**DESCRIPTION OF A STUDY COURSE – SYLLABUS**

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| **Title of a course** | **Viticulture I** | | | | |
| **Study programme** | **Professional undergraduate study Winemaking** | | | | |
| **Status of a course** | Obligatory | | | | |
| **Year of study** | 1. | **Semester** | W | **ECTS credits** | 6 |
| **Goals of a course** | | | | | |
| Introducing students to the botanical origin and origin of the wine and the history of viticulture development. Major winegrowing regions of the world. Introducing students to the basic vegetative and generative organs of the wine. The morphological characteristics of the wine. Basic techniques of wine pruning. | | | | | |
| **Conditions for enrolling course** | | | | | |
| No conditions | | | | | |
| **Learning outcomes on a level of a study programme which includes course** | | | | | |
| Outcome 1: Plan the planting of vineyards with regard to the ecological and agro-climate conditions of the production unit  Outcome 3: Perform the care of the grapevine plantations in accordance with the cultivation form and maintain the vineyard in view of the technological and ecological conditions of production | | | | | |
| **Expected learning outcomes on a level of a course** | | | | | |
| 1. Describe the botanical origin, origin and prevalence of grapevine. 2. Describe the main wine growing regions of the world. 3. Describe and distinguish the morphological form and structure of the vegetative organs of grapevine 4. Describe and distinguish the morphological form and structure of the generative organs of grapevine 5. Prune the grapevine and explain the advantages and disadvantages of different grapevine pruning techniques. | | | | | |
| **Content of a course** | | | | | |
| Introduction into wine growing. Wine origin. Historical development of wine growing. Expansion of wine. Morphology of wine and some more important physiological functions of wine. Vegetative organs of wine. Generative organs of wine. Developmental cycle of wine. Cutting of wine. Mature wood section. Cutting technique | | | | | |
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