

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΕΓ101	SEMESTER	FIRST
COURSE TITLE	ENGLISH I		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language – general background / skills development / specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1965		

(2) LEARNING OUTCOMES

Learning outcomes <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> Consult Appendix A <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>By the end of the course, students are expected to:</p> <p>(a) have become familiar with key grammatical and syntactic structures, have enriched their vocabulary, and have developed skills in understanding and producing both written and oral language (productive and receptive language skills)</p> <p>(b) be able to understand moderately difficult texts and articles in scientific journals in English related to their field of study with greater ease</p> <p>(c) have cultivated their critical and creative thinking through engagement with multimodal texts from the field of fine arts</p> <p>(d) be able to express their opinion, actively engage in classroom debates, supporting their opinion with reasonable arguments and logical reasoning</p>

General Competences

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Vocabulary enrichment, meaningful language use (productive and receptive language skills)
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Search for, critical analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism
- Working independently and teamwork, development of collaborative skills
- Development of critical and creative thinking
- Development of communicative competence; using the English language effectively and appropriately, according to context, mainly for academic purposes

(3) SYLLABUS

Course description:

- Lecture, classroom discussion, use of Information and Communication Technology (ICT), (e.g using video to present new information)
- Critical reading of texts and comprehension
- Vocabulary development and enrichment; using vocabulary effectively according to context
- Grammar and syntax (basic grammatical and syntactical phenomena) – tenses, adjectives and adverbs, relative clauses, modal verbs, passive voice, gerunds and infinitives)
- Production of written (report, review, essay), as well as oral discourse. Development of all language skills (reading, writing, speaking and listening skills)

Course content:

- Education
- University life
- Culture and civilization
- Work and business in art
- Defining art, visual arts, arts and media
- Art museums around the world
- Contemporary art forms - street art, graffiti

The course follows a student-centered approach, being dynamic and not static. It can be adapted to meet the students' needs, learning styles, interests and preferences. It also considers the students' queries and language needs.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in the classroom, while academic support is available in the office, if needed (distance learning only if necessary)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none">• Information and Communication Technology (ICT) in teaching• ICT for communicating with students (e.g. email, Ecourse platform, etc.)• Supporting the educational process (e.g. through the Ecourse platform and the MS Teams platform)	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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> <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>	Activity	Semester workload
	Lectures	39 hours
	Personal study and assignments	9 hours
	Final examination	2 hours
	Course total	50 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none">• Active participation in educational activities• Optional individual or group project work (at the discretion of the tutor) and final written examination<ul style="list-style-type: none">• Final written exam (obligatory for all students)• - multiple choices questions, short answer questions, etc. <p>Evaluation method:</p> <p>(a) Diagnostic assessment intended to determine the students’ proficiency level and language needs in order to guide and organise the teaching process.</p> <p>(b) Formative assessment during the semester. It is intended to provide feedback as regards the effectiveness of the teaching approach and to help adjust the teaching and learning process, in order to improve students’ performance and help them achieve the learning objectives that have been established.</p> <p>(c) Summative (final) assessment for grading. It is used to determine the extent to which learning objectives have been achieved by the end of the semester.</p> <p>Final assessment is conducted in English. The evaluation criteria are announced at the start of the semester and are posted on the educational platform (Ecourse): (http://ecourse.uoi.gr/course/view.php?id=1965)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Evans, V., Dooley, J., & Rogers, P. H. (2016). Career Paths - Art & Design, Student's Book: Express Publishing. (suggested reading).
2. Betancourt, P. (2007). Introduction to Aegean art: Philadelphia, PA: INSTAP Academic Press
3. Clarke, M. (2003). The Concise Oxford dictionary of art terms: Oxford and New York: Oxford University Press.
4. Davies, S. (1991). Definitions of art: Ithaca, New York: Cornell University Press.
5. Landi, A. (2002). Schirmer encyclopedia of art: New York: Schirmer Reference.
- Marconi, C. (ed.) (2015). The Oxford handbook of Greek and Roman art and architecture: New York: Oxford University Press.
7. Mealing, S. (ed.). (2002). Computers & art: Bristol, UK Portland, OR: Intellect.
8. Museum of Modern Art, N.Y. (1997). The Museum of modern art, New York: the history and the collection: London: Abradale Press.
9. Phillips, T., Phillips, A., & Regan, N. (2011). New Skills in English: Level 1. Reading, UK: Garnet Publishing.
10. Vinson, J. (ed.) (1990). International dictionary of art and artists: Chicago: St. James Press.

