

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	ENGINEERING		
<b>ACADEMIC UNIT</b>	MINERAL RESOURCES ENGINEERING		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	MRE307	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	ACADEMIC WRITING		
<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>
		3	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>	Skills Development		
<b>PREREQUISITE COURSES:</b>	None Required Level of English: B2 in accordance with the Joint European Framework for Modern Languages		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uowm.gr/courses/MRE132/">https://eclass.uowm.gr/courses/MRE132/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>						
<p>Upon successful completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• identify Academic discourse characteristics and style, as well as the main academic genres, i.e., scientific article, thesis, etc.</li> <li>• apply writing skills and strategies employed for writing and editing a text, i.e., paragraph structure, content, consistency, cohesion, coherence, syntactic structures, specialist lexis, punctuation</li> <li>• apply academic skills to write academic discourse (scientific texts, reports, descriptions, research papers, theses, etc.)</li> <li>• use the relevant literature</li> </ul>						
<p><b>General Competences</b> <i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
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	<i>Respect for the natural environment</i>					

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<p>The main concern of the course is to enhance students' writing skills, critical thinking, linguistic and intercultural awareness required to meet:</p> <ul style="list-style-type: none"> <li>• their needs as Mineral Resources Engineering students at undergraduate level</li> <li>• their needs regarding postgraduate studies, European Programmes (Erasmus+, etc.)</li> <li>• their career pursuits as Mineral Resources engineers, or academic researchers in a national, international, or interdisciplinary environment</li> </ul>	

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Paraphrasing techniques to avoid plagiarism</li> <li>• Cause &amp; Effect</li> <li>• Comparing &amp; Contrasting</li> <li>• Drawing conclusions</li> <li>• Paragraph Organisation (Definition, Generalization/ Specialization, Clarification, Use / Utilization of Examples, Classification, Description)</li> <li>• Text Composition (content cohesion and coherence, common mistakes)</li> <li>• Describing Graphs and Trends</li> <li>• Writing Introductions and Conclusions</li> <li>• Discussing Results</li> <li>• Describing Processes and Methods</li> <li>• Referring to Sources</li> <li>• Being Critical and Evaluating</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Face-to face</li> <li>• Synchronous distance learning (zoom), if required</li> </ul>																				
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• asynchronous distance learning electronic platform e-class</li> <li>• e-mail</li> </ul>																				
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Self-Study</td> <td>11</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td><b>50</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Self-Study	11													Course total	<b>50</b>
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<p><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>	<ul style="list-style-type: none"> <li>• End-semester exams test (60%)</li> <li>• Mid-semester test (40%)</li> <li>•</li> </ul>
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## (5) SUGGESTED BIBLIOGRAPHY

<p><i>- Suggested bibliography:</i></p> <p>[1] Integrating Technical &amp; Academic Writing into your English Course - Theory and Practice - Κωδ. Βιβλίου Εύδοξο: 86199178 Έκδοση: 1η/2019, Συγγραφείς: E. Panourgia</p> <p>[2] University Writing Course Student's Book with answers, Κωδ. Βιβλίου στον Εύδοξο: 10686, Έκδοση: 1η έκδ./2007, Morley John ,Doyle Peter,Pople Ian</p> <p>[3] Ακαδημαϊκή Γραφή, Κωδ. Βιβλίου στον Εύδοξο: 68391268, Έκδοση: 3η/2017, Ευδωρίδου Έλσα -Καρακασίδης Θόδωρος</p> <p><i>- Related academic journals:</i></p>
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