**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | HUMANITIES |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | ΓΥΕ-26 | **SEMESTER** | **5** |
| **COURSE TITLE** | TYPOLOGY |
| **INDEPENDENT TEACHING ACTIVITIES** *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* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|  | 3 | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | Special background |
| **PREREQUISITE COURSES:** |  |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | NO |
| **COURSE WEBSITE (URL)** | ECLASS.AEGEAN.GR |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *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* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
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| After the completion of this course, the student should be able to: After the completion of the course, the student should: * be able to collect, analyze and compare empirical data from a group of languages other than his/her mother tongue in order to a) confirm the validity of a theory or b) propose a new hypothesis,
* have acquired the aims and methods of the field of Typology,
* have learnt to pinpoint language universal and idiosyncratic properties,
* know how to analyze natural languages on the basis of the main levels of linguistic analysis (phonology/phonetics, morphology, syntax, semantics, pragmatics),
* have linguistic knowledge on languages spoken in Europe (at the Mediterranean and elsewhere), Asia, Africa and Middle West and
* be able to participate as a group member in the completion of an assignment and orally present it.
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| **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?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
| -Search for, analysis and synthesis of data and information with the use of necessary technology-Production of new research ideas-Criticism -Production of free, creative and inductive thinking |

1. **SYLLABUS**

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| This course introduces the student to the goals and methods of Typology, the linguistic sector which undertakes languages’ classification on the basis of their idiosyncratic or universal characteristics. More precisely, special emphasis is given on language universal properties and on the way they are detected. Moreover, indicative typological methodologies of all levels of linguistic analysis (phonology, lexicon, grammar, syntax, semantics, morphology) are presented, with the help of which the student undertakes her first typological research on the Mediterranean language(s) of her choice.  |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face-to-face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of ICT in teaching and communicating with students |
| **TEACHING METHODS***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* |

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| ***Activity*** | ***Semester workload*** |
| Lectures | 39 hours (1.56 ECTS) |
| Personal study | 83 hours (3.32 ECTS) |
| End of semester exam | 3 hours (0.12 ECTS) |
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| Course total  |

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|  | **125 hours (5 ECTS)** |

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| **STUDENT PERFORMANCE EVALUATION***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.* | Students are examined in Greek. They are invited to give short answers to a small number of questions. |

1. **ATTACHED BIBLIOGRAPHY**

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| *Suggested bibliography:*Miller George, 1995, *Γλώσσα και ομιλία*. Εκδόσεις Gutenberg.Fromkin et al. 2008. *Εισαγωγή στη μελέτη της γλώσσας*. Εκδόσεις Πατάκης. *Σημειώσεις του μαθήματος**Related academic journals:* Anderson, S. R. 1985. *Phonology in the Twentieth Century: Theories of Rules and Theories of Representations.* Chicago: University of Chicago Press.Berlin, B. & Kay, P. 1969. *Basic Color Terms: Their Universality and Evolution*. Berkeley: University of California Press.De Saussure, F. 1922. *Écrits de linguistique générale*. Paris: Gallimard. Eggers, S., Langendoen, T. D. and Lewis, W.D. 2004. The GOLD Ontology. Στο *E-MELD Language documentation conference 2004: Workshop on linguistic databases and best practice*. Wayne State University, Detroit, Michigan, July 15th - 18th.Haspelmath, M. 1997. *Indefinite pronouns.* Oxford: Oxford University Press. Humboldt, W, von. 1827. *Uber die Sprache.* J. Trabant (επιμ.). Munich: Deutscher Taschenbuchverlag, 1985. Jakobson, R. 1971. *Selected writings: word and language* (The Hague: Mouton).Pawley, A. 1993. A language which defies description by ordinary means. Στο *The role of theory in language description.* Berlin/New York: Mouton de Gruyter. Sapir, E. 1921. *Language: An Introduction to the Study of Speech.* New York: Harcourt, Brace.Vlachou, E. 2007. *Free choice in and out of context*. *Semantics and distribution of French, Greek and English free choice items*. Διδακτορική διατριβή δημοσιευμένη στο LOT dissertation series.  |