- Related academic journals:

1. Open Arts Journal

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΕΓ201	SEMESTER	SECOND
COURSE TITLE	ENGLISH II		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language – general background / skills development / specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=2094		

(2) LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>By the end of the course, students are expected to:</p> <ul style="list-style-type: none"> • have determined and enriched their knowledge in relation to key concepts in fine arts, using the English language • have enriched and expanded their fine art vocabulary and developed their skills in academic English (e.g. conventions of academic writing) • be able to understand texts and scientific articles of medium difficulty and complexity in English related to their field of study with greater ease, • have cultivated their critical and creative thinking through contact with texts and multimodal material in the field of fine arts • be able to express their opinion, actively engage in classroom debates, supporting their opinion with arguments and logical reasoning
General Competences <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, Project planning and management</i>

<i>with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

- Vocabulary enrichment, meaningful language use (receptive and productive language skills)
- Defining the concept of the arts and fine arts
- Key concepts in fine arts, using the English language
- Text comprehension and production of well-structured discourse.
- Vocabulary enrichment, meaningful language use (receptive and productive skills)
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Search for, critical analysis and synthesis of data and information, with the use of the necessary technology
- Effective communication techniques
- Working independently and teamwork
- Development of communicative competence; using the English language effectively and appropriately, according to context, for academic purposes
- Development of critical and creative thinking

(3) SYLLABUS

Course description:

- Lecture, classroom discussion, use of Information and Communication Technology (ICT), (e.g. using multimodal material to present new information)
- Vocabulary development, focusing on the field of fine arts and academic English
- Grammar (to the extent it is necessary)
- Critically reading, comprehending and analysing articles in scientific journals (academic English)
- Active listening to and comprehending a university lecture, conference presentation, etc.

Course content:

- Famous Art Museums around the world (the MET, MoMA, etc.)
- Jobs related to Museums - What is a Museum Curator? (requirements, work environment, work schedule)
- Painting (introduction and basic terms / vocabulary / expressions)
- Graffiti as an art form
- Studying Art at University
- Careers for graduates of Fine Art Departments
- What happens at an Art Exhibition?
- Reading / Writing skills (An Art Exhibition Programme)
 - Artists: biographies and contribution to art
 - Art movements

