

COURSE OUTLINE

(1) OVERVIEW

SCHOOL	MARITIME & INDUSTRY		
DEPARTMENT	INDUSTRIAL MANAGEMENT & TECHNOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE		SEMESTER	3,4,5,6
COURSE TITLE	FOREIGN LANGUAGE		
DISCRETE TEACHING ACTIVITIES <i>In cases where ECTS credits are awarded to distinct components of the course (e.g., Lectures, Laboratory Exercises, etc.), please indicate them separately. If the credits are awarded as a whole for the entire course, please state the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	ECTS
Lectures, Projects		4	2.5
<i>Please add additional rows if needed. A detailed description of the teaching organization and instructional methods is provided in Section (4).</i>			
COURSE TYPE <i>core (C), core elective (CE), elective (E) - background, specialization, skill development</i>	C – Skill Development		
PREREQUISITE COURSES:	None.		
LANGUAGE OF TEACHING AND EXAMINATIONS:	English, French, or German		
THIS COURSE IS AVAILABLE TO ERASMUS STUDENTS	Yes		
COURSE WEBPAGE (URL)			

(2) LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, specifying the particular knowledge, skills, and competencies at the appropriate level that students will acquire upon successful completion of the course.</i></p> <p><i>Please refer to Appendix A</i></p> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area. • Descriptive Indicators of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B. • Concise Guide for Writing Learning Outcomes
<p>The Foreign Language Program aims to progressively develop students' language proficiency in English, French, or German, depending on their choice, over the course of four semesters. The objective is to strengthen students' communicative competence in both academic and professional contexts, enhancing their ability to comprehend and produce spoken and written language, as well as to become familiar with basic terminology relevant to their field of study. Teaching is based on authentic and specialized materials (texts, articles, presentations, advertisements, reports, etc.), tailored to the needs of higher education and future professional requirements. Emphasis is placed on both general linguistic skills and the development of academic and professional competencies such as note-taking, presenting, academic or professional writing, and the understanding of specialized terms and concepts.</p> <p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • Understand, interpret, and process authentic written and spoken texts of general and specialized interest, with a focus on topics related to their academic and professional field. • Use the target language to describe academic systems, professional environments, and educational programs, while making cultural or institutional comparisons. • Communicate effectively in both written and spoken language in formal and semi-formal contexts (e.g., presentations, correspondence, discussions). • Analyze and present information from specialized texts or sources within their scientific or business domain. • Use basic terminology (economic, business, technological, industrial, social—depending on their field of study) to read and compose simple texts. • Demonstrate fundamental academic literacy skills (e.g., active reading, note-taking, understanding of charts or

<p>tables).</p> <ul style="list-style-type: none"> Participate in international exchange environments (such as Erasmus+), developing intercultural communication skills. Identify their own language limitations and pursue continuous self-improvement through assessment, reflection, and the use of learning tools. 																	
<p>General Competences</p> <p><i>Taking into account the general competences that a graduate should have acquired (as listed in the Diploma Supplement and outlined below), which of these competences does the course aim to develop?</i></p> <table> <tr> <td><i>Searching, analyzing, and synthesizing data and information, using the necessary technologies</i></td><td><i>Project design and management</i></td></tr> <tr> <td><i>Adaptation to new situations</i></td><td><i>Respect for diversity and multiculturalism</i></td></tr> <tr> <td><i>Decision making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Autonomous work</i></td><td><i>Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Teamwork</i></td><td><i>Exercising critical and self-critical thinking</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Promotion of free, creative, and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>...</i></td></tr> <tr> <td><i>Generation of new research ideas</i></td><td><i>Other competences: ...</i></td></tr> </table>		<i>Searching, analyzing, and synthesizing data and information, using the necessary technologies</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercising critical and self-critical thinking</i>	<i>Working in an international environment</i>	<i>Promotion of free, creative, and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>...</i>	<i>Generation of new research ideas</i>	<i>Other competences: ...</i>
<i>Searching, analyzing, and synthesizing data and information, using the necessary technologies</i>	<i>Project design and management</i>																
<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>																
<i>Decision making</i>	<i>Respect for the natural environment</i>																
<i>Autonomous work</i>	<i>Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues</i>																
<i>Teamwork</i>	<i>Exercising critical and self-critical thinking</i>																
<i>Working in an international environment</i>	<i>Promotion of free, creative, and inductive thinking</i>																
<i>Working in an interdisciplinary environment</i>	<i>...</i>																
<i>Generation of new research ideas</i>	<i>Other competences: ...</i>																
<ul style="list-style-type: none"> Adaptation to new situations Autonomous work Teamwork 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 																	

