



**Department of: Information Technology/Morning**

**College of: College of Science and Technology**

**University of: University of Human Development**

# Academic Debate Course book

Lecturer's name:  
Diman Mohammed

**Subject: Academic Debate**

**Course Book: Year 1**

**Academic Year: 2015/2016**

This is an electronic version of the Academic Debate Course book - 1st stage – IT /Morning Department,  
Students are allowed to print the course-book if they wish.

جامعة التنمية البشرية  
UNIVERSITY OF HUMAN DEVELOPMENT

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# Academic Debate Course Book

Course name	Academic Debate
Lecturer in charge	Diman Mohammed
Department/ College	CS / College of Science and Technology
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Time (in hours) per week	Theory: 2 Practical: 2
Office hours	Available during the week (working hours)
Course code	
Teacher's academic profile	<a href="https://www.linkedin.com/home?trk=nav_responsive_tab_home">https://www.linkedin.com/home?trk=nav_responsive tab home</a>
Keywords	...

## **Course Overview:**

The human development topics designed to improve personal lives of students and enhance their capabilities, abilities and their various potential, this is to increase the performance and their ability level, it is also to improve the thinking skills of students and thus better prepare them to succeed in the world.

Academic Debate offering the students opportunity to view the world from different perspectives and gaining an understanding of the notion of "agreeing to disagree." this is to teach the students to develop a tolerance of new or alternative ideas, students who participate in academic debate are learning to interact in a democratic society.

This subject also helps student to play a role in critical decision-making on issues facing society and to empower them to help shape the world through language. The class will be built around workshop discussions of student, through these discussions, students will consider the academic discussion

## **Professional Skills Outcome**

Employers want graduates who have developed effective professional skills and who adopted life-long learning skills. This course will also provide you with opportunities to develop several professional skills to assist you in:

1. Critical and creative thinking (problem solving and decision making)
2. Communication (writing, interpersonal interactions and cultural awareness, and presenting).
3. Collaborating in team works

## **Course objective**

This course aims to achieve a set of objectives in the following areas:

1. To increase student participation and encourage active learning
2. To help them accept other people's differences and opinions
3. To improve student's ability to participate in scientific and academic discussions.
4. To encourage students to research and collect data from multiple sources
5. To train student on how to present a seminar and presentation and give information
6. To develop their thinking skills
7. To gain student's attention to public problems and get involved in providing solutions to them

## **How Is This Course Structured?**

The overall structure of the course follows a logical sequence:

1. Course Overview, Introduction to the Course, Debate theory , The Basic Debating Skills & Constructive Debate in Part 1;
2. Self Believe and Socialization, Speaking and Listening Skills & Time Management in Part 2;
3. Presenting Skills Including: Seminars, Presentations, Poster Presentation, Film Making , Essay and Report Writing, Citation & Reference Management in Part 3.
4. and Six thinking style, Creativity, SWOT Analysis & Critical Thinking in Part 4.

## **Student's Obligation**

1. Be prompt and regular in attending classes;
2. Be well prepared for classes;
3. Submit required assignments in a timely manner;
4. Active participation in classroom discussions;
5. Active contribution to the group & term projects.

## **Forms of Teaching**

My lectures will be delivered using different types of methods, including but not limited to: an oral presentation that accompanied by some sort of visual aids, such as a slideshow, a word document, an image, or a video plus using whiteboard to emphasize important points in my lectures.

