COURSE OUTLINE

1. GENERAL

SCHOOL	NATURAL SIENCES		
ACADEMIC UNIT	BIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**BIO_ΑΓΓ**	**SEMESTER**	**6-8**
COURSE TITLE	**ENGLISH FOR BIOLOGY**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	2	3

COURSE TYPE	ENGLISH FOR SPECIFIC PURPOSES 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

AT THE END OF THIS COURSE STUDENTS SHOULD:

- BE FAMILIARISED WITH THE LANGUAGE AND STYLE OF BIOLOGY TEXTS IN DIFFERENT GENRES
- BE ABLE TO READ TEXTBOOKS AND RESEARCH ARTICLES EFFECTIVELY
- BE ABLE TO IDENTIFY THE MAIN POINTS IN TEXTS, SUMMARISE AND PARAPHRASE
- BE ABLE TO DISCUSS SCIENCE TOPICS IN ENGLISH
- BE ABLE TO WRITE COHESIVELY AND APPROPRIATELY PARAGRAPHS AND TEXTS RELATED TO THE DISCIPLINE

General Competences

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. 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 PAIRS AND GROUPS.
5. TO READ CRITICALLY.
6. PROMOTION OF CREATIVE AND INDUCTIVE THINKING.

3. SYLLABUS

METHODS IN SCIENCE/BIOLOGY. CONTRUCTION OF KNOWLEDGE
OBJECTS OF STUDY AND FIELDS IN BIOLOGY
TYPES OF LIVING ORGANISMS-PROTOZOA
DESCRIPTION OF SHAPES AND PARTS OF ORGANISMS
PLANTS AND ANIMALS: SIMILARITIES AND DIFFERENCES; ANIMAL BEHAVIOUR
AUTOTROPHS-HETEROTROPHS
PHYTOSYNTHESIS
GENETICS-CLONING
RESEARCH ARTICLES
ONE POPULARISED ARTICLE

ACADEMIC SUBSKILLS: WRITING REFERENCES, SUMMARISING, PARAPHRASING, USING OTHER WRITERS' WORK WITH APPROPRIATE ATTRIBUTION.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	FACE-TO-FACE	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	USE OF COMPUTERS IN THE SESSIONS NEEDED, IN POWER-POINT PRESENTATIONS OF PROJECTS AND IN COMMUNICATING WITH STUDENTS.	
TEACHING METHODS	***Activity***	***Semester workload***
	INTERACTIVE TEACHING	60
	PROJECT	15
	Course total	**75**
STUDENT PERFORMANCE EVALUATION	PASSING GRADE: 5 (FROM A SCALE OF 1-10) WRITTEN EXAM PROJECT ACTIVE PARTICIPATION IN THE LESSONS. EVALUATION CRITERIA ARE GINEN IN CLASS AND ON E-CLASS.	

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.
- Popularised articles from electronic newspapers
- Biology for AP Courses, Openstax, Rice University (free, available online). 2018
- Biology Neil A. Campbell and Jane Reece (2016) University of California, Riverside.
- *https://theconversation.com/uk*

Related academic journals:

1. https://www.pnas.org/
2. https://www.jove.com/journal/biology