(3) COURSE CONTENT

<p>The foreign language courses (English, French, German) cover a wide range of thematic units related to the academic and professional context of the students. Indicatively, the course content includes topics such as:</p> <ul style="list-style-type: none"> basic and specialized terminology relevant to different scientific fields development of written and oral communication skills techniques for active reading and understanding of authentic texts presentation and writing of academic or professional assignments note-taking strategies and participation in intercultural environments (e.g., Erasmus) introduction to cultural elements and educational systems of foreign countries <p>The detailed content of each course, along with relevant announcements, is published at the beginning of each semester on the eClass platform and the official website of the Department. The courses incorporate individual and group activities, oral and written exercises, and promote intercultural understanding, learner autonomy, and the practical use of language in real-world contexts, including international mobility opportunities (e.g., Erasmus+).</p>
--

(4) TEACHING and LEARNING METHODS - ASSESSMENT

<p>TEACHING MODE</p> <p><i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<ul style="list-style-type: none"> Face-to-face in a classroom Distance teaching & learning (if required) 		
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p> <p><i>Use of ICT in Teaching, Laboratory Education, Communication with students</i></p>	<p>Teaching: Lectures using modern audiovisual equipment, learning support through the eClass electronic platform, synchronous distance teaching via MS Teams.</p> <p>Communication with students: face-to-face during office hours, email, eClass platform, MS Teams tools</p>		
<p>Organization of Teaching</p> <p><i>A detailed description of the teaching methods and approach is provided.</i></p> <p><i>Lectures, seminars, laboratory exercises, fieldwork, study and analysis of literature, tutorials, internships (placements), clinical practice, artistic workshops, interactive teaching, educational visits, project work, writing assignments, artistic creation, etc.</i></p>		Activity	Semester Workload
		Lectures	40
		Projects	11
		Self-study of lecture material	10
		Consultation Support	0.5

<p><i>The student's study hours for each learning activity, as well as the hours of independent study, are specified in accordance with the principles of ECTS</i></p>	Exams (written and/or oral)	1	
	Course Total	62.5	
<p>STUDENT ASSESSMENT</p> <p><i>Description of the assessment process</i></p> <p><i>Language of assessment, assessment methods, formative or summative evaluation, multiple-choice tests, short-answer questions, essay questions, problem-solving, written assignments, reports, oral examinations, public presentations, laboratory work, clinical patient examination, artistic interpretation, other(s)</i></p> <p><i>Explicitly state assessment criteria and information on whether and where these criteria are accessible to students are included.</i></p>	<p>Language of Assessment: English, French, or German</p> <p>Assessment Mode: Face-to-face and/or distance learning (if required)</p> <p>Assessment Methods: The final grade for the course is determined as follows:</p> <ul style="list-style-type: none"> • 50% from the final examination (written and/or oral), which takes place at the end of the semester and, in case of failure, at the September resits. • 10% from participation in in-class activities during lectures. • 40% from individual and group assignments completed throughout the course. <p>It is noted that the course grade is not included in the calculation of the overall degree grade.</p> <p>The final examination includes reading comprehension exercises, terminology and vocabulary questions in multiple-choice format and grammar/ syntax exercises.</p> <p>Students with Learning Difficulties: Students with certified learning difficulties in reading and writing (as recognized by the competent authority) are assessed according to the procedures established by the Department.</p> <p>Disclosure of Assessment Criteria: The assessment criteria are communicated during the first class and are clearly stated on the course website and the eClass platform. The exam syllabus is announced on eClass following the final lecture of the semester. The exam answers are posted on eClass after the examinations take place. Students have the right to review their graded exams and receive explanations regarding their grades. In cases of further requests, the procedures outlined in the current Study Regulations apply.</p>		

(5) SUGGESTED BIBLIOGRAPHY

<p>- Books:</p> <ul style="list-style-type: none"> • Information is made available at the beginning of each semester <p>- Journals:</p> <ul style="list-style-type: none"> • Information is made available at the beginning of each semester <p>- Other educational material:</p> <ul style="list-style-type: none"> • Lecture Notes and Supporting Material provided by the Instructor
--