

Course form to fill in (STP 2026)

Course title:

RHETORIC AND DEBATE

Staff responsible for the course:

Jean-Baptiste Lion Pinson

Lecturers:

O REGAN Brendan

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

- articulate ideas with increased confidence for great oral impact with the aid of rhetorical techniques
- express ideas with increased precision
- counter an argument with skill
- demonstrate increased understanding of the importance of non-verbal communication
- demonstrate understanding of constructive feedback and developed ability to offer pertinent peer feedback
- hold a clear and objective debate in English using the British parliamentary style + Paris V style
- understand the value of skills acquired for future application in teamwork and leadership contexts
- be equipped to apply these skills in professional life.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

Students should have a minimum level of B2 in the CEFRL (Common European Framework of Reference for Languages).

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

This course has a total of 16h (intensive format), composed of 4x4h interactive and engaging classes. The objective of the course is to improve students' oral communication skills in English, providing them with rhetorical tools and language to speak comfortably and convincingly in English on a wide range of topics. Students will also be exposed to a wide range of debating formats.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

| Course's types | Number of hours | Notes |
|---|-----------------|-------|
| <u>Effective presence</u> | | |
| - <i>Magistral Course</i> | | |
| - <i>Interactive Course</i> | 16 | |
| - <i>Tutorials</i> | | |
| - <i>Coaching</i> | | |
| <u>Training from a distance</u> | | |
| - <i>Video-conferences</i> | | |
| - <i>Webinars</i> | | |
| <u>Self-learning</u> | | |
| - <i>Books 'readings</i> | | |
| - <i>E-learning</i> | | |
| - <i>Research</i> | 10 | |
| <u>Outdoors-training</u> | | |
| - <i>In firms</i> | | |
| - <i>Internship</i> | | |
| <u>Personal work</u> | | |
| - <i>Group Projects</i> | 8 | |
| - <i>Individual Projects</i> | 8 | |
| - <i>Personal work</i> | 8 | |
| Total working time for the student | 50 | |

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- * Coaching
- Case Study
- E-Learning and/or Self-learning
- * Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials
- Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism *(two or three lines)* in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

There are three in-class assessments. An MCQ to test the vocab and rhetorical devices before two assessed debates. Students receive individualised feedback after each assessment.

List the assessment for each modality.

TABLE 2

| Modality | Type of control | Length (h) | Number | Weighting (%) |
|------------------------------|------------------------------|------------|--------|---------------|
| <u>Continuous assessment</u> | Continuous assessment (CONT) | | | |
| | Mid-term exam (MIDT) | | | |
| | Participation (PARTN) | | | |
| | MCQ | 20mn | 1 | 20% |
| <u>Final exam</u> | Oral exam 1- group | 50 mn | 1 | 35% |
| | Oral exam 2 - individual | 20mn | 1 | 45% |
| <u>Others</u> | Case study (CASE) | | | |
| | Group Project (GPROJ) | | | |
| | Individual Project (IPROJ) | | | |
| | Written assignment (WRITTEN) | | | |
| | Exercises (EXERC) | | | |
| Total | | | | 100% |

5) RECOMMENDED READING

Name of books *(indicate only three or four must-read references)* / Name of reviews:

| Class books (to be supplied by the professor): |
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| Reviews : |
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Internet Resources:

All documents are available to students on MyCourses

| Name of the Website | URL |
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