Syllabus

1	Course title	Debate and Dialogue
2	Course number	2201373
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	None
5	Program title	Bachelor's Degree in English Literature
6	Program code	22010
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Fourth Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Teaching methodology	☑Blended ☑Online. ☑Face to face
16	Electronic platform(s)	☑e-learning ☑Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Date of production/revision	February, 2022

18 Course Coordinator:

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Office Hours: Wed and Mon 11:00-1:00, Sun 9:30-10:30 or by appointment

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

As stated in the approved study plan.

This course is aimed at improving students' abilities to present a convincing argument in English, particularly as a public speech, and at developing their ability to respond on the spur of the moment to other people's counter-arguments. The course covers the theory and practice of debating skills in areas of content, strategy, and style. Students will learn to improve their speaking and listening skills in social and academic situations by using the principles of a formal 'parliamentary' debate. Some of the skills presented include: how preparation is effective especially when responding to what other people have said, when it is appropriate to interrupt a fellow speaker, and how to think on the spot. Students will often be required to speak in favor of something which they might disagree with. Students' team-work abilities will improve when they work closely with fellow students to ensure that they can present a coherent and solid front.

21 Course aims and outcomes:

A- Aims: (PLOs)

1- Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.

2- Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.

3- Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.

4- Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.

5- Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.

6- Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.

7- Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.

8- Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.

9- Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.

10- Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1	Critically analyze and evaluate evidence and arguments made on various subjects in everyday life.	X					X							X		X	X		X			X
2	Identify and control anxiety when presenting in front of an audience.	X					X							X		X	X		X			X
3	Construct appropriate structures for different social contexts and situations.	X						X			X			X		X	X		X			X

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4	Differentiate the various levels of formality in given situations/ contexts.	X			X	X			X		X	X	X	X	X
5	improve their analytical and critical thinking skills through the development of well-thought-out arguments in discussions and presentations.	X					X			X	X	X	X	X

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Abortion	1-5	Face to face meetings / Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers
	1.2	Abortion	1-5	Face to face meetings/	Presentations, Interviews,	Assigned Textbook and Internet

					Microsoft team	Term Papers, Midterm Exam and final Exam	Research Papers	
		1.3	Abortion	1-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
		2.1	Abortion	1-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
2		2.2	Abortion	1-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
		2.3	E-learning	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
3		3.1	E-learning	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm	Assigned Textbook and Internet Research Papers	

						Exam and final Exam		
	3.2	E-learning	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers		
	3.3	E-learning	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers		
4	4.1	E-learning	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers		
	4.2	Animal testing	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers		
	4.3	Animal testing	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers		

5	5.1	Animal testing	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
	5.2	Animal testing	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
	5.3	Animal testing	1	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
6	6.1	Women rights	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
	6.2	Women rights	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers	
	6.3	Women rights	4-5	Face to face meetings/	Presentations, Interviews,	Assigned Textbook and Internet	

				Microsoft team	Term Papers, Midterm Exam and final Exam	Research Papers	
7	7.1	Women rights		4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers
	7.2	Women rights		4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers
	7.3	Women rights		4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers
8	8.1	Women rights		4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers, Midterm Exam and final Exam	Assigned Textbook and Internet Research Papers
	8.2	Mid-term Exam		4-5	Face to face meetings/ Microsoft team		
	8.3	Answering the exam		4-5	Face to face meetings/ Microsoft team		Assigned Textbook and Internet

					Research Papers	
9	9.1	Racism	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	9.2	Racism	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	9.3	Racism	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
10	10.1	Racism	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	10.2	Racism	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	10.3	Early marriage	2,4,5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
11	11.1	Early marriage	2,4,5	Face to face meetings/	Presentations, Interviews, Term Papers	Assigned Textbook and Internet

				Microsoft team	and final Exam	Research Papers
	11.2	Early marriage	2,4,5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	11.3	Early marriage	2,4,5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
12	12.1	Early marriage	2,4,5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	12.2	Early marriage	2,4,5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	12.3	Child labor	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
13	13.1	Child labor	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	13.2	Child labor	4-5	Face to face meetings/	Presentations, Interviews, Term Papers	Assigned Textbook and Internet

				Microsoft team	and final Exam	Research Papers
	13.3	Crime and children	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
14	14.1	Crime and children	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	14.2	Crime and children	4-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	14.3	Stereotypes	1-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
15	15.1	Stereotypes	1-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	15.2	Stereotypes	1-5	Face to face meetings/ Microsoft team	Presentations, Interviews, Term Papers and final Exam	Assigned Textbook and Internet Research Papers
	15.3	Stereotypes	1-5	Face to face meetings/	Presentations, Interviews, Term Papers	Assigned Textbook and Internet

				Microsoft team	and final Exam	Research Papers	

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Presentation	10	1-15	1,4,5	9	On campus / Microsoft Team
Interviews and Term Papers	10	1-15	3	1-15	On campus / Microsoft Team
Midterm Exam	30	1-15	1-5	8	On campus
Final Exam	50	1-15	1-5	15	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:
As per the University Regulations.

B- Absences from exams and submitting assignments on time:
As per the University Regulations.

C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

Through internet

B- Recommended books, materials and media:

Driscoll, Tom and McCusker, Shawn (2022). *Becoming Active Citizens: Practices to Engage Students in Civic Education Across the Curriculum (An innovative resource geared to transform civic education in the classroom)*

27 Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is	

			used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

Rubric for Term-paper

Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic presented by the student.	Supporting details about research questions and hypotheses are specific to topic and provide the necessary information.	
Grammar & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
Instructor's Comments:						

Assignment Score _____

Name of Course Coordinator: ----------------------------------Signature: ----------------- Date: -----------

Head of Curriculum Committee/Department: --------------------------- Signature: ------------------------

Head of Department: -- Signature: ---------------------

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: ------------------

Dean: -- Signature: -------------------------------------