

Module/Course Handbook

<b>Speaking for Debate</b>					
<b>Module/Course Title</b>	<b>Student Workload</b>	<b>Credits</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
8820302201	78,4	3,18 ECTS	Even	28 CU	14 Meetings
1	<b>Types of courses</b> a) Direct meeting b) Structured work c) Self-study	<b>Contact hours</b> 3,6	<b>Independent Study</b> 2 hours	<b>Class size</b> 15 students	
2	<b>Prerequisites for participation (if applicable)</b> None				
3	<b>Learning outcomes</b> <b>PLO</b> <ol style="list-style-type: none"> <li>1. Demonstrate speaking and writing competence at the level of B2 CEFR.</li> <li>7. Apply critical thinking and analytic skills in solving problems in English instructions.</li> <li>8. Demonstrate the oral and written skills in communicating knowledge about English instructions.</li> </ol> <b>CLO</b> <ol style="list-style-type: none"> <li>1. Using various learning sources and IT to support the teaching learning process especially to find references dealing with the materials of the lecture;</li> <li>2. Possessing knowledge of the concepts and techniques to get involve and participate actively in any debate systems given in the lecture</li> <li>3. Having the ability to make a right decision in a debate activities related with the topics or the motions given;</li> <li>4. Being responsible for using the knowledge of debating theories and skills in information-sharing and exchanging ideas.</li> </ol>				
4	<b>Subject aims/Content</b> This course is designed to introduce the students to the principles, practices, and concepts of speaking for debate. This course is mainly performance-based class activities with the major amount of class time is spent on public presentations, group interactions, and formal argument, persuasion, and debate practices. This course covers 1) lectures of introducing students of proficiency in public speaking and eloquence; 2) discussion about debating, debating theories and formats e.g. Australasian, Asian, and British Parliamentary debate formats, constructive argumentation and the development of argumentative competence; and 3) debating performance and how to judge/adjudicate debate.				
5	<b>Teaching methods</b> Lectures, Discussions, Practice				

6	<p><b>Assessment methods</b></p> <p>A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is computed using the following formula:  <math display="block">NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}</math></p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1" data-bbox="326 590 737 978"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00 85 ≤ A &lt; 100</td> </tr> <tr> <td>A-</td> <td>3,75 80 ≤ A- &lt; 85</td> </tr> <tr> <td>B+</td> <td>3,50 75 ≤ B+ &lt; 80</td> </tr> <tr> <td>B</td> <td>3,00 70 ≤ B &lt; 75</td> </tr> <tr> <td>B-</td> <td>2,75 65 ≤ B- &lt; 70</td> </tr> <tr> <td>C+</td> <td>2,50 60 ≤ C+ &lt; 65</td> </tr> <tr> <td>C</td> <td>2,00 55 ≤ C &lt; 60</td> </tr> <tr> <td>D</td> <td>1,00 40 ≤ D &lt; 55</td> </tr> <tr> <td>E</td> <td>0,00 0 ≤ E &lt; 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4,00 85 ≤ A < 100	A-	3,75 80 ≤ A- < 85	B+	3,50 75 ≤ B+ < 80	B	3,00 70 ≤ B < 75	B-	2,75 65 ≤ B- < 70	C+	2,50 60 ≤ C+ < 65	C	2,00 55 ≤ C < 60	D	1,00 40 ≤ D < 55	E	0,00 0 ≤ E < 40
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7	<p><b>This module/course is used in the following study programme/s as well</b></p> <p>None</p>																				
8	<p><b>Module Coordinator</b></p> <p>Sueb, S.Pd., M.Pd.</p>																				
9	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Freely, A.J. &amp; Steinberg, D.L. 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making</i>, 12th edition. Wadsworth Cengage Learning.</li> <li>2. Meany, J. &amp; Shuster, K. 2002. <i>Art, Argument and Advocacy: Mastering Parliamentary Debate</i>. New York: International Debate Education Association.</li> <li>3. International Debate Education Association. 2007. <i>The Debatabase Book : a Must-have Guide for Successful Debate</i>, 3rd edition. New York: IDEA Press Book.</li> </ol>																				