

COURSE OUTLINE

(1) GENERAL

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|---|---|--------------------------------|---------------------|
| SCHOOL | SCHOOL OF SCIENCES | | |
| DEPARTMENT | DEPARTMENT OF CHEMISTRY | | |
| LEVEL OF STUDIES | ISCED level 6 – Bachelor's or equivalent level | | |
| COURSE CODE | GALN101 | SEMESTER | 1st |
| COURSE TITLE | FRENCH (FOR ACADEMIC PURPOSES) | | |
| TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i> | | TEACHING HOURS PER WEEK | ECTS CREDITS |
| | | 3 | 3 |
| <i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i> | | | |
| COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i> | SPECIAL BACKGROUND – SKILL DEVELOPMENT | | |
| PREREQUISITES: | NONE | | |
| TEACHING & EXAMINATION LANGUAGE: | Greek, French | | |
| COURSE OFFERED TO ERASMUS STUDENTS: | NO | | |
| COURSE URL: | https://chem.duth.gr/courses/%ce%b3%ce%b1%ce%bb%ce%bb%ce%b9%ce%ba%ce%ac-%ce%b9/ | | |

(2) LEARNING OUTCOMES

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| Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i> |
| <p>At the end of the course, the student is able to:</p> <ul style="list-style-type: none"> • understand written discourse related to simple, everyday communicative needs; • understand spoken discourse related to simple, everyday communicative needs; • produce spoken discourse related to simple, everyday communicative needs; • understand written discourse related to his/her field of study (laboratory instructions, lecture notes from French-speaking institutions); • understand spoken discourse related to his/her field of study (recordings, videos of lectures and classes in French-speaking institutions); • produce written discourse related to his/her field of study (analysis of graphs); • produce spoken discourse related to his/her field of study (presentation of procedures in the laboratory); • understand simple information of academic content (communication with the secretariat, course outlines, notes); |

- produce written and spoken discourse within the framework of academic obligations (presentation of an assignment, notes).

General Skills

Name the desirable general skills upon successful completion of the module

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| <i>Search, analysis and synthesis of data and information,</i> | <i>Project design and management</i> |
| <i>ICT Use</i> | <i>Equity and Inclusion</i> |
| <i>Adaptation to new situations</i> | <i>Respect for the natural environment</i> |
| <i>Decision making</i> | <i>Sustainability</i> |
| <i>Autonomous work</i> | <i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i> |
| <i>Teamwork</i> | <i>Critical thinking</i> |
| <i>Working in an international environment</i> | <i>Promoting free, creative and inductive reasoning</i> |
| <i>Working in an interdisciplinary environment</i> | |
| <i>Production of new research ideas</i> | |

He/She is able to:

- communicate in order to meet basic communicative needs;
- cope with simple academic processes;
- understand and communicate using simple linguistic structures on topics related to his/her field of study.

More specifically, the content of the course promotes the following competences:

- Search for, analysis and synthesis of data and information, using the necessary technologies;
- Working in an international environment;
- Working in an interdisciplinary environment;
- Respect for diversity and multiculturalism;
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues;
- Promotion of free, creative and inductive thinking.

(3) COURSE CONTENT

1. Interaction with simple information/instructions from everyday life and situations (transportation, housing, shopping, eating).
2. Understanding basic parts of standard expressions and dialogues.
3. Use of simple syntactic and grammatical structures of the language.
4. Writing formal correspondence.
5. Description of the field of study.
6. Simple transitional sentences/expressions.
7. Introduction and presentation of the structure of a text, synthesis of main ideas.
8. Understanding and commenting on graphs.
9. First approach to French-speaking institutions (main administrative structures of a higher education institution and their role).
10. Drafting a text plan and a curriculum vitae.
11. Introduction to academic discourse (abbreviations, academic principles of ethics, writing norms).

12. Introduction to oral presentation (presentation plan, linking sentences, introduction to interpretative expressions).
13. Understanding and simple drafting of basic conclusions and some transitional sentences.

(4) LEARNING & TEACHING METHODS - EVALUATION

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|---|--|--------------------------|
| TEACHING METHOD <i>Face to face, Distance learning, etc.</i> | Face to face | |
| USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i> | Use of ICT in teaching and communication with students: <ul style="list-style-type: none"> • organisation of material in ppt slides; • support of the learning process via the electronic platform; • communication via e-mail. | |
| TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i> | Activity | Workload/semester |
| | Lectures | 39 |
| | Bibliographic research & analysis | 36 |
| | Total | 75 |
| STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i> <i>Please indicate all relevant information about the course assessment and how students are informed</i> | Final (cumulative) written evaluation with multiple-choice or short-answer questions in French. Samples of the questions are provided during the last class of the semester. | |

(5) SUGGESTED BIBLIOGRAPHY

1. Conseil de l'Europe/Strasbourg, Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer, Conseil de l'Europe : Division des langues vivantes, 2001.
2. Beacco, J.-C., Porquier, R., Niveau A1 pour le français ; Un référentiel, Conseil de l'Europe, éd. Didier, 2007.
3. Mangiante, J.-M. (2009). Vers un référentiel de formation linguistique pour les étudiants étrangers à partir de la construction de corpus professionnels, in Bérard, E. et Borg, S. (éds.), L'ouverture des filières universitaires francophones aux étudiants étrangers : enjeux politiques, implications didactiques, culturelles et institutionnelles, Terres de fle 2, Besançon, Centre de Linguistique Appliquée, Université de Franche-Comté.