

## 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>SEMESTER</b>	Seventh
<b>COURSE TITLE</b>	LITERATURE IN THE COMMENIAN ERA		
<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>
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (and English, for Erasmus students)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <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> <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>With the completion of the course the student:</p> <ol style="list-style-type: none"> <li>1. Will have been taught all the basic aspects of 12th-century literature, in terms of history, genre, language, style and ideology.</li> <li>2. Will be able to study texts belonging to this era with the aid of printed and digital sources.</li> <li>3. Will have been introduced to the Byzantine sense of humor, as well as to the erotic discourse of 12th-century literature.</li> <li>4. Will have studied a variety of texts written in all possible linguistic idioms.</li> <li>5. Will possess an adequate knowledge of Byzantine metrics, with a stress on 12th-century literature.</li> </ol>
<b>General Competences</b> <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>

<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> <i>.....</i>
1. Ability to understand the basic techniques of data analysis and composition by using specialised software 2. Ability to adjust to different circumstances 3. Critical ability in approaching, reading, analysing and interpreting the texts	

### (3) SYLLABUS

Poetry and prose of the 12th century, written in several idioms, which cover a variety of themes (eros, satire, invective, humor) and apply to different literary genres (erotic novel, rhetoric, satire, historiography and chronography etc.).

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Lectures	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Power Point presentations - Uploading of teaching material on e-class - Contact with students via e-mail	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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.</i>  <i>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
	Individual study	39
	Preparation for the final exam	47
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <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>	Written exam (or an essay, for Erasmus students)	

### (5) ATTACHED BIBLIOGRAPHY

1. K. Chryssogelos (ed.), *Κωνσταντίνου Μανασσῆ, Ὀδοιπορικόν*, Athens 2017
2. J.-O. Rosenquist, *Η βυζαντινή λογοτεχνία από τον 6ο αιώνα ως την άλωση της Κωνσταντινούπολης*, trnsl. I. Vassis, Athens 2008, pp. 135-194
3. A. Rhoby & N. Zagklas (ed.), *Middle and late Byzantine poetry*, Turnhout 2018
4. I. Nilsson, *Raconter Byzance: La littérature au 12e siècle*, Paris 2014
5. P. Magdalino, *Η αυτοκρατορία του Μανουήλ Α΄ Κομνηνού, 1143-1180*, trnsl. A. Kasdagli, Athens 2008