



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

Module Syllabus

Module Title: Debate and Dialogue Level: 3 rd year Prerequisite (s): Listening and Speaking 0120118 Co requisite(s):	Module Code: 120319 Credit Hours: 3 Lecture Time: 12-1
Lecturer's Name: Dr. Areen Khalifeh Rank: Assistant Professor Office Number: Office Hours: Mon. and Wed. 9:45-11:00, Sun, Tues, Thus. 11-12 Phone: (06)479-9000 Ext: 2315 E-mail: akhalifeh@philadelphia.edu.jo	

Course Coordinator: Dr Dima Al Malhmeh

Module Description: This course aims at developing students' abilities and confidence to initiate and respond appropriately. Moreover, the course is intended to help students communicate with a greater degree of success in certain situations and further develops their oral fluency by which functional communication is essential for mutual understanding

Aims (Module Purpose/Objectives):

The aim of this course is to help students acquire better debating skills and enhance their oral skills thereby allowing them to produce a coherent and well thought out argument. Moreover, it aims at helping students communicate effectively using the language they acquire.

Teaching Methods:(Lectures , Discussion Groups, Tutorials, Problem Solving, Debates...etc)

This course is taught in the language lab using audiovisual material including one to one debate and dialogue on different contemporary topics after which students are required to discuss and analyze for different purposes. Further, topics will also be raised for students to discuss amongst each other in pairs as well as in groups.



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

Course/ Module Components:

1. Books

No specific book will be assigned to students. However, articles, textbook chapters, and internet resources will be compiled in portfolios for students to use throughout the semester.

2. Support Material(s): a/v materials

Recorded extracts on different types of dialogues and debates will be used

Articles on the differences between debate and dialogue

Internet videos on the art of debating, communicating, and negotiations

3. Supplementary Readings (Books, Periodicals..... etc)

Contribution to Program Learning Outcomes:

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

A- Knowledge & Understanding:

1. *know appropriate structures for different social contexts and situations*
2. *recognize the various non-verbal techniques to support verbal communication*
3. *understand how language is used strategically for different purposes*
4. *understand the difference between debate and dialogue, and further know the principles of politeness*

B- Cognitive Skills (Thinking & Analysis):

1. *produce unified speeches with clear ideas*
2. *improve analytical and thinking skills through the development well thought-out arguments in discussions and presentations*
3. *analyze debates and point out any logical fallacies and be able to compare and contrast different genres of speech.*

C- Communicative Skills (Personal and Academic)

1. *anticipate the responses of others in a certain situation*
2. *be able to deliver a well-prepared presentation*
3. *be able to pair up and get in groups and appreciate team-work*



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

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4. *develop full awareness of the different levels of formality in a given context*

D- Practical and Subject Specific Skills (Transferable Skills)

1. *develop better oral skills through class discussions and situation-based activities*
2. *develop a sense of participation and pair/group work*
3. *develop communicative confidence, negotiations skills and expression of intentions*
4. *become better communicators and engage in debate in the public sphere*

Assessment Instruments

Modes of Assessment	Score
First Exam	20%
Second Exam	20%
Assignments / Presentations	20%
Final Exam	40%
Total	100%

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

*** Book**

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

*** Chapter/ extract from an edited collection**



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

* Paper in a journal or magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting Electronic Sources on the Internet*. 25 November 1996. <<http://falcon.eku.edu/honors/beyond-mla/>> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

3. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course / Module Academic Calendar:

Week	Basic & Support Material to be Covered	Homework/Reports and Their Due Dates
(1)	General Introduction	- Definitions (Debate, Dialogue, mediator) - Bring a list of differences between a debate and a dialogue
(2)	- Communication Skills - Communication across Cultures -interviews.	-Students perform an interview in the class after planning it
(3)	- Introduction to Presentation Skills -Topic for discussion	- Bring some topics for presentations. - Students deliver a presentation in the classroom.
(4)	- introduce a list of debate topics	
(5)	- practice one of the debates in the list by the whole class	
(6)		- Watch a debate video on any topic interesting for the students.



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

	-Debate and persuasion.	<ul style="list-style-type: none"> - Hold an in-class debate on a chosen topic. - Students are asked to analyze and evaluate debater's language, facial, and body language.
First Exam		
(7)	Basic Debates: The Skills of Reasoning	<ul style="list-style-type: none"> - Watch mini-videos on smoking or other topic interesting for students. - In-class group work: Class competition.
(8)	Analysis of Dialogues	Conducting a debate/dialogue from a list of debates.
(9)	Language Used in Dialogues	Students watch a dialogue at home and analyze language used by parties.
(10)	Language Used in Debates	Conducting a debate from a list of prepared debates
(11)	Debates Basics, Reliability, Analyzing Arguments, Critical Reading.	<ul style="list-style-type: none"> - In-class debate video on a social topic - Students are asked to analyze and evaluate debater's language, facial, and body language.
Second Exam		
(12)	Topics for Debate: "Co-Education in high schools" or any other debate	H.W. Argumentative essay on your position on the same topic discussed in class. Use reasons and supporting evidence.
(13)	Presentations and Term Papers on Debate Topics.	Students are divided into pairs for dialogue and groups for debate. Free Topics
(14)	Presentations and Term Papers on Debate Topics.	Free Topics
(15)	<ul style="list-style-type: none"> - Presentations and Term Papers on Debate Topics. -Revision. 	Free Topics - Revision.
Final Exam		

Expected Workload:



Philadelphia University

Faculty of Arts

Department of English

First Semester, 2016/2017

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

Attendance Policy

Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Module/ Course Policies:

1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course works. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.