



Course Specification of Debating & Public Speaking Skills

I. Course Identification and General Information:						
1	Course Title:	<i>Debating & Public Speaking Skills</i>				
2	Course Number & Code:	DR 41				
3	Credit hours:	C.H				Total
		Theoretical	Practical	Training	Seminar	
		3	-	-	-	3
4	Study level/ semester at which this course is offered:	Level 2, Semester 2				
5	Pre –requisite (if any):	DR 14, DR 24, DR 31				
6	Co –requisite (if any):	None				
7	Program (s) in which the course is offered:	English Language				
8	Language of teaching the course:	English				
9	Location of teaching the course:	Faculty of Languages				
10	Prepared by:	Naseem Al-Naqeeb				
11	Date of approval:					
II. Course description:						
<p>This course aims at introducing students to the skill of debating and public speaking. It will cover debate basics, delivery of effective speaking, organization, and different debate formats. The course also aims at training students to think critically, research, refute and note-take. These skills will aid students to identify debate opportunities, select and apply the appropriate tactics for getting the most out of any debate, and build sustainable deals.</p>						
III. Intended learning outcomes (ILOs) of the course:						
(A) Knowledge and Understanding:						
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.						
Program Intended Learning Outcomes (Sub-PILOs) in: Knowledge and Understanding			Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding			
After completing this program, students will be able to:			After participating in the course, students will be able to:			
A3-	Reflect an awareness of the basic structures, levels and discourse functions of the English language and the ways in which words and sentences are related to each other and how they combine to create		a1-	Reflect awareness of the ins-and-outs of debate to apply them in planning and preparing all kinds of professional debates.		

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texts of different types.		
Teaching And Assessment Methods For Achieving Learning Outcomes:		
Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> Interactive lectures. Guided individual reading, including internet research. Tutorials 	<ul style="list-style-type: none"> Achievement tests Oral assessment and feedback
a1- Reflect awareness of the ins-and-outs of debate to apply them in planning and preparing all kinds of professional debates.		

(B) Intellectual Skills:		
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills		
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills	Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:	After participating in the course, students will be able to:	
B3- Apply critical thinking and problem solving skills within the subject paradigm, encompassing close reading of texts.	b1-	Explain ways of logical arrangement of ideas in writing and in speech and the ability to draw logical conclusions from critical evaluation of facts and ideas.

Teaching And Assessment Methods For Achieving Learning Outcomes:		
Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:		
Course Intended Learning Outcomes (CILOs) in Intellectual Skills.	Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:	<ul style="list-style-type: none"> Classroom discussions. Group and pair work Problem solving brainstorming Simulations 	<ul style="list-style-type: none"> Written examinations. Oral assessment and feedback Practical lab sessions
b1- Explain ways of logical arrangement of ideas in writing and in speech and the ability to draw logical conclusions from critical evaluation of facts and ideas.		

(C) Professional and Practical Skills:	
Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills	
Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical	Course Intended Learning Outcomes (CILOs) in Professional and Practical

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Skills		Skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
C5-	Apply a range of conceptual tools and communication skills in handling language-based tasks in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently.	c1-	Prepare an effective debate plan and debate effectively taking into account biases and diverse behaviors.
		c2-	Develop strategies for any negotiating situation based on a decision making process.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After participating in the course, students will be able to:		<ul style="list-style-type: none"> Lectures in which these skills are demonstrated and discussed. Guided individual reading, including internet research. Excercises in labs. Team projects Lab tutorials and practical sessions 	<ul style="list-style-type: none"> Written examinations Oral assessment and feedback
c1-	Prepare an effective debate plan and debate effectively taking into account biases and diverse behaviors.		
c2-	Develop strategies for any negotiating situation based on a decision making process.		

(D) General / Transferable Skills:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After participating in the course, students will be able to:	
D1-	Engage in a life-long self-learning, time management and leadership with commitment to professional ethics in their job-related tasks and show respect of cultural diversity.	d1-	Engage in debates of opposing viewpoints to look at both sides of an issue.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills	Teaching strategies/methods to be	Methods of assessment
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		used	
After participating in the course, students will be able to:		<ul style="list-style-type: none"> ▪ Group and pair work. ▪ Problem solving ▪ Learning in groups and team works. ▪ Group projects 	<ul style="list-style-type: none"> ▪ Oral assessment and open presentations ▪ Team work ▪ Interviews ▪ authentic assessment
d1-	Engage in debates of opposing viewpoints to look at both sides of an issue.		

