

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΥ-20	SEMESTER	5
COURSE TITLE	SYNTAX		
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>	Specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/TMS117/		

(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 successful completion of this modules, students should be able to:</p> <ul style="list-style-type: none"> -recognize the minimal structural elements of the syntactic structure of Greek and use the syntactic terminology - distinguish the role of phrases as basic syntactic units - analyse the way clauses are structured by recognizing the procedures and structural units

involved in the production of syntactic structures -compare the proposals put forth in the linguistic literature on the description of elementary syntactic phenomena and discuss them critically.	
General Competences <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>	
<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>
<ul style="list-style-type: none"> - Search for, analysis and synthesis of data and information, with the use of the necessary technology - Adapting to new situations - Decision-making - Working independently - Production of free, creative and inductive thinking 	

(3) SYLLABUS

This module offers an introduction to the level of the syntactic analysis of language. It examines the way in which the phrases and clauses of a natural language are structure, and it focuses on the methodology of the analysis of syntactic phenomena. The main descriptive framework adopted in the Theory of Principles and Parameters and its contemporary descendants. We examine issues such as the following: phrase structure, X-bar syntax, movement operations, constituency diagnostics, parameters that affect word order.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	eclass Powerpoint presentations at classes (their files are available at eclass)	
TEACHING METHODS <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</i>	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)

<p><i>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>	
<p>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: Written examination with short-answer questions and problem-solving activities.</p> <p>The evaluation criteria are accessible in the syllabus that the students get in the first lecture of the semester. The syllabus is also available at the eclass page of the course.</p>

(4) ATTACHED BIBLIOGRAPHY

<p>Greek language</p> <p>Ρούσσου, Άννα (2015) <i>Σύνταξη: γραμματική και μινιμαλισμός</i>. Αθήνα: Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα.</p> <p>Θεοφανοπούλου-Κοντού, Δήμητρα (1989) <i>Μετασχηματιστική σύνταξη: από την θεωρία στην πράξη</i>. Αθήνα: Εκδόσεις Καρδαμίτσα.</p> <p>Θεοφανοπούλου-Κοντού, Δήμητρα (2002) <i>Γενετική σύνταξη: το πρότυπο της κυβέρνησης και αναφορικής δέσμευσης</i>. Αθήνα: Εκδόσεις Καρδαμίτσα.</p> <p>Τερζή, Αρχόντω (2015) <i>Συγκριτική σύνταξη και γλωσσικές διαταραχές</i>. Αθήνα: Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα. Διαθέσιμο στο: http://hdl.handle.net/11419/2642</p> <p>Φιλιππάκη-Warburton, Ειρήνη (1992). <i>Εισαγωγή στη θεωρητική γλωσσολογία</i>. Αθήνα: Εκδόσεις Νεφέλη.</p> <p>Foreign language</p>

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- Haegeman, Liliane (1994) *Introduction to government and binding theory*, 2nd ed. Oxford: Blackwell Publishing.
- Haegeman, Liliane (2006) *Thinking syntactically: a guide to argumentation and analysis*. Oxford: Blackwell Publishing.
- Hornstein, Norbert, Jairo Nuñez & Kleanthes Grohmann (2005) *Understanding minimalism*. Cambridge University Press.
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- Kiss, Tibor (2015) *Syntax – Theory and analysis: an international handbook*. Berlin: Mouton de Gruyter.
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Lasnik, Howard & Juan Uriagereka [with Cedric Boeckx] (2005) *A course in minimalist syntax: foundations and prospects*. Oxford: Blackwell Publishing.

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