

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΥΕ-39	SEMESTER	8
COURSE TITLE	DIACHRONIC MORPHOSYNTAX		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.aegean.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>On the successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> - understand the interaction (interface) of the linguistic levels of Morphology and Syntax and the way how changes on one level may have an impact on the other - analyze cases of morphosyntactic change within the wider framework of language change - get familiar with the relevant terminology, bibliography and the various theories of
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<p>analysis of morphosyntactic change, namely formalism/ structuralism and functionalism (e.g. Generative Grammar versus Grammaticalization)</p> <ul style="list-style-type: none"> - know well-known cases of morphosyntactic change as presented in the relevant literature - independently track down cases of morphosyntactic change through diachronic research of a language, to describe them and analyze them sufficiently. 																			
<p>General Competences</p> <p><i>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?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<ul style="list-style-type: none"> - Ability to combine various sources of information towards the formation of a wider theoretical framework - Linguistic Data Evaluation - Knowledge of the state-of-the-art Literature - Production of free, creative and inductive thinking - Working independently 																			

(3) SYLLABUS

<p>Lectures:</p> <ol style="list-style-type: none"> 1. Introduction, general information and introductory remarks on Language Change in general. 2. Distribution of topics for a voluntary oral paper. Morphosyntactic diachrony within the wider framework of language change. 3. The notion of analogy and its significance for syntactic change. Introduction to morphological change. 4. Further examination of morphological change. Introduction to syntactic change. 5. Further examination of syntactic change. 6. Functional versus formal approaches to morphosyntactic diachrony. 7. Grammaticalization versus Universal (Generative) Grammar I. 8. Grammaticalization versus Universal (Generative) Grammar I. Analysis of examples according to both theories. 9– 11. Analysis of cases of morphosyntactic change and oral presentations. 12. Repetition, preparation for the final exam, answering of any questions.
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(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
<i>Face-to-face, Distance learning, etc.</i>	
USE OF INFORMATION AND	Use of ICT in teaching and communicating with

<p style="text-align: center;">COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	students																	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>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.</i></p> <p><i>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</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39 hrs (1.56 ECTS)</td> </tr> <tr> <td>Personal study</td> <td style="text-align: center;">83 hrs (3.32 ECTS)</td> </tr> <tr> <td>Final examination</td> <td style="text-align: center;">3 hrs (0.12 ECTS)</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: center;">Course total</td> <td style="text-align: center;">125 hrs (5 ECTS)</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hrs (1.56 ECTS)	Personal study	83 hrs (3.32 ECTS)	Final examination	3 hrs (0.12 ECTS)			Course total	125 hrs (5 ECTS)				
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>methods of evaluation: oral presentations, short-answer questions, open-ended questions</p>																	

(5) ATTACHED BIBLIOGRAPHY

Greek language

Καραντζόλα Ε. & Α. Φλιάτουρας (2004). *Γλωσσική Αλλαγή*. Αθήνα: Νήσος

McMahon, A. (2003). *Ιστορική Γλωσσολογία. Η θεωρία της γλωσσικής μεταβολής*. Αθήνα: Μεταίχμιο (τίτλος πρωτοτύπου: *Understanding language change*. Cambridge: University Press, 1994).

Foreign language

Aitchison, J. (2001). *Language Change. Progress or Decay?* Cambridge: CUP.

Campbell, L. (2013). *Historical Linguistics*. 3rd revised edition. Edinburgh: Edinburgh University Press.

Hock, H. & B. Joseph. (2009). *Language History, Language Change and Language Relationship. An Introduction to Historical and Comparative Linguistics*. Berlin/ New York: Mouton De Gruyter.

Roberts, I. (2007). *Diachronic Syntax*. Oxford: University Press.

Roberts, I. & A. Roussou. (2003). *Syntactic Change – A minimalist Approach to Grammaticalization*. Cambridge: University Press.

Related scientific journals

Diachronica

Journal of Greek Linguistics

Journal of Historical Linguistics

Lingua