



## COURSE OUTLINE

### (1) General Competences

<b>SCHOOL</b>	School of Technology		
<b>ACADEMIC UNIT</b>	Department of Environmental Sciences		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>AAY201</b>	<b>SEMESTER</b>	<b>2nd</b>
<b>COURSE TITLE</b>	English for Environmental Scientists		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Teaching Hours	4	3	
<b>COURSE TYPE</b>	Skills Development		
<b>PREREQUISITE COURSES</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS</b>	English and Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uth.gr/courses/ENV_U_113">https://eclass.uth.gr/courses/ENV_U_113</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><b>English for Specific and Academic Purposes.</b> The course concerns the cultivation of skills suitable for the communication needs of the future, in the context of the specific scientific area. A good knowledge of English is necessary for successfully attending the course in Higher Education. In the context of ESP, authentic language material is used, with the ultimate goal of developing the respective repertoire, for entry and development in the specific professional field. The part of Academic Purposes (EAP) concerns the development of skills necessary for the study and utilization of scientific material, of an academic nature. The basis of the material consists of authentic scientific texts, excerpts from books, scientific publications and articles, with the ultimate aim of the course the understanding and production of scientific discourse by the students, in order to study and prepare academic papers in English either in study or in the future as scientists or researchers.</p> <p>Objectives of the course:</p> <ul style="list-style-type: none"> <li>• Intermediate and advanced specialized language training</li> <li>• Analysis of texts for the purpose of understanding</li> <li>• Practice in studying the texts, with the aim of extracting specific or general information and recording them in English, studying to ascertain new information of possible relevance or interest to the subject of study and finally discussing the specific issues <ul style="list-style-type: none"> <li>• Correct handling and production of written language, within the context of the specific scientific sector</li> <li>• Exercise in the development of dialogue and oral presentations of subjects of the study specialty</li> <li>• Ability to use English with the aim to join ERASMUS programs</li> <li>• Ability to access and utilize authoritative internet sources such as online libraries and search machines: Google Scholar, Scopus <ul style="list-style-type: none"> <li>• Ability to prepare scientific publications</li> </ul> </li> </ul> </li> </ul> <p>The specific knowledge, skills and competences, which the students will acquire with the successful completion of the course, are:</p> <ul style="list-style-type: none"> <li>• Familiarity with the language of the specialty, specific structures and vocabulary</li> <li>• Development of strategies for analysis and understanding of written scientific and academic discourse</li> <li>• Fluent written communication in English within the subjects of the specialty</li> <li>• Development of skills for satisfactory oral communication in the scientific environment of specialty</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> </ul>

- Decision-making
- Working independently
- Team work
- Working in an international environment
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- Academic Writing: Integrating Source Material into Academic Writing
- Some Guidelines for Effective Writing
- Some of the Main Features of Academic Style
- Paragraph Structure, Paragraph Development Methods
- Paraphrasing, Summarizing
- Note –Taking, Abbreviation
- Quotations and Referencing, Referring to sources
- Describing information provided by tables/graphs/charts/diagram

Some of the texts topics related to Environmental issues:

- The Environment, Hazardous Waste, Energy from Biomass, Cars and Environmental Pollution, Lubricants Disposal, Photovoltaics, Hydrogen Basics, Hydrocarbons, Natural Gas, Oil, Oil Refinery, Controlling and Cleaning up an Oil Spill, The Environment-Why Don't We Give Up

### (4) TEACHING and LEARNING METHODS – EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Communication with students via e-mail</li> <li>• Use of asynchronous distance learning (e-class)</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Fieldwork	16
	Essay writing	20
	<b>Course total (25 hours workload per credit)</b>	<b>75</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The student's performance is evaluated in the English language. The final grade is determined by:</p> <ul style="list-style-type: none"> <li>• A written exam at the end of the semester that contributes 100% to the final grade, applying the following evaluation methods: Multiple choice questions, short-answer questions, comprehension questions, text translation, text writing, lexicon, combining of terms to definitions et alia.</li> </ul> <p style="text-align: center;"><b>Final Grade = 100% Exam Grade</b></p>	

### (5) ATTACHED BIBLIOGRAPHY

- Evdoridou E. & Karakasidis T., 2015. Academic Writing. Tziola Publications, Athens.
- Panourgia E., 2013. Integrating Technical and Academic Writing into your English Course, Theory and Practice. Foreign Language Centre and P.E. TEI of Kavala.
- Rizouli C., 2015. English for Academic Purposes – Focus on Writing. Publisher: Company of Property Development and Management of the University of Macedonia.