The course follows a student-centered approach, being dynamic and not static. It can be adapted to meet the students' needs, learning styles, interests and preferences. It also considers the students' queries and language needs.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face in the classroom, while academic support is available in the office, if needed (distance learning only if necessary)</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Information and Communication Technology (ICT) in teaching • ICT for communicating with students (e.g. email, Ecourse platform, etc.) • Supporting the educational process(e.g. through the Ecourse platform and the MS Teams platform) 	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39 hours</p>
	<p>Personal study and assignments</p>	<p>9 hours</p>
	<p>Final examination</p>	<p>2 hours</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p>Course total</p>	<p>50 hours</p>
<p>STUDENT PERFORMANCE EVALUATION <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>	<ul style="list-style-type: none"> • Active participation in educational activities • Optional individual or group project work (at the tutor's discretion) and final written examination • Final written exam (obligatory for all students). <ul style="list-style-type: none"> - multiple choices questions, short answer questions, etc. <p>Evaluation method:</p> <p>(a) Diagnostic assessment intended to determine the students' proficiency level and language needs in order to guide and organise the teaching process.</p> <p>(b) Formative assessment during the semester. It is intended to provide feedback as regards the effectiveness of the teaching approach and to help adjust the teaching and learning process, in order to improve students' performance and help them achieve the learning objectives that have been established.</p> <p>(c) Summative (final) assessment for grading. It is used to determine the extent to which learning objectives have been achieved by the end of the semester.</p> <p>Final assessment is conducted in English. The evaluation criteria are announced in the first lesson of the semester and are posted on the educational platform (Ecourse).</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Dooley, J., & Evans, V. (1999). Grammarway 3 Student's Book (Greek Edition). Express Publishing. (suggested reading).
2. Phillips, T., Phillips, A., & Regan, N. (2011). New Skills in English: Level 1. Reading, UK: Garnet Publishing.
3. Slaght, J. (2012). English for Academic Study: Reading - Course Book: Garnet Education.
4. Pallant, A. (2009). English for Academic Study: Writing - Course Book: Garnet Education.
5. Read, H. (1994). The Thames and Hudson dictionary of art and artists: New York: Thames and Hudson.
6. Lucie-Smith, E. (1996). The Thames and Hudson dictionary of art terms: London: Thames and Hudson.
7. Clarke, M. (2003). The Concise Oxford dictionary of art terms: Oxford and New York: Oxford University Press.
8. Marconi, C. (ed.) (2015). The Oxford handbook of Greek and Roman art and architecture: New York: Oxford University Press.
9. Lindsay, G. (2016). The user perspective on twenty-first century art museums: New York: Routledge, Taylor & Francis.
10. Wojtech Jirát-Wasiutynski (ed.) (2007). Modern art and the idea of the Mediterranean: Toronto Buffalo: University of Toronto Press.
11. Rush, M. (2007)/ Video art: with 475 illustrations, 372 in colour: New York: Thames & Hudson.
12. Madoff, S. H. (ed.) (2009). Art school: (propositions for the 21st century): Cambridge, Mass: MIT Press.

- Digital sources:

1. The MoMa Glossary of Art Terms. Available at: https://www.moma.org/learn/moma_learning/glossary/
2. Collins Dictionary Online. Available at: <https://www.collinsdictionary.com/>

- Related scientific journals:

1. Open Arts Journal

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΕΓ301	SEMESTER	THIRD
COURSE TITLE	ENGLISH III		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language – general background / skills development / specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1941		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>By the end of the course, students are expected to:</p> <ul style="list-style-type: none"> • have determined and enriched their knowledge in relation to basic and more advanced concepts in fine arts, using the English language • have enriched and expanded their fine art vocabulary and developed their skills in academic English • be able to understand texts from many sources (encyclopedias, scientific journals, websites, textbooks, etc.) of advanced difficulty and complexity in English related to their field of study with greater ease • have cultivated their critical and creative thinking through contact with multimodal texts and material in the field of fine arts • be able to express their opinion, actively engage in classroom debates, supporting their opinion with arguments and logical reasoning • have developed their language skills (receptive and productive) so that they can describe and analyse their work • be able to critically search for information from a variety of sources (e.g. the internet, libraries) in relation to their field of study

- be able to discuss and analyse the different ways through which art is perceived in different civilisations.
- be able to use the English language effectively and appropriately for academic purposes and for their artistic and professional development.

General Competences

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>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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Defining fine arts
- Vocabulary enrichment, meaningful language use (productive and receptive language skills)
- Text comprehension and production of well-structured discourse.
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Search for, critical analysis and synthesis of data and information, with the use of the necessary technology
- Effective communication techniques
- Working independently and teamwork
- Decision making
- Production of new research ideas
- Development of communicative competence; using the English language effectively and appropriately, according to context for academic, artistic and professional purposes

(3) SYLLABUS

Course description:

- Lectures, classroom discussion and engagement with authentic and multimodal materials
- Critical reading, analysis and text comprehension (e.g. scientific journal)
- Vocabulary development, focusing on the field of fine arts and academic English
- Grammar (to the extent it is necessary)
- Listening to and comprehending a university lecture
- Writing skills: writing well-structured, coherent texts, presenting arguments and engagement in dialogue in relation to the relationship between the art and the society
- Academic English: writing and oral speech marked by cohesion and logical reasoning.
- Production of writing (e.g. report, review, essay) and oral speech, development of all language skills

