

Ministry of Higher Education and Scientific research



English Department

College of *Education*

University of *Salahaddin*

Subject: *Academic Skills*

Course Book – *first year*

Lecturer's name: *Rizgar Qasim Mahmood*

Academic Year: 2021-2022

Course Book

1. Course name																													
2. Lecturer in charge	Rizgar Qasim Mahmood																												
3. Department/ College	English/Education																												
4. Contact	e-mail: Rizgar.mahmood@su.edu.krd Tel: 7507043630																												
5. Time (in hours) per week	3																												
6. Office hours																													
7. Course code																													
8. Teacher's academic profile	<ul style="list-style-type: none"> • Bachelor in English language- 2012 • Master in Teaching as a Second Language- USA 																												
9. Keywords	Critical thinking skills: analysis, synthesis and evaluation																												
<p>10. Course overview: 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>1.General Discussion, critical thinking and daily activities: 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>A rubric for students' activities during the year</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Items</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Students' participation in discussions and comments in class and on the AD web.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Group work</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Quizzes and tests in “making power point and poster”, other information.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		No.	Items	1	2	3	4	5	1	Students' participation in discussions and comments in class and on the AD web.						2	Group work						3	Quizzes and tests in “making power point and poster”, other information.					
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2. Silent Reading:

The students have to read at least five short stories in the class in a silent way, and each of them will be assessed on their language improvement at the end of the year. The stories are in different reading levels, and the students are free to choose and select the story books.

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.					

<p>11. Course objective:</p> <ul style="list-style-type: none">• Develop students' abilities and skills in academic skills• 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.• gain an initial overview of how to achieve success in Higher Education• understand what to expect and what characterizes study in Higher Education• clarify your own vision of success• understand the study skills and attributes needed for higher-level study• consider your starting points and priorities for developing good study skills and habits• set priorities for further developing your abilities.• 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.
<p>12. Student's obligation</p> <p>Students are expected to be able to collect information, analyse, 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.</p>
<p>13. Forms of teaching</p> <ul style="list-style-type: none">• Data show• PowerPoint• Some handout materials• White board
<p>14. Assessment scheme</p>

Grade Weighting:

Students' evaluation in academic skills is as the following:

- A. 25% different daily activities (group work, creative thinking, problem solving and logical thinking activities,).
- B. 25% reading stories, analysing, synthesizing and evaluating articles, films and/or reading texts
- C. 25% seminar and interactive presentations (power point)
- D. 25% poster
- Total 100%

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

15. Student learning outcome:

By the end of this course, students are expected to be able to collect information, analyse, 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:

- Cottrell, S. (2019). *The Study Skills Handbook*. Palgrave Macmillan.
- Other materials are provided by the lecturer

Chapter	Topics
Chapter 1	Success as a student
Chapter 2	Gaining the most from your course
Chapter 3	The C·R·E·A·M strategy for learning
Chapter 4	Time management as a student
Chapter 5	Managing stress and well-being
Chapter 6	Working with others: Collaborative study
Chapter 7	Effective reading and note-making
Chapter 8	Researching and managing information for study
Chapter 9	Critical thinking

Chapter 10	Writing at the university level
Chapter 11	Developing your academic writing
Chapter 12	Writing Essays
Chapter 13	Memory
Final projects 1	Presentations
Final projects 2	Presentations
Final projects 3	Presentations
Final projects 4	Presentations
Final Project 5	Poster Presentations