

## 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>	BYFF 262	<b>SEMESTER</b>	ALL
<b>COURSE TITLE</b>	The literature of the Macedonian period (9th to 11th c.)		
<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>	Special field		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (in Greek)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 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><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> </ul>
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- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Familiarization of students with the language, literature and philology of the Macedonian period (from 9th to 11th C.) and with the re-appearance of classical tradition in middle byzantine period. The course should focus on cases of perception of classical texts in Byzantium, on the so-called encyclopedism of “the first byzantine humanism”, on the first editorial works of byzantine scholars. Students will experience readings of some literary highlights of that period and will taste their aesthetic quality.

### 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>Production of new research ideas</i>	<i>Others...</i>
	.....

- help students to develop a free, creative and inducing thinking
- help students to develop critical and self-critical reflexes.

### 3. SYLLABUS

- The previous period called as the “Dark Age” of Byzantium: the silence of classical heritage.
- The Monastery of St John of Stoudios and the invention of the minuscule script: the development of manuscript production and diffusion.
- Great personalities of letters and the appearance of philological criticism: Arethas of Caesarea and Photius.
- The literary production of emperors and of their milieu: Leo VI, Gregory Referendarius, Johannes Geometres, Theodorus Daphnopates, Constantine VII, Basil II, Symeon Metaphrastes and Michael Psellos.
- Encyclopedism: The come back of Aristotelian thought and the systematisation of the knowledge given by major works of the period.

### 4. TEACHING and LEARNING METHODS-EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In class
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education,</i>	<ul style="list-style-type: none"> <li>• Class notes, announcements &amp; communication via ClassWeb</li> <li>• Communication via email</li> </ul>

<i>communication with students</i>		
<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
	Independent study and exam preparation	83
	Final written examination	3
	Course total (25 working hours per credit)	125
<b>STUDENT PERFORMANCE EVALUATION</b>	Final written examination	
<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>		

## 5. ATTACHED BIBLIOGRAPHY

- P. Lemerle, *Ο πρώτος Βυζαντινός Ουμανισμός*, Μ.Ι.Ε.Τ Αθήνα, 1981.
- L. D. Reynolds - N. G. Wilson, *Αντιγραφείς και φιλόλογοι. Το Ιστορικό της παράδοσης των κλασικών κειμένων*, μετάφραση Ν. Μ. Παναγιωτάκης (Αθήνα 1981).
- N. G. Wilson, *Λόγιοι στο Βυζάντιο*, μετάφραση Ν. Κονομής (Αθήνα 1991).