

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	ENGINEERING SCHOOL		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EEE. 1.8	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	ENGLISH I		
<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>CREDITS</b>	
LECTURES	2		
Total	2		
<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>	General Background Course		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

## (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

English I (as well as English II) aims at preparing students for the English for Specific Purposes Courses (semesters C and D). It is aimed primarily at students who feel they need to renew, upgrade, improve and expand their knowledge in the English Language, and aims at developing the following English language skills:

- understand written and spoken texts, either globally or in thoroughly, while being exposed to a range of linguistic material.
- recognize and then understand problematic points in the English language, mainly due to differences in their mother tongue
- conquer the grammar, syntax and vocabulary of texts through a variety of strategies and methods
- analyze structure and speech organization elements on multiple levels (sentence, paragraph, text)
- produce oral and written speech of multiple forms and functions
- understand the coherence of different language structures and texts
- understand and conquer the functions of the language

### 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  
.....  
Others...  
.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

Main verb forms, Modal verbs, Infinitive and –ing form, Nouns and Articles, Demonstratives, Possessives and Quantifiers, Pronouns, Adjectives and Adverbs, Prepositions, Reported Speech, Conditionals, Subordinate clauses, Word order, Text features: reference words, text organizers, collocations, intensifying a point, giving an opinion, making assertions, giving examples, linking cause and effect, contrasting, expressing time sequence, expressing purpose

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

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Lectures in class, face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Teaching using ICT, Laboratory Education using ICT, Communication and Electronic Submission of projects	
<p style="text-align: center;"><b>TEACHING METHODS</b> <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></p> <p><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></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Lecture material study	52
	Exam preparation	12
	<b>Course total</b>	<b>90</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <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>Final examination: 100%</p> <p>Individual project/paper : up to 20%, added to total score</p>	

**(5) ATTACHED BIBLIOGRAPHY**

No specific bibliography is recommended, the course material is selected by the teacher according to the student's needs