## Assessment Scheme

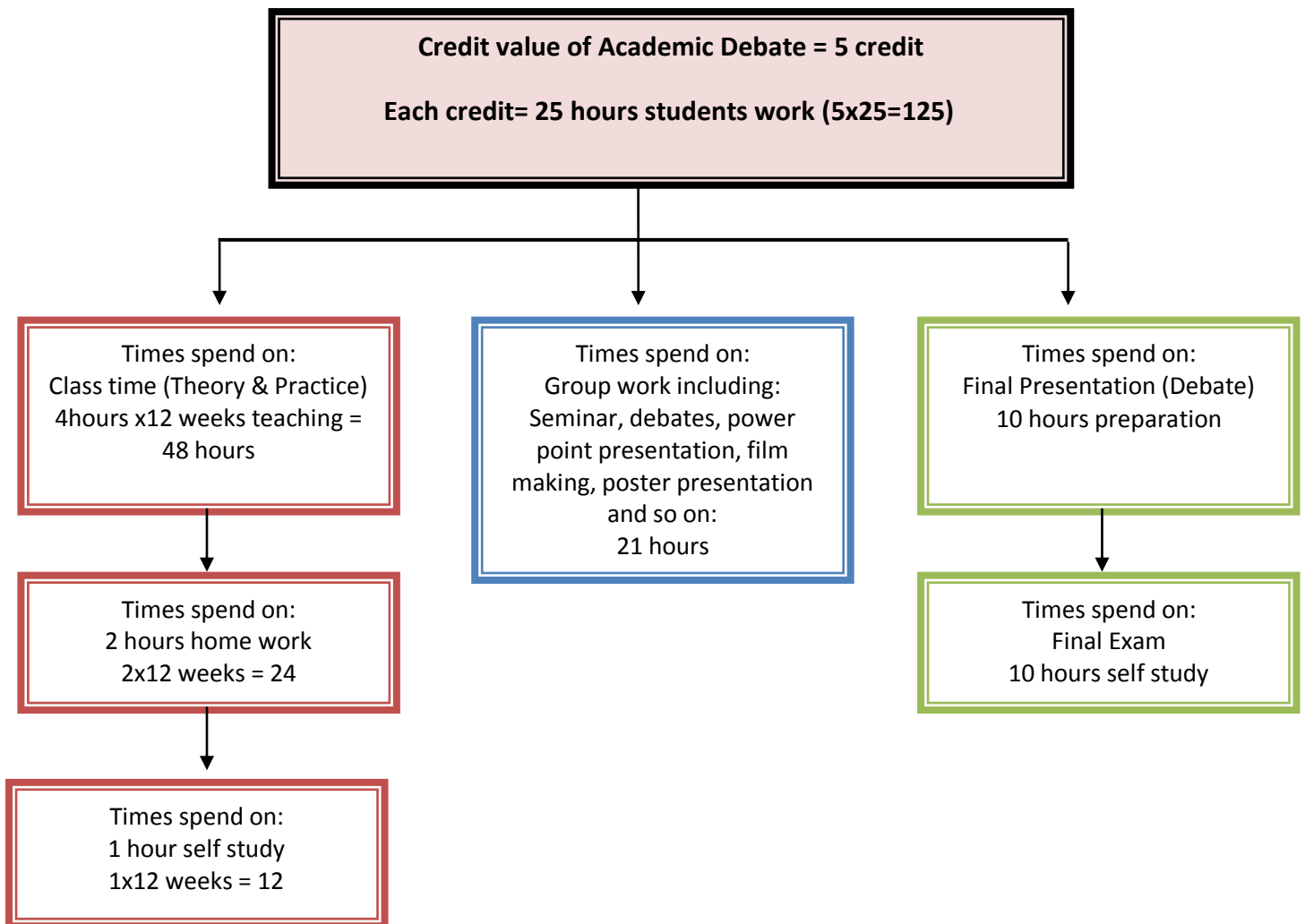
The Bologna process Grade weighting	
Punctuality & individual performance, including self esteem and depend on self	5%
Daily Participation and asking questions during class.	5%
Group Work and cooperative behaviour	5%
Critical Thinking and critical discussion	5%
Using Library & Seeking Information from different sources	5%
Interactive Presentations (power point, film making, poster presentation, etc.)	5%
Mid Term Exam	10%
Final Presentation Debate <u>OR</u> Assignment	30%
Final Exam	30%

## Methods of Evaluation

During the course, students will join in at least two Critical Debates, present two presentation and numerous exercises during class activities, the marks will be based on the following evaluation methods.

