

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

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 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

Course content: • 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 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

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 through the Ecourse platform and the MS Teams platform)	
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> <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>	• 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.	

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	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. 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