**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | HEALTH SCIENCES |
| **ACADEMIC UNIT** | DEPARTMENT OF BIOLOGICAL APPLICATIONS AND TECHNOLOGY |
| **LEVEL OF STUDIES** | undergraduate |
| **COURSE CODE** | **ΒΕΕ507** | **SEMESTER** | **7TH**  |
| **COURSE TITLE** | ACADEMIC ENGLISH FOR BIOSCIENTISTS |
| **INDEPENDENT TEACHING ACTIVITIES** *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* | **WEEKLY TEACHING HOURS** | **CREDITS** |
| Lectures | 3 | 3 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | specialised general knowledgeskills development |
| **PREREQUISITE COURSES:** | n/a |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | English |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | Yes (Working language in class: English) |
| **COURSE WEBSITE (URL)** | <http://ecourse.uoi.gr/> link |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *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.**Consult Appendix A* * *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*
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| Upon successful completion of the course, students will have improved: * their skills in reading and understanding informal and formal Biology texts,
* their academic vocabulary and command of technical terminology of Biology in English,
* their critical reading and study skills,
* their presentation skills by means of giving a short talk on a cutting-edge or controversial biology topic
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| **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…**…….* |
| Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently Team workWorking in an international environment Working in an interdisciplinary environment Criticism and self-criticism Production of free, creative and inductive thinkingRespect for difference and multiculturalism  |

1. **SYLLABUS**

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| * Enzyme Biochemistry
* Cell Biology and Cell Division
* DNA Replication Processes & Steps; Transcription & Translation
* Experimental Language in common biological techniques
* Genetics; Principles of heredity; Genetic Mutation
* Ecology, Evolutionary change and Bioethics
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1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | *Face-to-face* |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of the online moodle platform E-courseUse of multimedia material, interactive exercises and web tools for student participation in the course, e.g. Kahoot (game-based classroom response system), Infographics, PowerPoint, TED-ed talks, google forms, etc.Communication through e-mail correspondence |
| **TEACHING METHODS***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.**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* |

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| ***Activity*** | ***Semester workload*** |
| Lectures | 39 |
| Exercises & Projects | 13 |
| Directed study | 32 |
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| Course total  | 84 |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**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**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Ι. Average score of two written tests examination (70%\*) that are based on objective assessment (objective question types include true/false answers, multiple choice, multiple-response and matching questions etc.)ΙΙ. 5-min talk on a cutting-edge science topic (Optional: 15%)ΙΙI. 3-min talk on a controversial topic in Bioethics (Optional: 15%)\*If a student opts out of the talks, the written test examination scores account for the 100% of the course total scoreEvaluation criteria: They are reported at the first lecture of the course and repeated during the course if necessary. They are also posted on the course page (e-course). |

1. **ATTACHED BIBLIOGRAPHY**

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| *- Suggested bibliography:** Katsampoxaki Hodgetts, K. (2019). *Academic English for Biology*, Greece: Disigma Publications. *(course textbook)*
* Lackie, J. M., Dow, J. A. T., Zioudrou, C., & Stamatopoulos Konstantinos. (2002). *Lexiko kyttarikes & moriakes viologias*. Athens: Iatrikes Ekdoseis P. Ch. Paschalides.
* Chrimes, J., & Phillips, T. (2015). *English for Biomedical Science in Higher Education Studies*. Reading: Garnet Publishing.
* Andreou, L. V., Aletra, V., Athanasopoulou, G., Psarropoulou, C. (2018) *Good Practices in Traching English for Scientific Purposes to Biology Students in Higher Education*, INTED2018 Proceedings, pp. 7174-7183.

*- Related academic journals:** Journal of English for Academic Purposes (Elsevier)
* English for Specific Purposes (Elsevier)
* Journal of Science Education and Technology (Springer)
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