- a) **10%** Different daily activities (Group work, Creative thinking, Problem solving, Speed reading and Logical thinking activities)
- b) **10%** Seminar and Interactive Presentations (power point, poster, film making, etc.)
- c) **10 %** Writing reports, Using Library, and Seeking Information
- d) **10%** Mid Term Exam
- e) **30%** Final Presentation “Debate” OR Assignment
- f) **30%** Final Exam

## Student Work load



## Course Reading List and References:

Here is a list of some books and useful websites that students can get benefit from.

- |  |                              |
|--|------------------------------|
| 1. Building a Better Argument              | Joe Miller                   |
| 2. Critical Thinking                       | Brooke Noel & Richard Parker |
| 3. Emotional Intelligence                  | Daniel Goleman               |
| 4. How to Win Friends and Influence People | Dale Carnegie                |
| 5. Mind Mapping                            | Tony Buzan                   |
| 6. Six Thinking Hats                       | Edward de Bono               |
| 7. Six Value Medals                        | Edward de Bono               |
| 8. The 7 Habits of Highly Effective People | Stephen R. Covey             |
| 9. The Making of Arguments                 | J. H. Gardiner eBook         |
| 10. What Do We Know About Creativity?,     | Jose G. Gomez                |



## The Topics

No.	Title of the subject	Weeks	Tutor's name
1-	Chapter One: Course Overview & Introduction To the Course	Week 1	Diman Mohammed
2-	Chapter Two: Debate theory & The Basic Debating Skills	Week: 2	Diman Mohammed
3-	Chapter Three: Self Believe & Socialization	Week 3	Diman Mohammed
4-	Chapter Four: Speaking and Listening Skills	Week 4	Diman Mohammed
5-	Chapter Five: Presenting Skills  Including: Power Point Presentations, Poster Presentation, Essay and Report Writing	Week 5 & 6	Diman Mohammed
	Citation & Reference Management	Week 7	Diman Mohammed
6-	Chapter Six: SWOT Analysis	Week 8	Diman Mohammed
7-	Chapter Seven : Six thinking style	Week 9	Diman Mohammed
8-	Chapter Eight : Time Management	Week 10	Diman Mohammed
9-	Chapter Ten : Critical Thinking	Week 11	Diman Mohammed
10	Chapter Eleven : Creativity	Week 12	Diman Mohammed

# Chapter 1: Course Overview & Introduction To The Course

## Objectives:

This subject has been included in to the syllabus so that students understand:

- **First:** The goals, strategy and evaluation process for this course
- **Second:** Study methods and Skills needed for the course
- **Third:** Sources & Books to read
- **Fourth:** Requirement for Workshops
- **Fifth:** Attendance and class participation
- **Six:** General rules of conduct for classroom

**Diman  
Mohammed**

**2 hours  
December 2015**

# Chapter 2: Debate theory & The Basic Debating Skills

- **First:** what is Debate? Concept of Debate, Debate Proposition & Simple Debate structure
- **Second:** Debate Style, Speed, Tone, Volume, Clarity, Use Of Notes And Eye Contact, Content & General Overview When Debating.
- **Third:** Exploring The Topic, Brain Storming, Research & Some Debating Tips
- **Fourth:** Seek To Understand Different Views In Debating

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Mohammed**

**2 hours  
December 2015**

## Learning Outcomes

**By the end of the subject, students should be able to:**

1. Construct academic debate
2. Get involve in an informal debate
3. Understand the basic concepts and terms of debate
4. Understand the academic debate style

## **Practical Topics: Students practice in debate**

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- Choose one of the controversial topics below
- Work with a team to prepare arguments for formal debates
- Research both sides
- Brainstorm arguments for and against each statement
- Gather at least three pieces of evidence to support your claim
- Conclude your debate by disproving the opponent's point.
- Reaffirm your position by repeating the highlights of your evidence

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Mohammed**

**2 hours  
December 2015**

## The Topics are:

1. We should stop watching TV because TV shows too much violence
2. If children always watch violent programmes, they tend to use fights to solve problems..
3. Some people think we should **maintain our traditions** and some think we should make way for change.
4. Everybody should be trained to **use computers?**
5. **Public sector workers** such as teachers, doctors, nurses and fire fighters should be allowed to strike?
6. What are the causes of the **increase in violence** in our society?

