**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | HUMANITIES |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | ΓΥ-06 | **SEMESTER** | **5** |
| **COURSE TITLE** | 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*
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| After the completion of this course, the student should be able to: * distinguish among the three basic levels of semantic analysis (word, predicate, sentence),
* comprehend the relation between words that are synonymous, opposite, homonymous and the role of (semantic, syntactic) ambiguity to the sentential meaning,
* make use of logical and formal language tools in order to analyze the meaning of a phrase,
* assess modern theoretical approaches in the field of semantics,
* test his/her knowledge in the form of exercises at the end of each thematic chapter,
* apply the compositionality principle to the analysis of the sentential meaning,
* pinpoint the scope of quantifiers and deeply acknowledge the role of sentential operators to the sentential meaning and
* compare data from different languages and more specifically from Mediterranean Languages such as Greek, French, Arabic, Hebrew, Turkish.
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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 is an introductory course to the study of Semantics, the linguistic sector that aims at the analysis of the meaning of linguistic units. The student becomes acquainted with the classical semantic theories such as Montague Grammar, the truth-value theory and the theory of possible world semantics. Moreover, the most important levels of semantic analysis are examined (lexical, sentential and predicate logic). Also, 1) word semantic relations, 2) sentential operators, 3) quantification, 4) referentiality and 5) semantic scope are some of the topics in this course. Special emphasis is given on the cross-linguistic dimension of contemporary semantic theory through the study of data from Greek, Turkish, Arabic, Hebrew, French and English. |

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:*Βελούδης, Γ. 2005. *Η σημασία πριν, κατά και μετά τη γλώσσα*. Εκδόσεις Κριτική. Lyons, J. 1995. *Γλωσσολογική Σημασιολογία*. Αθήνα: Πατάκης.*Course notes.*  *- Related academic journals:*Cann, Ronnie. 1993. *Formal Semantics*. Cambridge: Cambridge University Press. Chierchia, Gennaro & Sally McConnell-Ginet. 2000. *Meaning and Grammar*. *An Introduction to Semantics.* MIT Press. Cambridge, MA. Second edition. Dowty, David and Stanley Peters. 1981. *Introduction to Montague Semantics*, Reidel, Dordrecht. Gamut, L T F (1991) *Logic Language and Meaning*. Chicago, Chicago University Press (2 volumes). Heim, Irene and Angelika Kratzer. 1998. *Semantics in Generative Grammar.* Blackwell Textbooks in Linguistics. Kamp, H and U Reyle (1993) *From Discourse to logic*. Kluwer publications. Kearns, Kate. 2000. *Semantics.* St. Martin’s Press. Lappin, S (1996) *The Handbook of Contemporary Semantic Theory*. Oxford, Basil Blackwell.McCawley, James. 1993. *Everything that Linguists have Always wanted to know About Logic but where ashamed to ask.* Chicago: University of Chicago Press. Second edition. Partee, Barbara, Alice ter Meulen, Rovert Wall. 1993. *Mathematical Methods in Linguistics.* Kluwer Academic Publishers. Portner, Paul and Barbara Partee (eds.). 2002. *Formal Semantics: The Essential Readings.* Blackwell Publishing.De Swart, Henriëtte. 1998. *Introduction to Natural Language Semantics.* CSLI Publications.  |