

## COURSE OUTLINE

### (1) GENERAL

|  |   |                       |         |
|--|---|-----------------------|---------|
| SCHOOL   | of Humanities   |                       |         |
| ACADEMIC UNIT  | Mediterranean Studies   |                       |         |
| LEVEL OF STUDIES   | Undergraduate   |                       |         |
| COURSE CODE  | ΓΥ-10   | SEMESTER              | 7       |
| COURSE TITLE   | Literacy and Language Lesson Design   |                       |         |
| INDEPENDENT TEACHING ACTIVITIES<br><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 |
| Lectures   |   | 3                     | 5       |
|  |   |                       |         |
|  |   |                       |         |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>   |   |                       |         |
| COURSE TYPE<br><i>general background, special background, specialised general knowledge, skills development</i>  | <i>special background</i>   |                       |         |
| PREREQUISITE COURSES:  | -   |                       |         |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS:  | Greek   |                       |         |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS  | yes   |                       |         |
| COURSE WEBSITE (URL)   | <a href="https://eclass.aegean.gr/courses/TMS362/">https://eclass.aegean.gr/courses/TMS362/</a> |                       |         |

### (2) LEARNING OUTCOMES

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| <p><b>Learning outcomes</b><br/> <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><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>   |
| <p><b>Upon the successful completion of this course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• describe the term “literacy”</li> <li>• report literacy’s emergence, evolution and development</li> <li>• describe the term “Literacy Pedagogy”</li> <li>• describe the term “multimodality”</li> <li>• discuss the notions of school and social literacy</li> <li>• describe the notion of critical language awareness</li> <li>• discuss the New Literacy Studies</li> <li>• discuss Life Long Learning environments where literacy is implemented</li> <li>• describe literacy’s applications to educational settings</li> <li>• propose a teaching sample applying the concept of Design in the framework of Multiliteracies</li> </ul> |

**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?*

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

*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*

(3) SYLLABUS

The Lesson aims at presenting every aspect related to the concept of Literacy, its types and the content Literacy assumes in contemporary societies. Furthermore, the concepts of Literacy Pedagogy and Multiliteracies will be presented. Finally, how this theoretical framework applies to teaching practice will be examined

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

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| DELIVERY<br><i>Face-to-face, Distance learning, etc.</i>   | Face-to-face   |                          |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY<br><i>Use of ICT in teaching, laboratory education, communication with students</i>   | Use of ICT in teaching(eclass platform), communication with students |                          |
| TEACHING METHODS<br><i>The manner and methods of teaching are described in detail.<br/>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.<br/><br/>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>                              | <i>Activity</i>  | <i>Semester workload</i> |
|  | Lectures   | 39 hours (1.56 ECTS)     |
|  | Personal study   | 83 hours (3.32 ECTS)     |
|  | Final exam   | 3 hours (0.12 ECTS)      |
|  |  |                          |
|  |  |                          |
|  |  |                          |
|  |  |                          |
|  |  | <b>Course total</b>      |
| STUDENT PERFORMANCE EVALUATION<br><i>Description of the evaluation procedure<br/><br/>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<br/><br/>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i> | written exam<br><br>Greek  |                          |

#### (5) ATTACHED BIBLIOGRAPHY

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| <p>- <i>Suggested bibliography:</i><br/> Παπαδημητρίου, Φ. (2011). <i>Διεπιστημονικές προσεγγίσεις του γλωσσικού γραμματισμού</i>. Εκδόσεις Επίκεντρο.<br/> Kalantzis Mary, Cope Bill, Αρβανίτη Ευγενία, Στελλάκης Νεκτάριος (2019). <i>Γραμματισμοί</i>. Εκδόσεις Κριτική Χαραλαμπόπουλος, Α. (2006). <i>Γραμματισμός, κοινωνία και εκπαίδευση</i> (Αραποπούλου, Μ. et al., ελλ. μετάφραση). Θεσσαλονίκη: ΙΝΣ (Ίδρυμα Μ. Τριανταφυλλίδη).<br/> Αρχάκης, Α. (2005). <i>Γλωσσική Διδασκαλία και Σύσταση των Κειμένων</i>. Αθήνα: Πατάκης.<br/> Baynham, M. (2002). <i>Πρακτικές γραμματισμού</i> (Αραποπούλου, Μ., ελλ. μετάφραση). Αθήνα: Μεταίχμιο.</p> <p>- <i>Related academic journals:</i></p> |
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<http://www.komvos.edu.gr/periodiko/periodiko1st/default.htm>