

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

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, 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

arguments and logical reasoning • 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																			
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> <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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• 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

Course description: • 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

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. 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>	• Active participation in educational activities	

<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>	• 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).
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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. Maglaveria, 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