<p>Course content:</p> <ul style="list-style-type: none"> • What is art? Definitions and examples from authentic sources. The difference between the arts and visual arts • Drawing – purpose – types - hatching and cross hatching - techniques used to achieve tone – dry drawing media (drawing pencils, charcoal, conte-crayons, pastels) – liquid drawing media (black and colored inks, felt-tipped and fiber-tipped pens) • Painting – Painting media - naturalistic and representational – the three main components of paints: pigment, binder and vehicle – Sizing and priming - acrylics, encaustic, fresco, buon fresco, watercolours • Sculpture – types (free standing sculpture, relief sculpture, etc.) – techniques (carving, stone carving, wood carving, modeling, constructing and assembling) • Famous museums and galleries (e.g. Tate galleries - Henry Moore at Tate) • The Elizabethan era, the Jacobean era, cubism and futurism, installations • Talking about works of art, vocabulary, expressions, grammatical and syntactical elements • The experience of engaging with a work of art <p>The course follows a student-centered approach. It is dynamic, not static. It can be adapted to meet the students' needs, learning styles, interests and preferences. It also considers the students' queries and language needs.</p>
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face in the classroom, while academic support is available in the office, if needed (distance learning only if necessary)</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Information and Communication Technology (ICT) in teaching • ICT for communicating with students (e.g. email, Ecourse platform, etc.) • Supporting the educational process through the Ecourse platform and the MS Teams platform) 	
<p>TEACHING METHODS <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>Activity</p>	<p>Semester workload</p>
	Lectures	39 hours
	Personal study and assignments	9 hours
	Final examination	2 hours
	Course total	50 hours
<p>STUDENT PERFORMANCE EVALUATION <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>	<ul style="list-style-type: none"> • Active participation in educational activities • Optional individual or group project work (at the tutor's discretion) and final written examination • Final written exam (obligatory for all students) <ul style="list-style-type: none"> - multiple choices questions, short answer questions, etc. 	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	<p>Evaluation method:</p> <p>(a) Diagnostic assessment intended to determine the students' proficiency level and language needs in order to guide and organise the teaching process.</p> <p>(b) Formative assessment during the semester. It is intended to provide feedback as regards the effectiveness of the teaching approach and to help adjust the teaching and learning process, in order to improve students' performance and help them achieve the learning objectives that have been established.</p> <p>(c) Summative (final) assessment for grading. It is used to determine the extent to which learning objectives have been achieved by the end of the semester.</p> <p>Final assessment is conducted in English. The evaluation criteria are announced in the first lesson of the semester and are posted on the educational platform (Ecourse).</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Βιβλίο: Maglavera, T. (2021). English for Fine Arts Studies (2η έκδ.). Thessaloniki. University Studio Press (suggested reading).
2. Mettais, V. (1997). Your visit to the Louvre: Paintings, Drawings, Sculptures and objects d' art. Versailles, ART LYS.
3. Campbell, C. (2012). English for Academic Study: Vocabulary. Garnet Education.
4. Slaght, J. and Pallant, A. (2012). English for Academic Study - Reading & Writing Sourcebook: Garnet Education.
5. Smith, T. J. Plantzos, D. (2012). A Companion to Greek art: Oxford: Wiley-Blackwell.
6. Facos, M. (2011). An Introduction to nineteenth century art. New York: Routledge.
7. Eungie, J. and Keehn, J. with Ham-Roberts, J. (eds) (2011). Rethinking contemporary art and multicultural education / New Museum of Contemporary Art. New York: Routledge.
8. Robertson, J. and McDaniel, C. (2010). Themes of contemporary art: visual art after 1980: New York Oxford: Oxford University Press.
9. Kastner, J. (ed.) (2010). Land and environmental art: London and New York, NY: Phaidon Press.
10. Madoff, S. H. (ed.) (2009). Art school: (propositions for the 21st century): Cambridge, Mass: MIT Press.
11. Radke, G. M. (2009). Leonardo da Vinci and the Art of Sculpture, with contributions by Martin Kemp et al. Atlanta: High Museum of Art; New Haven: Yale University Press.
12. O'Reilly, S. (2009). The Body in contemporary art: London: Thames & Hudson, 2009.

