

COURSE OUTLINE

(1) GENERAL

SCHOOL	Humanities and Social Sciences		
ACADEMIC UNIT	Languages and Literature		
LEVEL OF STUDIES	1 st Cycle		
COURSE CODE	ENGL-101	SEMESTER	Fall/Spring/Summer
COURSE TITLE	English Composition		
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
		2.5	6
<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>	Specialised general knowledge.		
PREREQUISITE COURSES:	NEPTON Placement Test or ENGL-100		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	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>After completion of the course students are expected to be able to:</p> <ul style="list-style-type: none"> • Analyse and reconstruct arguments from long and complex texts to deliver coherent presentations. • Explain the role and importance of in-text citation and referencing in academic work. • Compose organised and coherent essays with clear paragraphs, effectively applying methods for essay introduction and conclusion. • Produce the various components of an academic paper, including abstract, introduction with thesis statement and preview, main body with methodology/findings, and conclusion as appropriate. • Demonstrate techniques to avoid plagiarism, including paraphrasing, summarising, and quoting, and apply correct parenthetical and bibliographical citation styles (e.g., APA). • Assess the importance of critical thinking skills in selecting sources for academic works.

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

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Others...

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This course specifically targets the development of the following general competences that degree-holders are expected to acquire:

- Search, analyse, and synthesise data and information independently, using appropriate technology.
- Work independently.
- Produce new research ideas.
- Generate free, creative, and inductive thinking, as well as criticism and self-criticism.
- Make informed decisions.
- Plan and manage projects effectively.

(3) SYLLABUS

- Explore and understand the writing process: The academic writing genre.
- Define what a research paper is and identify its parts.
- Distinguish between primary and secondary research.
- Differentiate fact from opinion in academic writing.
- Summarise, paraphrase, and quote in academic works.
- Use words to introduce source material in writing.
- Develop academic vocabulary.
- Locate research topics using the library's online databases.
- Formulate thesis statements and previews.
- Plan and outline focused writing projects.
- Employ evidence to support ideas.
- Produce abstracts.
- Evaluate and select 'good' sources for academic work.
- Compose introductions, conclusions, and definitions.
- Analyse issues and respond to written arguments.
- Summarise, paraphrase, and quote (repeated for emphasis on skill mastery).
- Assess and document literary sources.
- Edit and revise writing.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching / Χρήση ΤΠΕ Communication with students / Επικοινωνία με Φοιτητές		
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. 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 (including student presentations and exercises)	35
		Individual study	40
		Homework	45
		Exam preparation	30
		Course total	150
STUDENT PERFORMANCE EVALUATION <i>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.</i>	Tests/Quizzes, Midterm Exam, Short Presentation, Assessed Homework, Final Research Paper		

(5) ATTACHED BIBLIOGRAPHY

- Stephen Bailey (2025). *Academic Writing: A Handbook for International Students*, Sixth edition. Routledge.
- Joan McCormack & John Slaght (2012). *English for academic study: Extended writing and research skills*, Second edition. Garnet Press.