

**Διεργασία 4. Εσωτερική Αξιολόγηση  
Αναμόρφωση του Προγράμματος Προπτυχιακών Σπουδών**

**Υπόδειγμα ΑΔΙΠ Περίγραμμα Μαθήματος**

**COURSE OUTLINE**

**(1) GENERAL**

<b>SCHOOL</b>	SCHOOL OF PHILOSOPHY		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	BYFF146	<b>SEMESTER</b>	ALL
<b>COURSE TITLE</b>	Byzantine Popular Fiction		
<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	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>	Scientific discipline		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	YES (in Greek)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/class_profile.asp">https://classweb.cc.uoc.gr/class_profile.asp</a>		

**(2) LEARNING OUTCOMES**

<p><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. Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>										
<p>The aim of the course is to introduce the concept of fiction(ality) as evident in premodern literatures and to review those texts that the Byzantines considered “fictional” as this may be discerned in the texts themselves (“meta-fiction”), or in rhetorical theory and Byzantine education, or in the manuscript tradition.</p> <p>More specifically, with the completion of this course the students will be able to:</p> <ul style="list-style-type: none"> <li>- know (in broad terms) the history of Byzantine fiction</li> <li>- use the literary-theoretical concept of fictionality</li> <li>- analyze and interpret texts in a historical, literary, as well as anthropological fashion</li> </ul>										
<p><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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> </table>	<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>
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....
Advancing free, creative, and deductive thought	
Searching, analyzing and synthesis of facts and information, with the use also of necessary new technology	
Critical thought	
Interdisciplinary work	

**(3) SYLLABUS**

<ol style="list-style-type: none"><li>1. The concept of fiction(ality)</li><li>2. Byzantine theories of fiction: rhetoric and theology</li><li>3. Manuscript tradition and fictional texts</li><li>4. “Secular” fictions</li><li>5. “Religious” fictions</li><li>6. The Byzantine fictional tradition between east and west</li></ol>
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**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Classroom instruction	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>Lectures and communication through the classweb and email</li> </ul>	
<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
	Study and preparation for exams	83
	Final written exam	3
	Course total hours (25 hours of workload for each ECTS)	<b>125</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>	Final written exam that will aim at: <ul style="list-style-type: none"> <li>- ascertaining acquisition of knowledge</li> <li>- ability to assess critically various types of information</li> </ul>	

**(5) ATTACHED BIBLIOGRAPHY**

<ul style="list-style-type: none"> <li>- Chateau, D. (2015) <i>Théorie de la fiction: mondes possibles et logique narrative</i>. Paris.</li> <li>- P. A. Agapitos and L. B. Mortensen(εκδ.) (2013) <i>Medieval Narratives between History and Fiction: From the Centre to the Periphery of Europe, c. 1100-1400</i>. Copenhagen.</li> <li>- Messis, C. (2014) "Fiction and/or Novelization in Byzantine Hagiography," in <i>The Ashgate Research Companion to Byzantine Hagiography. Volume II: Genres and Contexts</i>, ed. S. Efthymiadis. Farnham Surrey and Burlington: 313-41.</li> <li>- Ζακ λε Γκοφ, <i>Το φαντασιακό στο Μεσαίωνα</i> (μετάφ. Νικόλαος Γκοτσίνας), Κέδρος.</li> </ul>
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