- Digital sources:

1. The MoMa Glossary of Art Terms. Available at: https://www.moma.org/learn/moma_learning/glossary/
2. Collins Dictionary Online. Available at: <https://www.collinsdictionary.com/>
3. The Getty Museum: Available at: http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
4. Oxford Art Online Available at: <https://www.oxfordartonline.com/>
5. Art Encyclopedia Available at : <http://www.visual-arts-cork.com/>
6. TATE Art Terms: Available at: <https://www.tate.org.uk/art/art-terms>

- Related scientific journals:

1. Open Arts Journal

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF FINE ARTS		
ACADEMIC UNIT	DEPARTMENT OF FINE ARTS AND ART SCIENCES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΕΓ401	SEMESTER	FOURTH
COURSE TITLE	ENGLISH IV		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foreign language – general background / skills development / specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, in English		
COURSE WEBSITE (URL)	https://ecourse.uoi.gr/course/view.php?id=1942		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>By the end of the course, students are expected to:</p> <ul style="list-style-type: none"> • have determined and enriched their knowledge in relation to basic and more advanced concepts in fine arts, using the English language • have enriched and expanded their fine art vocabulary, grammar and syntax and developed their skills in academic English • be able to understand texts of advanced difficulty and complexity in English from many sources (encyclopedias, scientific journals, websites, textbooks, etc.) related to their field of study with greater ease, • have developed their skills in describing and analysing works of art and expressing personal opinion about them • be able to present their work and prepare a portfolio using the English language • be capable of using English for postgraduate studies and for participation in exhibitions in Greece and abroad. • Be able to critically search for information from a variety of sources (e.g. the internet, libraries) in relation to their field of study and their artistic and professional career • be able to express their opinion, actively engage in debates, supporting their opinion with

<p>arguments and logical reasoning</p> <ul style="list-style-type: none"> • have developed their skills in academic writing and be able to write academic/scientific texts which are marked by coherence, in compliance with referencing conventions • be capable of using primary and secondary sources effectively • have cultivated their critical and creative thinking through contact with multimodal texts in the field of fine arts • be able to use the English language effectively and appropriately for academic purposes and for their artistic and professional development. • be familiar with the relationship between art and society 																			
<p>General Competences</p> <p><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></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<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>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<ul style="list-style-type: none"> • Defining fine arts • Vocabulary enrichment, meaningful language use (productive and receptive language skills), and production of well-structured discourse • Critical reading and text comprehension • Vocabulary enrichment, meaningful language use (receptive and productive skills) • Criticism and self-criticism • Production of free, creative and inductive thinking • Search for, critical analysis and synthesis of data and information, with the use of the necessary technology • Effective communication techniques • Production of new research ideas • Working independently and teamwork • Decision making • Development of communicative competence; using the English language effectively and appropriately, according to context, for academic, artistic and professional purposes • Encouraging students to think critically about art and consider their own artistic work objectively and critically 																			

(3) SYLLABUS

<p>Course description:</p> <ul style="list-style-type: none"> • Lectures, classroom discussion and engagement with authentic and multimodal materials • Critical reading and text comprehension • Vocabulary development, focusing on the field of fine arts and academic English • Grammar (to the extent it is necessary)

- Reading, comprehending and critically analysing articles in scientific journals (academic English)
- Listening to and comprehending a university lecture
- Using English for academic purposes: writing skills - writing well-structured texts, presenting arguments and engagement in dialogue in relation to the relationship between art and society
- Academic English: writing and oral speech marked by cohesion and logical reasoning.
- Production of writing (e.g. report, review, essay) and oral speech, development of all language skills, especially in relation to academic, artistic contexts

Course content:

- The elements of art (line, shape, form, value, space, colour, texture)
- Printmaking (relief methods, intaglio methods, planographic methods, tools and materials, blocks, cutting tools, rollers and brayers, ink, papers, intaglio printmaking techniques, non-acid and acid techniques, digital prints)
- Installations
- New Media Art (virtual art, Internet art, interactive art) / Digital Art / Photography
- Important movements in art
- Art reviews
- Talking / writing about and describing works of art
- Presenting artists' portfolios and work
- The relationship of art to society