IV. Course Content:

No	Topic List / Units	CILOs (symbols)	Sub-topic List	Number of weeks	Contact hours
1	Welcome to Debate	a1, d1	Debating Teaches Skills, Making the Most of Your Training, Exercises	1	3
2	Debate Basics	d1	The Teams, Perspectives on Debate, The Burdens, The Decision, Exercises	1	3
3	Delivery for Effective Speaking	a1,b1, c2, d1	Fighting Your Fears , Preparing Your Body and Mind for Public Speaking, Practice, Delivery, Exercises	1	3
4	Organization for Public Speaking	a1, b1, d1	The Linear Model of Organization, Sample Outline, Exercises	1	3
5	Debate Formats	b1, d1	General Debate Format, Six Popular Debate Formats, Conclusion, Exercises	2	6
6	Propositions	c1, c2, d1	Developing a Proposition , Propositions of Fact, Propositions of Value, Proposition of Policy, Exercises	1	3
7	Case Development	b1, c1, c2, d1	Affirmative Case Development, Policy Propositions, Value Propositions, Fact Propositions, Negative Case Development, Exercises	1	3
8	Critical Thinking	d1	Constructing an Argument, Analyzing Arguments, Fallacies Involving Claims, Fallacies Involving Grounds, Fallacies Involving Warrants or Unwarranted Assumptions, Cross-Examination, Points of information, Exercises	1	3
9	Research	d1	The Importance of Evidence, Researching, What to Look for in Your Research, Finding the Evidence, Reading and Cutting	1	3

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			the Evidence, Organizing the Evidence, Building Arguments, Testing the Evidence, Exercises		
10	Refutation and Rejoinder	c1, c2, d1	Repeat, Refute, Replace, Refutation Techniques, Constructing Arguments, Rejoinder, Exercises	1	3
11	Note Taking and Flowing	d1	Importance of Notes, Flowing a Debate, Shorthand, Exercises	1	3
12	Tournaments and Judges	a1, b1, c1, d1	Tournaments, Scheduling, Divisions, Judges, Ballots, Ballot Review, Conclusion, Exercises	1	3
13	Final overview+ concluding public debate	b1, c1, c2, d1		1	3
Number of Weeks /and Units Per Semester				14	42

V. Teaching strategies of the course:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Interactive lectures. ▪ Tutorials ▪ Classroom discussions. ▪ Brainstorming ▪ Simulations ▪ Lectures in which these skills are demonstrated and discussed. ▪ Guided individual reading, including internet research. | <ul style="list-style-type: none"> ▪ Team projects ▪ Lab tutorials and practical sessions ▪ Problem solving ▪ Group and pair work. ▪ Learning in groups and team works. ▪ Group projects ▪ Excercises in labs |
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Assessment Methods:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Achievement tests ▪ Practical lab sessions ▪ Written examinations ▪ Oral assessment and feedback | <ul style="list-style-type: none"> ▪ Oral assessment and open presentations ▪ Team work ▪ Interviews ▪ Authentic assessment |
|---|---|

VI. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Attendance and participation	1-15	10	10%	
2	Mid-term exam	7	20	20%	a1, b1, c2, d1
3	Debate Practice	15	20	20%	b1, c1, c2, d1
4	Final Exam	16	50	50%	a1, b1, c2, d1
Total			100	100%	

VII. Learning Resource (MLA style or APA style)s:

1- Required Textbook (s) (maximum two)

- Rybold, G. (2006) *Speaking, Listening and Understanding; Debate for Non-Native-English Speakers*. New York: International Debate Education Association

2- Recommended Readings and Reference Materials

Canegie, D. & Esenwein, J. (2005) *The Art of Public Speaking*. The Project Gutenberg

3- Essential References

4- Electronic Materials and Web Sites etc.

<https://www.thoughtco.com/interactive-debate-sites-for-students-8042>
<https://www.skillshare.com/browse/public-speaking>

5- Other Learning Material:

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IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

1	Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes.
2	Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class.
3	Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed.
4	Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark.
5	Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
6	Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply.
7	Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration.

