

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΓΥ-14	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	LANGUAGE CHANGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.aegean.gr/courses/TMS296/">https://eclass.aegean.gr/courses/TMS296/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>On the successful completion of the course the students will be able to:</p> <ul style="list-style-type: none"> <li>- discuss the content of the field as well as the main theoretical and methodological problems emerging</li> <li>- refer to various theories of language change</li> <li>- describe the causation of language change</li> </ul>
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<ul style="list-style-type: none"> <li>- discuss the attitudes towards language change</li> <li>- recognize the main categories and sub-categories of language change at all linguistic levels (phonology, morphology, syntax, semantics, vocabulary)</li> <li>- give examples of changes from the history of the Greek language</li> </ul>		
<p><b>General Competences</b></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 style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; vertical-align: top;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>    <i>.....</i>  <i>Others...</i>    <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>
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<ul style="list-style-type: none"> <li>- Search for, analysis and synthesis of data and information</li> <li>- Decision-making</li> <li>- Working independently</li> <li>- Team work</li> </ul>		

### (3) SYLLABUS

<p>This course covers the study of language change at all linguistic levels. In particular, it focuses on:</p> <ul style="list-style-type: none"> <li>- the theories related to language change</li> <li>- the causation of language change</li> <li>- the attitudes towards language change.</li> <li>- representative examples from the history of the Greek language of the main categories of language change at all linguistics levels (phonology, morphology, syntax, semantics, vocabulary)</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communicating with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
<i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and</i>	Lectures	39 hrs (1.56 ECTS)
	Personal study	83 hrs (3.32 ECTS)
	Final examination	3 hrs (0.12 ECTS)

<i>analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <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>	Course total	125 hrs (5 ECTS)
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek  Methods of evaluation: - Written work (50%) - Writtem exam (50%)	Yes

#### (5) ATTACHED BIBLIOGRAPHY

##### Greek language

Καραντζόλα, Ε. & Α. Φλιάτουρας. 2004. *Γλωσσική αλλαγή*. Αθήνα: Νήσος.

McMahon, A. 2005. *Ιστορική γλωσσολογία. Η θεωρία της γλωσσικής μεταβολής*.

Μτφρ. Μ. Μητσιάκη & Α. Φλιάτουρας. Αθήνα: Μεταίχμιο.

Aitchison, J. 2007. *Οι σπόροι του λόγου. Καταγωγή και εξέλιξη της γλώσσας*. Μτφρ. Στ. Λαμπροπούλου. Αθήνα: Πατάκης.