The course follows a student-centered approach. It is dynamic, not static. It can be adapted to meet the students' needs, learning styles, interests and preferences. It also considers the students' queries and language needs.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face in the classroom, while academic support is available in the office, if needed (distance learning only if necessary)	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> • Information and Communication Technology (ICT) in teaching • ICT for communicating with students (e.g. email, Ecourse platform, etc.) • Supporting the educational process (e.g. through the Ecourse platform and the MS Teams platform) 	
<p>TEACHING METHODS <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>Activity</p>	<p>Semester workload</p>
	Lectures	39 hours
	Personal study and assignments	9 hours
	Final examination	2 hours
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p>	<ul style="list-style-type: none"> • Active participation in educational activities 	

<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>	<ul style="list-style-type: none"> • Optional individual or group project work (at the tutor's discretion) and final written examination • Final written exam (obligatory for all students) <ul style="list-style-type: none"> - multiple choices questions, short answer questions, etc. <p>Evaluation method:</p> <p>(a) Diagnostic assessment intended to determine the students' proficiency level and language needs in order to guide and organise the teaching process.</p> <p>(b) Formative assessment during the semester. It is intended to provide feedback as regards the effectiveness of the teaching approach and to help adjust the teaching and learning process, in order to improve students' performance and help them achieve the learning objectives that have been established.</p> <p>(c) Summative (final) assessment for grading. It is used to determine the extent to which learning objectives have been achieved by the end of the semester.</p> <p>Final assessment is conducted in English. The evaluation criteria are announced in the first lesson of the semester and are posted on the educational platform (Ecourse).</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Πατάκης, Σ. Α. (2010). Αγγλο-ελληνικό λεξικό (3^η εκτύπωση, 2020). Αθήνα: Πατάκης. (suggested reading). [English-Greek dictionary]
2. Maglavera, T. (2013). *English for Fine Arts Studies*. Thessaloniki. University Studio Press.
3. Bayle, F. (2001). A fuller understanding of the paintings at Orsay. Paris: Artlys.
4. Fossi, G. (1999). Uffizi: The Great Masterpieces. Florence: Scala Group.
5. McCormack, J. and Slaght, J. (2012). *English for Academic Study: Extended Writing & Research Skills*: Garnet Education.
6. Barnett, S. (2008). *A Short guide to writing about art*: Upper Saddle River, N.J.: Pearson, c2008
7. David Bindman (2008). *The History of British art*: New Haven, Conn: Yale Center for British Art London: Tate Britain New Haven, CT.
8. Neill, A., and Ridley, A. (eds) (2008). *Arguing about art: contemporary philosophical debates*: London and New York: Routledge.
9. Maguire, H. (2007). *Image and imagination in Byzantine art*: Aldershot Burlington, VT: Ashgate Variorum.
10. Jirat-Wasiutynski, V. (ed.) (2007). *Modern art and the idea of the Mediterranean*: Toronto Buffalo: University of Toronto Press.
11. Emison, P. (1997). *Low and high style in Italian Renaissance art*: New York: Garland Publishing.
12. Clarke, A. and Mitchell, G. (eds.) (2007). *Videogames and art*: Bristol, UK Chicago: Intellect.
13. Prettejohn, E. (2007). *Art for art's sake: aestheticism in Victorian painting*: New Haven London: Published for The Paul Mellon Centre for Studies in British Art by Yale University Press.
14. Gaut, Berys (2007). *Art, emotion and ethics*: New York: Oxford University Press.
15. Richardson, C. M., Woods, K. W., and Franklin, M. W. (eds) (2007). *Renaissance art reconsidered: an anthology of primary sources*: Malden, USA Oxford: Blackwell.

- *Digital sources:*

1. The MoMa Glossary of Art Terms. Διαθέσιμο στο:
https://www.moma.org/learn/moma_learning/glossary/
2. Collins Dictionary Online. Διαθέσιμο στο: <https://www.collinsdictionary.com/>
3. The Getty Museum:
http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html
4. Art Encyclopedia: Διαθέσιμο στο: <http://www.visual-arts-cork.com/>
5. TATE Art Terms: Διαθέσιμο στο: <https://www.tate.org.uk/art/art-terms>

- *Related scientific journals:*

1. Open Arts Journal