

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Agricultural Sciences		
ACADEMIC UNIT	Biosystems & Agricultural Engineering		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BAE_410	SEMESTER	4TH
COURSE TITLE	ENGLISH FOR SCIENTIFIC WRITING		
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	
Lectures	3		
Tutorials	2		
Laboratory	0		
TOTAL	5	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background General Knowledge Skills development		
PREREQUISITE COURSES:	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek .-For Erasmus students in English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 						
<p>The learning objectives of the course are</p> <p>To teach students academic skills that help them identify, evaluate and draw valid conclusions in academic texts related to the science of Biosystems and Agriculture</p> <p>Teach students academic skills to help them write academic work related to the science of Biosystems and Agriculture</p> <p>To teach students academic speaking skills so that they can actively participate in seminars on the science of Biosystems and Agriculture</p> <p>To teach students academic oral skills so that they can present work related to the science of Biosystems and Agriculture</p>						
<p>General Competences</p> <p><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%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</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>Respect for the natural environment</i>
<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>Respect for the natural environment</i>					

Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
Search, analysis and synthesis of data and information, using the necessary technologies Production of new research ideas Respect for the natural environment Promoting free, creative and inductive thinking	

(3) SYLLABUS

Teaching academic skills and practice through a variety of topics in Environmental Science 1: What is environmental science 2: What do environmental scientists do 3: Computers in environmental science 4: Energy resources 5: Soils as a resource 6: Recycling waste 7: Ecosystems 8: Preserving biodiversity 9: Pollution 10: Agriculture 11: Sustainability 12: Literature review seminar 13: Guidance on improving coherence, cohesion and unity in an academic text.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face teaching, Experiential activities, Virtual Laboratory training	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> • Use of ICT (power point) in Teaching • Use of ICT (power point) in Laboratory Training • Use of ICT in Communication with students (Learning process support through the electronic platform e-class). 	
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
	UNGUIDED STUDY	37
	Study hours. Literature survey	49
	Course total	125
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</i>	1. The main assessment criteria focus on understanding and correlating the knowledge that students gain from the course with other knowledge. Particular emphasis is placed on whether they have developed the ability to apply this knowledge to crop selection and to assess the impact of these changes on the environment. Emphasis is also placed on demonstrating critical ability and justifying the choices they make in each problem.	

<p><i>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>2. Evaluation is dynamic. It mainly involves problem solving. is done orally or in writing or with a combination of the two, with or without pre-examination on the basic principles of the course, with or without exculpatory advances and with other test or inventive methods, depending on the composition of the dynamics and the needs of the audience.</p> <p>3. The above are done in the Greek language. For foreign language students (eg Erasmus students) conducted in English</p>
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(5) ATTACHED BIBLIOGRAPHY

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| <ul style="list-style-type: none"> ▪ Richard Lee (2009). <i>English for Environmental Science in Higher Education studies</i>, Garnet Publishing, Ltd, Reading, UK. ▪ Χατζημπίρος Κίμων, Παναγιωτίδης Παναγιώτης, Καρακατσάνη Ρένα (2006). <i>Λεξικό Οικολογικών και Περιαντολογικών όρων</i>, Εκδόσεις Σταφυλίδη ▪ |
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