## Chapter 3: Self Believe and Socialization

- **First:** What Self-Esteem Is and What's it made of?
- **Second:** The Effects of High & Low Self-Esteem
- **Third:** The Steps to High Self-Esteem
- **Fourth:** How self-confidence impacts performance

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**2 hours  
January 2016**

### Learning Outcomes

#### After completing this chapter you should be able to:

1. Explore the concept of self-esteem
2. Analyze personal strengths and weaknesses
3. Consider the role self-esteem plays in lives
4. This subject will also give student practical methods to change the negative thoughts and behaviors that foster low self esteem and replace them with positive ones that build self esteem.

## Practical Topics:

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### Discussion Questions:

1. What do you think the relationship is between self-esteem and becoming involved with bad crowd at school Uni or anywhere else?
  - Do you think that a person with high self-esteem or low self-esteem would be more likely to do those things?
  - Give reasons to support your ideas.

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**2 hours  
January 2016**

2. **Do you have a friend who has low self-esteem?**
  - What are some of the signs of low self-esteem?
  - What could you do to help your friend raise his or her self-esteem?
3. How can having high self-esteem affect your life? How can having low self-esteem affect your life? Why do some people have low self-esteem?
4. Can your self-esteem change? What kinds of things can you do to improve your self-esteem?

## Chapter 4. Speaking and Listening Skills

- **First:** The importance of speaking and listening
- **Second:** The difference between listening & hearing
- **Third:** Identify and practise ideas for developing speaking and listening skills
- **Forth:** Listening is the most powerful form of acknowledgment
- **Fifth:** Stages of the Listening Process
- **Sixth:** Features Of Speaking

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**2 hours  
January 2016**

### Learning Outcomes

**After completing this chapter you should be able to:**

1. Use a range of techniques to stimulate speaking and active listening
2. Identify barriers to listening and speaking
3. Recognize the active listening steps: listen, question, reflect-paraphrase
4. Use effective questioning

### **Practical Topics:**

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**Discussion question:**

1. What is the difference between listening and hearing?
2. What are the three main barriers to listening?
3. What are the main needs of the speaker?
4. What are the three essential steps of active Listening?
5. List the main bad Listening Habits.
6. What is Paraphrasing in active Listening?

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**2 hours  
January 2016**

## Chapter 5: Presenting Skills

- **First:** What are Power Point Presentation, Essay, Poster Presentation, Film Making, Reference & Citation
- **Second:** What skills are needed to give a good Power Point and oral presentation.
- **Third:** The Essential Features of them
- **Forth:** Key points to Consider

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**4 hours  
January 2016**

### Learning Outcomes

**By the end of the subject, students should be able to:**

1. Make useful contributions in presentations and tutorials; giving oral presentations; communicating with peers and tutors in an appropriate manner
2. Know what to do and what not to do during presentations
3. Demonstrate good principles for presentations using PowerPoint
4. Demonstrate good and bad slides
5. Get rid of distracting habits during presentations
6. Follows established formats when citing resources

### **Practical Topics: Essay writing, class discussion and presentation**

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1. Should students be allowed to have cell phones in the class?
2. Should students have to wear uniforms?
3. Should student's textbooks be replaced by notebook computers?
4. Should the driving age be raised to twenty-one?
5. Should people who are caught driving drunk lose their licenses for a year?
6. Should talking on a cell phone without a hands-free device while driving be illegal?
7. Should people have to get a license to become parents?
8. The mass media, including TV, radio and newspapers, have great influence in shaping people's ideas. To what extent do you agree or disagree with this statement? Give reasons for your answer.

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**4 hours  
January 2016**

## Chapter 6. SWOT Analysis

- **First:** What is a SWOT analysis and why should we use one?
- **Second:** When do we use SWOT
- **Third:** What are the elements of a SWOT analysis
- **Fourth:** When and where do you develop a SWOT analysis
- **Fifth::** Benefits & Pitfalls of SWOT Analysis

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**2 hours  
February 2016**

## Learning Outcomes

**By the end of the subject, students should be able to:**

1. Build on their own strengths.
2. Recognize their weaknesses and correct, where possible.
3. Take advantage of opportunities .
4. Recognize threats to their success and take steps to minimize the effects

## **Practical Topics:**

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### **Strengths**

- What makes you better than others in your college?
- What actions do you do well?
- What are your competences? What knowledge, skills and attitude do you have that can help you?
- What do other people say you do well?

