

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> • 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
By the end of the course, students are expected to: • 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

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>	• 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
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>	• 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). - multiple choices questions, short answer questions, etc. Evaluation method: (a) Diagnostic assessment intended to determine the students' proficiency level and language needs in order to guide and organise the teaching process. (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. (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. 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).	

(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