**COURSE OUTLINE**

1. GENERAL

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| **SCHOOL** | SCHOOL OF HUMANITIES |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | **ΓΥ-07** | **SEMESTER** | **Στ΄** |
| **COURSE TITLE** | PRAGMATICS |
| **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 | 3 |
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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* | SPECIALISED GENERAL KNOWLEDGE  |
| **PREREQUISITE COURSES:** | NONE |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | NO |
| **COURSE WEBSITE (URL)** | https://eclass.aegean.gr/modules/auth/courses.php?fc=83 |

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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| 1. To understand the framework of Pragmatics2. To understand basic pragmatic domains and paradigms: deixis, conversational implicatures, speech act theory, politeness, conversation analysis 3. To be able to analyze the pragmatic parameters of discourse 4. To be able to write and present a paper on pragmatics |
| **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…**…….* |
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| 1. Search for, analysis and synthesis of data and information, with the use of the necessary technology
2. Adapting to new situations
3. Decision-making
4. Working independently
5. Team work
6. Working in an interdisciplinary environment
7. Production of new research ideas
 |  1. Respect for difference and multiculturalism
2. Showing social, professional and ethical responsibility and sensitivity to gender issues
3. Criticism and self-criticism
4. Production of free, creative and inductive thinking
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1. SYLLABUS

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| In this course, we examine language / discourse as it is used by speakers. We present basic pragmatic domains (deixis) and approaches: Speech Act Theory, Gricean Pragmatics, Relevance, Im/politeness, Conversation Analysis. What is more, we examine instances of naturally occurring discourse within its context.**Key words**: pragmatics, deixis, conversational implicatures, speech act theory, politeness, conversation analysis  |

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* | **Yes**  |
| **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** | **1.56 ECTS** |
| **personal study** | **3.32 ECTS** |
| **end of semester exam** | **0.12 ECTS** |
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| Course total  | **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.* | End of semester exam *(multiple choice questionnaires, short-answer questions, open-ended questions)*Language of evaluation: Greek |

1. ATTACHED BIBLIOGRAPHY

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| Austin, John. L. 1962. *How to Do Things with Words.* 2η έκδοση. J. O. Urmson & M. Sbisà (επιμ.). Cambridge, ΜΑ: Harvard University Press.Brown, Penelope & Levinson, Stephen C. 1987 [1978]. *Politeness: Some Universals in Language Usage.* Cambridge: Cambridge University Press.Canakis, Costas. 1997. Pragmatics vs. cognitive semantics. Στο *Papers from Thirty-third Regional Meeting of the Chicago Linguistic Society*. Σικάγο: Chicago Linguistic Society, 15-29.Grice, H. Paul. 1975. Logic and conversation. Στο P. Cole & J. L. Morgan (επιμ.), *Syntax and Semantics 3: Speech Acts.* New York: Academic Press, 41-58.Κανάκης, Κώστας. 2007. *Εισαγωγή στην πραγματολογία: Γνωστικές και κοινωνικές όψεις της γλωσσικής χρήσης.* Αθήνα: Εκδόσεις του Εικοστού Πρώτου.Kasper, Gabrielle. 2004. Speech acts in (inter)action: Repeated questions. *Intercultural Pragmatics* 1:1, 125-133.Keenan, Elinor [Ochs]. 1976. The universality of conversational postulates. *Language in Society* 5, 67-80.Lakoff, Robin. 1973. The logic of politeness; or minding your p’s and q’s. Στο *Papers from Ninth Regional Meeting of the Chicago Linguistic Society*. Σικάγο: Chicago Linguistic Society, 292-305.Leech, Geoffrey. N. 1983. *Principles of Pragmatics.* London: Longman.Levinson, Stephen. C. 1983. *Pragmatics.* Cambridge: Cambridge University Press.Sadock, Jerrold M. 1972. Speech act idioms. *Papers from the Eighth Regional Meeting of the Chicago Linguistic Society.* Σικάγο: Chicago Linguistic Society, 329-339.Sadock, Jerrold M. 1974. *Towards a Linguistic Theory of Speech Acts.* New York: Academic Press.Sadock, Jerrold M. 1978. Speech act distinctions in grammar. Στο F. Newmeyer (επιμ.), *Linguistics: The Cambridge Survey, Vol. II. Linguistic Theory: Extension and Implications.* Cambridge: Cambridge University Press, 183-197.Sadock, Jerrold M. 1991 [1978]. On testing for conversational implicature. Στο S. Davis (επιμ.), *Pragmatics: A Reader.* Oxford: Oxford University Press, 365-376.Sbisà, Marina. 2001. Illocutionary force and degrees of strength in language use. *Journal of Pragmatics* 33:12, 1791-1814.Searle, John R. 1969. *Speech Acts: An Essay in the Philosophy of Language.* Cambridge: Cambridge University Press.Searle, John R. 1975. Indirect speech acts. Στο P. Cole & J.L. Morgan (επιμ.), *Syntax and Semantics 3: Speech Acts.* New York: Academic Press, 59-82.Searle, John R. 1976. A classification of illocutionary acts. *Language in Society* 5, 1-24 (ανατυπωμένο στο Searle 1979, 1-29).Searle, John R. 1979. *Expression and Meaning: Studies in the Theory of Speech Acts.* Cambridge: Cambridge University Press.Sifianou, Maria. 1992. *Politeness Phenomena in England and Greece: A Cross-Cultural Perspective.* Oxford: Clarendon Press.Yule, George. 2006 [1996]. *Πραγματολογία.* Μτφρ. Α. Αλβανούδη & Χ. Καπελλίδη, επιμ. Θ.-Σ. Παυλίδου. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών. |