اللجنة الإشرافية:			
م	الاسم	الصفة الوظيفية	التوقيع
١	د/ عباس مطهر	نائب العميد للدراسات العليا	
٢	أ.م.د/ أحمد مجاهد	نائب عميد مركز التطوير وضمان الجودة	
٣	أ.د/ إبراهيم المطاع	نائب رئيس الجامعة للشؤون الأكاديمية	

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Course Plan of Debating & Public Speaking Skills

I. - Information about Faculty Member Responsible for the Course:											
Name of Faculty Member						Office Hours					
Location & Telephone No.						SAT	SUN	MON	TUE	WED	THU
E-mail											

II. Course Identification and General Information:						
1-	Course Title:	Debating & Public Speaking Skills				
2-	Course Number & Code:	DR 41				
3-	Credit hours:	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		3	-	-		3
4-	Study level/year at which this course is offered:	Level 2, Semester 2				
5-	Pre –requisite (if any):	DR 14, DR 24, DR 31/				
6-	Co –requisite (if any):	None				
7-	Program (s) in which the course is offered	English Language				
8-	Language of teaching the course:	English				
9-	System of Study:	Regular				
10-	Mode of delivery:	Interactive Lecture				
11-	Location of teaching the course:	Faculty of Languages				

III. Course description:	
<p>This course aims at introducing students to the skill of debating and public speaking. It will cover debate basics, delivery of effective speaking, organization, and different debate formats. The course also aims at training students to think critically, research, refute and note-take. These skills will aid students to identify debate opportunities, select and apply the appropriate tactics for getting the most out of any debate, and build sustainable deals.</p>	

IV. Intended learning outcomes (ILOs) of the course:	
<p>After completing this course, students will be able to:</p>	
<ol style="list-style-type: none"> 1. Reflect awareness of the ins-and-outs of debate to apply them in planning and preparing all kinds of professional debates. 2. Explain ways of logical arrangement of ideas in writing and in speech and the ability to draw logical conclusions from critical evaluation of facts and ideas. 3. Prepare an effective debate plan and debate effectively taking into account biases and diverse behaviors. 4. Develop strategies for any negotiating situation based on a decision making process. Engage in debates of opposing viewpoints to look at both sides of an issue. 	

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V. Course Content:			
A – Theoretical Aspect:			
Order	Topics List	Week Due	Contact Hours
1	Welcome to Debate	Week 1	3
2	Debate Basics	Week 2	3
3	Delivery for Effective Speaking	Week 3	3
4	Organization for Public Speaking	Week 4	3
5	Debate Formats (1)	Week 5	3
6	Debate Formats (2)	Week 6	3
7	Mid-term exam	Week 7	3
8	Propositions	Week 8	3
9	Case Development	Week 9	3
10	Critical Thinking	Week 10	3
11	Research	Week 11	3
12	Refutation and Rejoinder	Week 12	3
13	Note Taking and Flowing	Week 13	3
14	Tournaments and Judges	Week 14	3
15	Final overview+ concluding public debate	Week 15	3
16	Final Exam	Week 16	3
Number of Weeks /and Units Per Semester		16	48

b- Training Aspect:			
Order	Training Tasks	Week Due	Contact hours
1			
Number of Weeks /and Units Per Semester			

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VI. Teaching strategies of the course:

- Interactive lectures.
- Tutorials
- Classroom discussions.
- Brainstorming
- Simulations
- Lectures in which these skills are demonstrated and discussed.
- Guided individual reading, including internet research.
- Team projects
- Lab tutorials and practical sessions
- Problem solving
- Group and pair work.
- Learning in groups and team works.
- Group projects
- Excercises in labs

VII. Assessment Methods:

- Achievement tests
- Practical lab sessions
- Written examinations
- Oral assessment and feedback
- Oral assessment and open presentations
- Team work
- Interviews
- Authentic assessment

VIII. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment
1	Attendance and participation	1-15	10	10%
2	Mid-term exam	7	20	20%
3	Public debate	15	20	20%
4	Final Exam	16	50	50%
	Total		100	100%

I. Learning Resource (MLA style or APA style)s:

1- Required Textbook (s) (maximum two)

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5- Other Learning Material:

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