

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES & SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>A805</b>	<b>SEMESTER</b>	8th (summer semester)
<b>COURSE TITLE</b>	MATERIAL FORMS AND EROTIC TRANSFORMATIONS: LUCRETIUS - OVID		
<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>
Lectures		3 (13 weeks)	1.6
Preparation of weekly exercises		3 (13 weeks)	1.6
Preparation for written exams		3.6 (13 weeks)	1.8
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		<b>TOTAL:</b> 9,7 (13 weeks)	5,0
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Philological		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in english)		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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>• 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 this course the students will have acquired knowledge of and specific skills in the following subjects:</p> <ul style="list-style-type: none"> <li>• Latin Epic, Latin Hexameter, Lucretius' and Ovid's Greek and Latin sources and influence on European Literature</li> <li>• Use of philological data banks</li> </ul>		
<p><b>General Competences</b></p> <p><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%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</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> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</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>.....</i>  <i>Others...</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</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>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</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>.....</i> <i>Others...</i>
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Individual preparation with an emphasis on language skills

**(3) SYLLABUS**

Lucretius, De Rerum Natura, books 1 and 5; Ovid, Metamorphoses book 10, full Latin text, divided into 13 sessions

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Direct (face to face).	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	E-Class	
<b>TEACHING METHODS</b> <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, 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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39 h = 1.6 ECTS (13 weeks x 3 h)
	Preparation of weekly exercises	39 h = 1.6 ECTS (13 weeks x 3 h)
	Preparation for written exams	46.8 h = 1.8 ECTS (13 weeks x 3,6 h)
	<i>Total work load</i>	<b>125 h (5 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  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  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written Examinations	

**(5) BIBLIOGRAPHY**

*Recommended bibliography:*

- M. von Albrecht, Ιστορία της Ρωμαϊκής Λογοτεχνίας (σε έναν τόμο) (2012)
- Α. Μέγας, Λατινική Μετρική (1973)
- Θ. Παπαγγελή, Σώματα που άλλαξαν τη θωριά τους (2009)
- Λ. Τρομάρας, Gaius Valerius Catullus (2001)