

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	CULTURAL TECHNOLOGY AND COMMUNICATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>XGL002</b>	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	ENGLISH II or EAP (: English for Academic Purposes)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures, in-class activities, Computer Labs-when required, seminars in the Library of the University on how to use bilingual/multilingual specialist dictionaries and research methodology		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Optional / special background (how to handle terminology of specialized texts written in English), English language skills development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English; Greek, when required		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES, WHEN IT IS REQUIRED		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Through a variety of teaching materials, in-class activities, pair/group works and seminars, this course seeks to help students develop their academic and professional skills required for Cultural Technology and Communication students as described below.</p> <p>(1) Academic Skills in English (EAP) and in Modern Greek, when necessary.</p> <ul style="list-style-type: none"> <li>○ Advanced Search in the Library and the Internet for bibliographical references; assessment of the materials found;</li> <li>○ Advanced Search for electronic dictionaries and engines of machine translation, so that problems with difficult terminology will be overcome;</li> <li>○ Advanced Writing and Presentation Skills:             <ul style="list-style-type: none"> <li>▪ Oral presentations;</li> <li>▪ Essay Writing;                 <ul style="list-style-type: none"> <li>➤ Paraphrasing, rephrasing and issues of plagiarism;</li> </ul> </li> <li>▪ Proof-reading and editing of essays (of past examinations);</li> </ul> </li> </ul>

- Letter Writing;
- CV writing;
- Technical reports.
- Different styles of writing and presentation in English (i.e. British and American English), so that students can develop intercultural competence in *Englishes* and *World English*.
- Possible comparison of academic and professional skills in English and Modern Greek so that students enhance (and maximise) their interlinguistic, “inter-scientific” awareness and intercultural competence.

<b>General Competences</b>	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

- Search, analysis and synthesis of data and information (i.e. scientific terms) - through (printed or electronic) specialized scientific texts, using conventional media (e.g. Library) and the necessary technologies (e.g. Internet, electronic monolingual, bilingual and multilingual general and specialized dictionaries);
- Development of research skills in both English and Greek;
- Writing autonomous work (as summaries of English texts in both English and Greek) in the classroom; and
- Writing group work (as summaries of English texts in both English and Greek) in the classroom.

**The ultimate goal of ENGLISH II or EAP (: English for Academic Purposes)** is to enable students to move *between (at least) two different linguistic, cultural and scientific systems with ease and comfort* – i.e. English to Greek and vice versa, when required (e.g. in Erasmus +, Erasmus Placement and International Conferences).

### (3) SYLLABUS

- Through a variety of teaching materials, in-class activities and group work, the students further develop their:
- (1) Academic Skills in English (EAP) and in Modern Greek, when necessary by carrying out:
    - a. Advanced search in the Library and on the Internet for bibliographical references; assessment of the materials found;
    - b. Advanced Search for electronic dictionaries and engines of machine translation, so that problems with difficult terminology will be overcome;
  - (2) Advanced Writing and Presentation Skills by:
    - a. Making oral presentations;
    - b. Writing essays, where they learn how to paraphrase, rephrase and avoid **plagiarism**;
    - c. Constructing a CV and a Cover Letter;
  - (3) Interlinguistic, interscientific and intercultural skills by:
    - a. Comparing different styles of writing and presentation in *Englishes* around the globe (i.e. British and American English); and

- b. Comparing academic and professional skills in English and Modern Greek so that students enhance (and maximize) their interlinguistic, “inter-scientific” awareness and intercultural competence.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (lectures, individual and group in-class activities).</p>	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use: of Computer Lab, the Internet, monolingual, bilingual and multilingual specialized electronic dictionaries, audiovisual media.</p>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	<p>Lectures, individual and group in-class activities</p>	<p>13 X 3 = 39 hrs</p>
	<p>Studying the lectures and doing homeworks</p>	<p>13 X 5 = 65 hrs</p>
	<p>Study and analysis of bibliographical references</p>	<p>13 X 1 = 13 hrs</p>
	<p>Educational visits (to the University Library)</p>	<p>1 X 3 = 3 hrs</p>
	<p>Writing and oral presentation of the final assignment</p>	<p>40 hrs</p>
	<p>Course total</p>	<p>160 hrs</p>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students are given the opportunity to pass this English Course: <u>either</u> by participating in the in-class activities, pair/group works, oral presentations and the final assignment <u>or</u> by taking the final examinations <u>or</u> both (if students have not got enough points to pass the class or if they wish to improve their final grade).</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>The instructor's electronic notes.</p>
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