

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	AGRICULTURAL SCIENCE		
<b>ACADEMIC UNIT</b>	FOOD SCIENCE AND TECHNOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	FBM_1.7C	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>			
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>ECTS CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBPAGE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>				
<p>In the first term, the aim of the course is to help students develop reading, writing and oral skills in an academic context. The reading component of the course covers issues related to the development of reading techniques such as skimming, scanning, reading for specific information, reading to locate main ideas. The writing component of the course covers the generic aspects of academic writing such as academic style, neutrality of tone, use of evidence and argument, reference to other authors and sources and general organisational patterns. The oral components of the course cover skills in relation to making an effective presentation.</p> <p>The learning objectives of the course are:</p> <ul style="list-style-type: none"> <li>To help students develop critical thinking</li> <li>To teach students how to work on material from various sources</li> <li>To teach students how to take notes and recognize the structure of the main points of a text</li> <li>To teach students how to attend lectures and make oral presentations</li> </ul>				
<p><b>General Competences</b> <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 style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Adapting to new situations</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Adapting to new situations</i>	<i>Adapting to new situations</i>
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<i>Adapting to new situations</i>	<i>Adapting to new situations</i>			

<i>Decision-making</i>	<i>Decision-making</i>
<i>Working independently</i>	<i>Working independently</i>
<i>Team work</i>	<i>Team work</i>
<i>Working in an international environment</i>	<i>Working in an international environment</i>
<i>Working in an interdisciplinary environment</i>	<i>Working in an interdisciplinary environment</i>
<i>Production of new research ideas</i>	<i>Production of new research ideas</i>

Generally, by the end of this course the student will, furthermore, have develop the following abilities (from the list above):

- Teamwork
- Exercise of criticism and self-criticism
- Promote free, creative and inductive thinking
- Production of new research ideas

### 3. SYLLABUS

<p>Teaching academic skills and practice through a variety of tasks and activities:</p> <p>Lesson 1: Introduction to extended writing and research</p> <p>Lesson 2: Using evidence to support your ideas</p> <p>Lesson 3: Sourcing information for your project</p> <p>Lesson 4: Taking notes, developing your project</p> <p>Lesson 5: Introductions of essays</p> <p>Lesson 6: Conclusions of essays</p> <p>Lesson 7: Definitions</p> <p>Lesson 8: Incorporating data and illustrations</p> <p>Lesson 9: Techniques to attend lectures</p> <p>Lesson 10: Making an oral presentation</p> <p>Lesson 11: Academic vocabulary I</p> <p>Lesson 12: Academic vocabulary II</p> <p>Lesson 13: Academic vocabulary III</p>
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### 4. TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Communication with students will take place via e-class.	
<b>TEACHING METHODS</b>  <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>	<b>Activities</b>	<b>Work Load per semester</b>
	Lectures (3 conduct hours per week X 13 weeks)	39
	Group tasks in class	36
	Final examination (3 conduct hours)	3
	Non-guided study	47
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	EVALUATION LANGUAGE: ENGLISH	
	EVALUATION METHOD: During the semester: Small group work in the classroom (short	

<p><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>	<p>development).</p> <p>At the end of the semester: (a) Multiple Choice Test, (b) Development Questions.</p> <p>Grading scale: 1 to 10. Minimum passing grade: 5. Examination time: 3 hours.</p>
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## 5. ATTACHED BIBLIOGRAPHY

Joan McCormack and John Slaght (2012). *Extended Writing and Research skills*, Garnet Publishing, Ltd, Reading, UK.