو لای قه سړی 2019): له دهروهی سندوقه که بیریکه رهوه.
2. (به رهه م ستارو تواناره شید 2019): دهروازه یه ک بو گفتوگو ی نه کادیمی و بیرى ره خنه یی.
3. Cottrell, Stella. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills)*. 2nd edition: In Stock.
4. Chaffee, J. (2003). *Thinking Critically*. 7th edition. Boston: Houghton Mifflin Company.
5. Richard, W Paul, & Elder, Linda. (2013). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life Pearson*. 2nd edition, FT Press.
6. Butterworth, John, & Thwaites, Geoff. (2013). *Thinking Skills: Critical Thinking and Problem-Solving (Cambridge International Examinations)*, Cambridge University Press.
7. *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd edition. Palgrave Macmillan, 2011.

Useful resources:

YouTube Videos

<https://www.youtube.com/watch?v=DwWY6HtI9jk>

<https://cyfar.org/data-sources>

1. Moore, N. B., & Parker, R. (2004). *Critical Thinking*. 7th ed. McGraw-Hill. Newyork.
2. Wolfson, J. A. (2012). *The Great Debate. A Handbook for Policy Debate and Public Forum Debate*. 4th ed. Lightning Bolt Press. Illinois.
3. Morrow, D. R., & Weston, A. (2011). *A Workbook for Arguments. A Complete Course in Critical Thinking*. Hackett Publishing Company, Inc. Indianapolis.
4. Crick, N. (2014). *Rhetorical Public Speaking*. 2nd ed. Pearson Education, Inc. Louisiana.

Type of Teaching: *

Lessons are conducted for 3 hours per week, incorporating both theoretical instruction and practical activities. Teaching methods include the use of datasheets, PowerPoint presentations, and interactive approaches such as open discussions and group work. Practical exercises are emphasized to reinforce learning, while key points are highlighted on the whiteboard for clarity. Additionally, lesson summaries and key takeaways are made available on the teacher's academic profile for student reference.

Requirements For Credit Points: *

1. Student attendance in class is important.
2. Discussion in class is necessary.
3. Assignments for each lesson
4. Mid-term examination
5. Report
6. Quiz
7. Visit the library

Grade Distribution: *

Assessment Breakdown and Structure

Effort Component (50%), in the first round of assessment, students will engage in a comprehensive blend of practical and theoretical evaluations. The breakdown is as follows:

Practical Exams: All practical exams will be conducted in the classroom to assess students' applied skills.

Attend and daily activities (5 marks): This includes active classroom participation, selecting and engaging in debate topics, and collaborative group work.

Theoretical Exam (Quiz): A single written exam, worth (5 marks), will evaluate students' understanding of theoretical concepts.

Academic Report (15 marks): Students are required to submit a detailed report that demonstrates their analytical and writing skills.

Seminar Presentation (10 marks): Each student will present a seminar based on their report, showcasing their ability to communicate and defend their work effectively.

In addition to **Searching for sources (6 marks), Use of technology (4 marks), and Problem-solving (5 marks).** These activities collectively account for 50% of the total effort mark, emphasizing continuous learning and participation.

Final Examination (50%), the final exam will test students' ability to synthesize and present information in various formats. The structure includes:

Academic Poster (20 marks): Students will design and prepare an academic poster that concisely presents key research findings or project insights.

Debate (30 marks): Students will participate in a structured debate, demonstrating their critical thinking, argumentation, and engagement with complex topics.

Second Round (Individual Effort)

In the second round, all assessments will be completed independently by the student, ensuring a comprehensive evaluation of their skills. The breakdown is as follows:

Report Writing (20 marks): A revised and detailed report submission.

Academic Poster Preparation (10 marks): A standalone poster that communicates their research effectively.

Seminar Presentation (20marks): A presentation based on their report, focusing on clear articulation and in-depth understanding. This approach guarantees a balanced evaluation that promotes both collaborative and individual competencies.

Weekly Plan

Detail	
Week	Detail
1	<ul style="list-style-type: none"> - A review of the syllabus (curriculum). - Students' Rights and Responsibilities. - Ability to negotiate peacefully and persuade the other party.
2 and 3	<ul style="list-style-type: none"> - Ability to communicate and think critically. - Seminar presentation skills. - Creating and presenting PowerPoint presentations.
4	<ul style="list-style-type: none"> - Current issues in Kurdistan, as well as some issues in a specific field. - Topic selection (student's choice, conversational and comprehensive topics).
5	<ul style="list-style-type: none"> - Report writing skills (gathering information, structure of the report, referring to sources) - Ability to cite sources - Introduce students to the library. - Obtaining and evaluating information.

6	<ul style="list-style-type: none"> - How to prevent plagiarism. - Citation & Referencing. - Writing an Academic Report. - Summarize and attain the main question of the report.
7	<ul style="list-style-type: none"> - Draft report or essay 2000-3000 words. - Class review, criticism, and suggestions (in class).
8	<ul style="list-style-type: none"> - Preparation and design of academic posters. - Display of posters. - Poster competitions and discussions at the college level.
9	<ul style="list-style-type: none"> - Small group independent discussion exercise, 3-5 minutes (job interview).
10	<ul style="list-style-type: none"> - A discussion starter (definition, summary, history, with formats). - Communication behaviors/different opinions.
11	<ul style="list-style-type: none"> - Art of argumentation and persuasion. - Choosing a topic suitable for academic debate.
12	<ul style="list-style-type: none"> - Critical Thinking. - Academic Debate and Discussion Formats.
13	<ul style="list-style-type: none"> - Conduct academic debates between groups.
14	<ul style="list-style-type: none"> - Conduct academic debates between groups.

Workload

Module*			
Prerequisite:			
Detail			
Type	Number	Time Factor	Total
Attendance	14	4hr	$14 * 4 = 56$
Academic Report	1	14hr	$1 * 14 = 14$
Quiz	1	6hr	$1 * 6 = 6$
Seminar	1	10hr	$1 * 10 = 10$
Searching for Resources	2	6hr	$2 * 6 = 6$
Technology Use	2	6hr	$2 * 6 = 16$
Problem-Solving	2	8hr	$2 * 8 = 16$
Academic Poster	1	12hr	$1 * 12 = 12$
Academic Debate	1	26hr	$1 * 26 = 26$
			162 hr.