

COURSE OUTLINE: ENGLISH FOR ECONOMICS & BUSINESS I

GENERAL

SCHOOL	ECONOMICS AND BUSINESS		
ACADEMIC UNIT	ECONOMICS		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΕΓ101	SEMESTER	1st
COURSE TITLE	ENGLISH FOR ECONOMICS AND BUSINESS I		
INSTRUCTOR(S)	Nteliou E.		
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	2
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	SKILLS DEVELOPMENT / GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English (lectures, course material and exams) Greek (during lectures, if needed, for deeper comprehension and clarification purposes)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/ECON_U_102/		

LEARNING OUTCOMES

Learning outcomes <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> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
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The students develop the type of skills in English that enable them to:

- get familiar with and make use of special vocabulary and terminology related to their discipline in English.
- use reading comprehension strategies to process the information found in texts that relate to current economic topics, which are published either in Press or in other relevant documents, making notes of the main points, detecting and paraphrasing the general meaning.
- make comparisons and provide explanations when analyzing topics that relate to their discipline
- orally argue on topics relating to their field of science, by using specialized vocabulary and critical thinking.
- practise their listening comprehension skills in English through audiovisual material.

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>

- Autonomous and group work
- Critical thinking and self-assessment
- Promotion of free, creative, inductive reasoning
- Searching for, analyzing and synthesizing information, by using digital technology

SYLLABUS

This course aims at familiarizing students with basic English terminology that relates to fundamental concepts of the science of Economics. There is an analysis of the theories formed by great economists and a reference to their evolution and impact on the current economic reality. In parallel, the course includes some practice of academic skills as well as reading and listening comprehension strategies, along with emphasis on the use of special vocabulary and syntactic structures.

In specific, the units analyzed during lectures are the following:

- Economic activity, supply and demand, opportunity cost.
- Socio-economic systems and their founders, basic characteristics and differences. Comparison structures, note-taking techniques.
- John Maynard Keynes, aggregate demand, state budget (balanced, surplus, deficit)
- Bretton Woods Conference, international institutions (e.g. United Nations, International Monetary Fund, World Bank), Marshall Plan. Paraphrasing and summarizing techniques.
- Amartya Sen, Welfare Economics, poverty, food crisis, unemployment. Cause-effect relations.
- European Union, Eurozone, EU institutions and responsibilities (e.g. European Parliament, Court of Auditors).
- Herman Daly, Environmental Economics, sustainable development.
- Audio-visual material on topics related to those analyzed during lectures for further practice of specialized vocabulary.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of e-class platform for uploading (a) lecture material (b) announcements (c) exercises, relevant bibliography (d) students' assignments. - Use of technological tools for (a) presentation of lecture material (power point), (b) video viewing, (c) use of e-dictionaries of special terms.	
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,</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	14
	Assignment writing	3
	Meetings and examination of assignment progress	2

<i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc. 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>	Exams	2
	Course total	60
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The final mark results from one of the following options: - Written exams at the end of the semester (100% of the final mark), including multiple-choice, gap completion, short-text answers. - Written exams at the end of the semester (80%), including multiple-choice, gap completion, short-text answers + individual assignment, in which students record in the form of a glossary the main economic terms, presented during lectures (20%). The instructions for the individual assignment are announced to students during the first weeks of lectures and the information is constantly available throughout the semester, in the form of e-class announcements. These two options of assessment also apply for ERASMUS students, for whom English is the only language of instruction and assessment.	

ATTACHED BIBLIOGRAPHY

• Kantaridou, Z. (2019). <i>English for Academic Purposes</i>. Εταιρία Αξιοποίησης και Διαχείρισης Περιουσίας του Πανεπιστημίου Μακεδονίας Οικονομικών και Κοινωνικών Επιστήμων. • Corbalis, T., Jennings W., McLisky, M., Mol, H., Roberts, M., Walker, C. (2019). <i>Αγγλικά των Επιστημών Διοίκησης, Οικονομίας και Τουρισμού</i>. Broken Hill Publishers Ltd. • Additional bibliography/ articles are recommended during lectures.
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