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**2 hours  
February 2016**

### **Weaknesses**

- What could you improve in order to achieve well in Uni?
- In what ways are you not efficient?
- What don't you do well?
- Where are you incompetent? What knowledge, skills and attitude are you missing?
- What should you avoid doing?

### **Opportunities**

- What real opportunities are present today?
- What is going on around you that seems to be useful?
- From which recurring tendencies can you profit and how?
- What could be done today that isn't being done?
- What is missing that might affect your success?
- Who can support you and how?

### **Threats**

- What obstacles do you face in your Uni life right now?
- Who might cause you problems in the future and how?
- What is the competition doing that might cause difficulties for you?

## **Chapter 7. Six thinking style**

- First: Define parallel thinking
- Second: Identify each of the six hats

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- Third: Learn how to ask a good question
- Fourth: Apply six hats method to problem solving

2 hours  
February 2016

**By the end of the subject, students should be able to:**

- To look at a problem with the 'Six Thinking Hats' technique, then solve it using all approaches.
- To look at decisions from a number of important perspectives
- To move outside their habitual thinking style, and get a more rounded view of a situation.

## Practical Topics: Hat Activities

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**Yellow Hat Activity:** In small groups: What are the good points of being tall?

**Black Hat Activity:** the desk you are sitting on and write what you think might be wrong with the design. Identify the weaknesses in this type of desk.

**Red Hat Activity: By yourself:** Listen to this piece of [music](#). Write down how this piece of music makes you feel?

**White Hat Activity:** Look at the box and pretend that someone has bought you a parrot. It is inside the box. Write down all of the facts you would like to know about this pet? Write all your questions carefully.



**Green Hat Activity:** Go back to your desk. We have looked at all the weaknesses of this type of desk. Now go back and look at how we can overcome these weaknesses? Do you have any better ideas for the desk? Draw or write your explanations of the desk. .

**Blue Hat Activity:** You have the conference room for one hour, how can you make the most of the time?" When discussions become heated or get off track, there is a need for someone to control the situation. Otherwise, the thinking can quickly revert to the traditional argument.

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2 hours  
February 2016

## Chapter 8. Time Management

- **First:** Benefits of time management
- **Second:** Obstacles & barriers to effective time management
- **Third:** Set SMART Goals
- **Forth:** Prioritize & Organize
- **Fifth:** Learn when to say “NO”
- **Sixth:** Consider personal prime time

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**2 hours  
March 2016**

**By the end of the subject, students should be able to:**

1. Identify ways to improve their time management skills.
2. learn to beat the most common time wasters
3. Plan ahead
4. Handle interruptions
5. Maximise thier personal effectiveness
6. Say “no” to time wasters

### Practical Topics: Hat Activities

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#### ***Starting to Set Personal Goals***

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You set your goals on a number of levels:

1. First you create your "big picture" of what you want to do with your life (or over, say, the next 10 years) and identify the large-scale goals that you want to achieve.
2. Then, you break these down into the smaller and smaller targets that you must hit to reach your lifetime goals.
3. Finally, once you have your plan, you start working on it to achieve these goals. This is why you start the process of setting goals by looking at your lifetime goals.
4. Then, work down to the things that you can do in, say, the next five years, then next year, next month, next week, and today, to start moving towards them.

**2 hours  
March 2016**



## Peer review

I certify that:

- 1- I read and verify all requirements of teaching quality assurance are respected in this course book.
- 2- The scientific contents are new, convenient and well organized for this stage.
- 3- The order of chapters are well done.
- 4- References are new and available for students.

That's why I signed on this course book. And i take all responsibilities.

**Name:**

**Scientific title:**

**University:**

**College:**

**Department:**

**E-mail:**

**Mobile:**

**Date:**

**Signature:**