



Department of Geology

College of Science

University of Sulaimani

Subject: Academic debate

Course Book – Year 1

Lecturer's name: Dr Kamal Haji Karim (professor)

Academic Year: 2018/2019

Course Book

1. Course name	Academic Debate
2. Lecturer in charge	Dr Kamal Haji Karim
3. Department/ College	Department of Geology, College of Science
4. Contact	e-mail: kamal.karim@univsul.edu.iq Tel: 07701571445
5. Time (in hours) per week	2 Practical: (It has no practical)
6. Office hours	4 hours
7. Course code	
8. Teacher's academic profile	<p>Publications activity: 1 Books, 57 Journal Articles and 5 Conference papers</p> <p>My e-mails: kamal.karim@univsul.edu.iq other e-mail: karimgeology@yahoo.com</p> <p>My mobile: (+964) - 07701571445 My Published Papers (click here to see all full texts of all papers)</p> <p>My web site: http://www.kurdistangeology.com/ (The largest geological site in the Middle East)</p> <p>My Google Scholar: https://scholar.google.com/scholar?hl=en&q=kamal+haji+karim&btnG=&as_sdt=1%2C5&as_sdtp=</p> <p>My citation in Google Scholar: https://scholar.google.com/citations?user=QVlt2GIAAAJ&hl=en</p> <p>ResearchGate: https://www.researchgate.net/profile/Professor_Kamal_Karim/stats</p> <p>MY Face book: https://www.facebook.com/kamalhajikarim</p> <p>My CV and publications: see full textes in http://kurdistan-geology.com/?page_id=10</p>
9. Keywords	Academic debate, critical thinking, scientific

	thinking, competitive discussion, change justification
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10. Course overview:

Academic debate or Critical thinking is a lesson focuses on Academic discussion and objective thinking in which students play partial or full role with the supervision and controlling of the their teacher. It is a course during which student get expert about scientific argument including methods of proving, reasoning and justification of their ideas and theories. It encourages the students to participate strongly in public medium and scientific organizations, governments and social movements later in life. Ideally, the relationship between academic debate and the real world will be such that playing the role significantly improves a student's life-time convincing skills in social contexts. The other aims are how to ask scientific and critical questions and how to answer questions in front of the students as two competitive groups. Additionally, the students learn how to write, select and present a topic scientifically and how to present the justification for change. The teacher try learn student how discuss and argues the issues objectively not subjectively in manner that respect different idea and thinking of other students. The best way is to direct the discussion and argument between the student objectively. The teacher tries to group students into two or three groups for discussion and debating an issue. The teacher selects topics, issues or problem for the first group to be prepare and given as presentation for discussion in classroom. The first group will give or present the idea while the

competitive group (second group) will ask question debate the ideas critically. Academic debate shows the students first approximation, systematic analysis of the relationships between academic debate and the skills needed for real world persuasive success across a variety of debating formats.

11. Course objective:

1- Academic debate is a course focuses on Academic debate, critical and objective thinking and discussion in which students play partial or full role in it with the supervision and controlling of the their teacher.

2- It is a course which encourages the students to participate strongly in public medium and scientific organizations, governments and social movement

3-Learns the student how to work in group in addition to how ask scientific and critical questions and how to answer questions in front of the students as two competitive groups.

4-teaches the students how to write, select and present a topic scientifically in front of all students.

5-The teacher try learn student how discuss and argues the issues objectively not subjectively in manner that respect different ideas and thinking of other students.

6- Student learn how to define scientific terms and how give justification of change he made in idea and theories

7- They more or less learn about writhing scientific reports and articles

12. Student's obligation

The students duty is preparing presentation(report) about scientific

issues of present days interest and concern.

But the main problems of student is their weakness in English which is main difficulty against the ability of students during presentation and writing scientific reports, another problem is the high number of students which dilute the role of each one in the course and activities. Another problem is that most students are not suitable for college living due to their low level of scientific abilities.

13. Forms of teaching

For teacher lecturing, I prefer the writing on the white board with hand animation and live three dimension models and mathematical equation for all teaching activities of the teachers and the students must learn how to use these models. The teachers and students can use data shows equipment occasionally in addition to poster in the class.

14. Assessment scheme

The course has not monthly or annual examination but the evaluation of the students depend on the scientific activities (writing report , questioning , answering question) and attendance of the course

The distribution of the annual degree of the course is shown below.

1-Scientific activities in the class (asking critical questions and objectively answering: 40%

2-Preparing of report and Presentation 30%

3- logical, creatively and relatively thinking ability 20%

4-Attendance in the class : 10%

15. Student learning outcome:

The outcome will be encouraging students how to ask critically and scientifically questions and how objectively answering them. Preparing student for scientific life in college and how to write report and perform Presentation. At the final most students will be able to think logically and relatively. Other outcomes are:

The debate has the folloing positive feedback

1-cultivates students leadership skills

2-Consolidates students investigation & analysis skills

3-Trains students critical listening/thinking skills

4-Enriches students open-mindedness

5-Trains students with better organization & speaking skills

6-Builds students self-confidence

7-Boosts students teamwork & cooperation ability

8-Provides students the fun when wits match with competition

16. Course Reading List and References:

1- www.kurdistangeology.com

2- Google.com

3- [Stella Cottrell](#) (2011) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills) Second Edition

4-Critical Thinking Book One: Problem Solving, Reasoning, Logic, and Arguments (

17. The Topics:		Lecturer's name
Week no.	Subjects	Students and Dr Kamal Haji Karim
1-	Debate on: is true that Noah,s Ark (ship) is found on Ararat mountain	
2-	Difference between scientific and non-scientific thinking (or debating)	
3-	Debate on What Banknotes (paper money) in the world and Kurdistan	
4-	Debate about problem of population increase in Iraq and Kurdistan	
5-	Debate about why gold doesn't exist in Kurdistan	Students and Dr Kamal Haji Karim
6-	Debate on problem of electricity in Kurdistan and how to Reduce electricity consumption	
7-	Debate about difference between Hijri –Shamsi (Solar Hijri), Higri and Miladi calendar (difference between Iranian, Arabian and Christians calendars	
8-	Debat about: difference between hypothesis, theory, law and fact	
9-	Debate about geomorphology in field, the lecture is presented on the hills around the university camp	Students and Dr Kamal
10-	Debate on difference between Mars and Earth atmosphere	

11-Debate on the relation between ape and man	Haji Karim Students and Dr Kamal Haji Karim
12-Debate on fossils and Evolution	
13-Debate on: PowerPoint is killing critical thought or strengthen it	
14-Truth and false of Bermuda triangle between South and north America	
15-Discussion on subjective and objective writing (ideas)	
16-Which one is better: power of youths (students) or their ideas	
17-How seasons are occurs and it relation to tilt of earth axis	
18- Background of debate and scientific thinking	
20-Debate on the sentence “ in science all terms and phrase are accurately defined while in religion they are not defined so they can be interpreted personally”	
21- Debate on Mass and weight of objects	
22- Debate about oil in Kurdistan	
23- Debate on why Satellite telescope (camera) cannot take photo of human (cannot take photo for recognition)	
24- Debate on how to trust yourself and your country	
25- Debate on why did Africa considered as the land where human first appeared (we first evolved in Africa and spread over the world	
26-Debat on Environment pollution, reasons, restoring and protection	
27. Practical Topics (no practical topic formally but I use practical models and instrument for teaching)	
28. Examinations:	
The Academic Debate has not Examination	
29. Extra notes: Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks.	
30. Peer review This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section. <i>(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor a lecturer or an expert in the field of your subject).</i>	