COURSE OUTLINE

(1) GENERAL

SCHOOL	SCIENCE		
ACADEMIC UNIT	BIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	BIO_BYO5	**SEMESTER**	6/8
COURSE TITLE	ENGLISH FOR BIOLOGY STUDENTS		

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
	3	3
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*	LANGUAGE AND ACADEMIC SKILLS
PREREQUISITE COURSES:	INTERMEDIATE/ADVANCED ENGLISH
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	http://languages.upatras.gr

(2) LEARNING OUTCOMES

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*

AT THE END OF THIS COURSE STUDENTS SHOULD BE ABLE TO:

- HAVE BEEN FAMILIARISED WITH THE LANGUAGE OF BIOLOGY TEXTS
- BE ABLE TO IDENTIFY THE MAIN POINTS IN TEXTS
- BE ABLE TO EXPRESS ONESELF ORALLY

WRITE COHESIVELY AND APPROPRIATELY PARAGRAPHS AND TEXTS RELATED TO THE DISCIPLINE

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	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

1. ABILITY TO UNDERSTAND DIFFERENT TEXT TYPES IN BIOLOGY WRITTEN IN ENGLISH (TEXTBOOKS, POPULARISED AND SCIENTIFIC JOURNALS) AND PERCEIVE THE LINGUISTIC, STRUCTURAL AND STYLISTIC DIFFERENCES STEMMING FROM THE VARYING PURPOSES OF TEXTS AND EXPECTED READERS. THUS WRITING SKILLS COULD DEVELOP AS WELL.
2. ABILITY TO UNDERSTAND AND COMMUNICATE ORALLY IN ENGLISH IN SITUATIONS RELATED TO THE DISCIPLINE AND TO MAKE PRESENTATIONS WHICH WILL PREPARE THEM FOR FUTURE PRESENTATIONS IN INTERNATIONAL CONTEXTS.
3. TO USE SPECIFIC WEBSITES FOR FURTHER PRACTICE AND INDEPENDENT LEARNING.
4. TO WORK INDIVIDUALLY AND IN GROUPS.
5. TO READ CRITICALLY.

(3) SYLLABUS

TYPES OF LIVING ORGANISMS
PROTOZOA
DESCRIPTION OF SHAPES AND PARTS OF ORGANISMS
PLANTS AND ANIMALS: SIMILARITIES AND DIFFERENCES
AUTOTROPHS-HETEROTROPHS
PHYTOSYNTHESIS
GENETICS
2 RESEARCH ARTICLES
1 POPULARISED ARTICLE (ON CLONING)

(4) TEACHING and LEARNING METHODS - EVALUATION

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 COMPUTERS IN THE SESSIONS NEEDED, IN POWER-POINT PRESENTATIONS OF PROJECTS AND IN COMMUNICATING WITH STUDENTS.
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*	

Activity	*Semester workload*
INTERACTIVE TEACHING	60 HOURS
PROJECT	15 HOURS
Course total	*75*

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.*	WRITTEN EXAM PROJECT ACTIVE PARTICIPATION IN THE LESSONS.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- English in Biological Science (1978) Pearson I., O.U.P.
- Collins Cobuild - Key Words In Science and Technology (Collins Cobuild usage) (1997) Mascull. Collins Cobuild.
- Articles from electronic newspapers

Introductory books to biology

- Related academic journals: