

COURSE OUTLINE

(1) GENERAL

LECTURER	IRENE HAVREDAKI		
SEMESTER (fall/spring)	SPRING		
SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ATTK020	SEMESTER	SPRING
COURSE TITLE	ENGLISH FOR STUDENTS OF SOCIOLOGY-SOCIOLOGICAL PERSPECTIVES, LEVEL B		
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
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	This course is intended for students at the high intermediate or advanced level, so they must be acquainted with most of the grammar rules and the structural patterns of the English language.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	The language of instruction is English. However, the English text and the specialized terms of each unit are also translated into Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Elearn.uoc.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

The main purpose of this course is to introduce students of Sociology, to the specialized language used in their field of study and also improve their general use of the English language. In giving emphasis to English as a medium of expression for this scientific area, it tries to provide a good grounding in the use of English in social studies.

In that respect, it tries to familiarize the students of Sociology with the language and special terminology of this particular area and to prepare them for reading more difficult texts related to this discipline.

The course is intended for students at the intermediate-advanced level. Therefore, those who

take it should be competent in English grammar and vocabulary and also have at least a basic knowledge of sociology in their native 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

Project planning and management

<i>information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	<i>.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>

Generally, the students through this course, acquire the following competences:

1. They have gained knowledge and understanding of the use of the English language and in particular the special terminology of sociology in English, which will allow them to pursue relevant study independently.
2. They are able to use the knowledge and understanding they have acquired in a way that shows a professional approach to their work or profession, and they have developed the skills to support arguments and problem solving, through the use of the English language within their area of specialization.
3. They have the ability to compile and interpret relevant information written or spoken in English (typically within their field of expertise but also pertaining to cognate disciplines), to form judgments on related social, scientific or ethical issues.
4. They are able to communicate information, ideas, problems and solutions in English, to both specialized and non-specialized audience.
5. They have developed the appropriate skills to pursue further studies in English with a high degree of autonomy.
6. They are more able to examine and understand many interdisciplinary problems related to social issues.
7. They have developed a better understanding of the terminology of adjoining specializations, such as anthropology, psychology, political science, economics, social work, etc.

(3) SYLLABUS

The course content is broadly divided into ten units relating to various sociological perspectives such as:

- 1.Functionalism**
- 2. Neofunctionalism**
- 3.Conflict Theory**
- 4.Symbolic Interactionism**
- 5.Phenomenology**
- 6.Ethnomethodology**
- 7.The Dramaturgical Perspective**
- 8. Post-modernism**
- 9.Feminist Perspectives**
- 10.The New Right Perspective**

Each unit contains a text of sociological content, followed by a reading comprehension section, questions for discussion, vocabulary and grammar exercises, special terms and writing projects, related to the topic examined in the unit.

The textbook also contains a glossary of special terms, an appendix of irregular verbs and bibliography.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	FACE-TO-FACE	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Elearn and e-mails	
<p>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.</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>	<p>Activity</p>	<p>Semester workload</p>
	LECTURES	40
	STUDY AND ANALYSIS OF BIBLIOGRAPHY	50
	ESSAY WRITING	35
<p>STUDENT PERFORMANCE EVALUATION <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>The evaluation procedure is by formal examination, but also marks can be added from writing projects and other forms of continuous appraisal, such as course work and class participation.</p>	
	<p>Assessment is mainly by examination but also project work, written assignments and class participation are important aspects and can contribute about 20% of marks.</p>	
	<p>The principal method of teaching in this course is by lectures. The students are expected to write down notes during the lectures which will form the basis of their reading material for the formal examinations.</p>	
	<p>The final evaluation is based on a combination of class participation, written assignments and examination results.</p>	
	<p>The evaluation criteria are clearly stated to the students in the first lecture of the course and are also repeated several times during the semester. Individual help is given as needed.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Havredaki Irene, **English for Students of Sociology-Sociological Perspectives** (Athens 2001, Tipothito, G. Dardanos, ed.).

- Related academic journals:

Gordon Marshall, **Oxford Dictionary of Sociology**, Oxford University Press, 1994.