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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty: Arts** |
| **Credit hours: 3** | **Department: English Language and Lit** |
| **Bachelor** | **Course Syllabus** | **Academic year: 2022/23** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
| 0120118 | | **Debate and Dialogue** | | **0120319** |
| **Room #** | **Class time** | | **Course type** | |
| 408 | 9.45- 11.15  S, T | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

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| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| nhamdi@philadelphia.edu.jo | 10- 11 | 2159 | 412 | Nadia Hamdi |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
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**Course Description**

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| This course aims to develop the students’ abilities and confidence to initiate debate, dialog, and arguments and respond appropriately to them. Moreover, the course helps students to communicate efficiently in certain situations and it develops their oral fluency in speech in which functional communication is essential for mutual understanding.  The course also provides opportunities for students to practice their critical thinking skills along with their active listening and problem solving. The course will present students with different opportunities to listen and respond to others’ opinions using several different debate formats. |

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
|  | Recognize different structures for different social contexts and situations | **K1** |
|  | Recognize the various nonverbal techniques to support verbal communication. | **K2** |
|  | Understand how language is used strategically for different purposes | **K3** |
|  | Understand the difference between debate and dialogue and further understand the principles of politeness | **K4** |
| **Skills** | | |
|  | Produce unified speeches and deliver them in a well- prepared presentation | **S1** |
|  | Improve analytical and thinking skills by developing well- thought arguments and anticipating the responses of others. | **S2** |
| Adhere to professional and academic ethical standards | Analyze debates and point out any logical fallacies. | **S3** |
|  |  | **S4** |
| **Competencies** | | |
| Develop teamwork and constructive professional personality | Respect different perspectives and develop communicative confidence | **C1** |

**Learning Resources**

|  |  |
| --- | --- |
| Greene, R.L. *Debating to Win Arguments: The Elements of Debating and How to Counter Arguments With Ease Using Logic* (Idaho: Tru Nobilis Publishing, 2017)  Bell, Julian. *The Debating Book: everything you ever need to know about debating* (Manchester: Debating for Everyone.2020). | Course textbook |
| Handouts will be provided by the instructor | Supporting References |
| <https://snfi.stanford.edu/skills#:~:text=Debate%20is%20a%20valuable%20activity,and%20expressing%20their%20ideas%20eloquently>. | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

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| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
| Why do we learn how to debate |  | Lecture | Introduction | **1** |
| Difference between debate and dialogue |  | Lecture | What is a debate  What is a dialogue | **2** |
| p. 570  p. 573 | HW: The benefits of oral vs written communication | Collaborative learning | The three types of listening  Conflict resolution | **3** |
| p. 575  p. 575 |  | Project based learning | Conducting interviews  Categorizing interviews | **4** |
| p. 7  p. 12 |  | Collaborative learning | The principles of debate  Defining analysis  Problem area- problem statement- audience | **5** |
| p. 16- 17 |  | Collaborative learning | Stating the problem  Problem selection  Problem characteristics | **6** |
| p. 18- 28 |  | Collaborative learning | Types of Propositions  Propositions of facts | **7** |
|  | HW: Write one proposition for each type | Project based learning | Propositions of value  Propositions of policy | **8** |
| p. 54- 57 |  | Problem solving based learning | Establishing proof  Types of reasoning  Generalization | **9** |
| p. 58- 66 | In class debate | Problem solving | Analogy  Cause- effect  Sign argument | **10** |
| p. 66- 70  HW p. 70 | In class assignment | Flipped class | Statistics  Authority | **11** |
| Preparation  p. 77- 79 | At home assignment | Problem solving | Class debate  Feedback on class debate  Debate as confrontation | **12** |
| p. 77- 79  p. 92 | Collaborative learning, Presentation | Flipped class | The burden of proof  Traditional academic debate | **13** |
| p. 96- 107  p. 208- 211 | Collaborative learning, Presentation | Flipped class | Overview of speaker responsibilities  Judging a debate | **14** |
| Analysis | In class debate | Flipped class | Stock issues analysis  Systems analysis | **15** |
|  |  |  | **Final Exam** | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
| Students will use the internet to find information to support their arguments |
| Communication skills |
| Students will conduct debates with their colleagues in a professional manner |
| Application of concepts learnt |
| Students will use the concepts they learn to conduct different styles of debate |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | 6 | **30 %** | **Mid Term Exam** |
|  | Continuous | **30 %** | **Various Assessments \*** |
|  |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| At home assignment | Flipped class, problem solving | Recognize different structures for different social contexts and situations | **K1** |
| In class assignment | Problem solving, collaborative | Recognize the various nonverbal techniques to support verbal communication. | **K2** |
|  | Project based | Understand how language is used strategically for different purposes | **K3** |
|  | Lecture | Understand the difference between debate and dialogue and further understand the principles of politeness | **K4** |
| **Skills** | | | |
| project | Flipped class, project based | Produce unified speeches and deliver them in a well- prepared presentation | **S1** |
| Out of class assignment | Lecture, collaborative | Improve analytical and thinking skills by developing well- thought arguments and anticipating the responses of others. | **S2** |
| In class discussion | Lecture, collaborative | Analyze debates and point out any logical fallacies. | **S3** |
| **Competencies** | | | |
| In class discussion |  | Respect different perspectives and develop communicative confidence | **C1** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
| 70% of students will achieve a 7 or above | In class Debate | Debate and Dialogue | Use English to communicate fluently, and master the four basic skills: reading, writing, listening and speaking | SP1 |

**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
| Students will receive a topic for debate which they will prepare at home.  Preparation includes reading and evaluating information about the topic, writing a well- organized debate speech about the topic, presenting the speech to other students orally and finally listening to other students’ comments and suggestions and responding appropriately. | 1 |
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**Assessment Rubric of the Program Learning Outcome**

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