**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | HUMANITIES | | | | |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES | | | | |
| **LEVEL OF STUDIES** | UNDERGRADUATE | | | | |
| **COURSE CODE** | ΓΥΕ-35 | **SEMESTER** | | 8 | |
| **COURSE TITLE** | TOPICS IN SEMANTICS | | | | |
| **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* | |
| After the completion of this course, the student should:  - be acquainted with theoretical notions like possible world semantics, set theory, scope, anaphora, first order predicate logic (and its limits),  - deeply comprehend contemporary semantic theory,  - critically assess scientific papers in Greek and English,  - be able to a) participate as a group member in the completion of an assignment and b) orally present it and  - be capable of relating his/her own observations to the analyzes proposed by contemporary semantic theories  - be able to study phenomena at the syntax-semantics interface,  - assess the role that plays the word meaning to the sentential structure and vice versa,  - be acquainted with the following natural language phenomena: negation, quantification, modality, definiteness and indefiniteness,  - be capable of calculating the meaning of the sentence as a composition of the meanings of its parts and - collect, compare and analyze a variety of data mainly from Mediterranean languages (Greek, French, Arabic, Turkish, Hebrew). | |
| **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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| In this advanced Semantics course the student becomes acquainted with the hottest topics of contemporary semantic theory through the study of data from mediterranean languages as well as other languages. This course is organized on two levels. On the first level, the student becomes able to assess contemporary semantic theories through the study of set theory, semantic scope and determiner phrases. On the second level, the student becomes able to collect, compare and analyze a variety of data mainly from Mediterranean languages (Greek, French, Arabic, Turkish, Hebrew). Moreover, great emphasis is given on studies that pertain on phenomena on the syntax-semantics interface, such as negation, quantification, modality, aspect and (in)definiteness. |

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* | |  |  | | --- | --- | | ***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) | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | Course total | |  |  | | --- | --- | |  | **125 hours (5 ECTS)** | | |
| **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:*  Βελούδης, Γ. 2005. *Η σημασία πριν, κατά και μετά τη γλώσσα*. Εκδόσεις Κριτική.  Lyons, J. 1995. *Γλωσσολογική Σημασιολογία*. Αθήνα: Πατάκης. • Σημειώσεις του μαθήματος.  *Σημειώσεις του μαθήματος*  *Related academic journals:*  Aoun J. E., Benmamoun, E., Choueiri, L. 2011*. The Syntax of Arabic*. Cambridge Syntax guide.  Baker, C. L. 1970. *Double negatives*. Linguistic Inquiry 1, 169-186.  Bernini, G. and Ramat, P. 1996. *Negative Sentences in the Languages of Europe: A Typological Approach*, Mouton de Gruyter. Βλάχου, Ε. 2012. Το γλωσσικό φαινόμενο της άρνησης στην Ελληνική, Τουρκική και Εβραϊκή: γλωσσολογική θεωρία και γλωσσική πολιτική. Στο *Διεθνής και ευρωπαϊκή πολιτική. Η Μεσόγειος χθες και σήμερα*. Εκδόσεις Παπαζήση.  Chomsky, N. 1965*. Aspects of the theory of syntax*. Cambridge. Mass: MIT Press.  Comrie, B. Matthews, S. and Polinsky, M. 2004. *Οι γλώσσες του κόσμου*. Εκδόσεις Σαββάλας.  Corblin, F. & H. de Swart, 2004. *Handbook of French semantics*. CSLI publications.  Giannakidou, Anastasia. 2000. Negative…concord? Στο *Natural language and linguistic theory*. 457-523.  Glinert, L. 1989. *The grammar of modern Hebrew*. Cambridge University Press.  Göksel, A. & Kerslake, C. 2005. *Turkish: a comprehensive grammar*. London: Routledge.  Haspelmath, M. 1997*. Indefinite pronouns*. Oxford: Oxford University Press.  Horn, L. R. 1989*. A natural history of negation*. Chicago: University of Chicago Press.  Hoyt, F. 2010. *Negative concord in Levantine Arabic*. Διδακτορική διατριβή. University of Texas at Austin.  Klima, E. 1964. Negation in English. Στο *The structure of language*. J. Fodor & J. Katz (επιμ.), 246-323. Englewood Cliffs, Prentice Hall.  Ladusaw, A. W. 1979. *Polarity sensitivity as inherent scope relations*. Διδακτορική διατριβή. University of Texas at Austin.  Levy, A. 2008. Negative polarity items-šum and af. Στο *Current issues in generative hebrew linguistics*. 313337.  McKenzie, A. 2006. Fixing the scope of sentential negation in Turkish. Ms.  Mitchell, T. F. 1962*. Colloquial Arabic: the living language of Egypt*. The English Universities Press.  Montague, R. 1974. On the nature of certain philosophical entities. Στο *Formal philosophy. Selected papers by Richard Montague. R.H. Thomason* (επιμ.), 148-187. New Haven: Yale University Press.  Ouali, H. 2005. Negation and negative polarity items in Berber. Στο *Proceedings of the 30th Annual Meeting of the Berkeley Linguistics Society*, Ettlinger, M. et al. (επιμ.) 330-340.  Pollard, C. & I. A. Sag, 1994*. Head-driven phrase structure grammar*. Chicago: University of Chicago Press.  Tonciulescu, K. C. 2011. *Licensing conditions for indefinite pronouns in Modern Hebrew*. Διδακτορική διατριβή. University of Ottawa.  Vlachou, E., 2003. Weird polarity indefinites in French. In: Fikkert, P., Cornips, L., (Eds.), *Linguistics in the Netherlands* 8. John Benjamins Publishing Company, pp. 189–200.  Vlachou, E. 2006. Le puzzle des indéfinis en qu-. In: Corblin, F., Ferrando, S. Kupferman, L. (Eds.), *Indéfinis et Prédications*. Presses Universitaires Françaises, pp. 235–249.  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 156. |