COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΓΥ-25 **SEMESTER** 5
COURSE TITLE	PRAGMATICS - 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
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:	No
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

(2) LEARNING OUTCOMES

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*

On the successful completion of the course the students will be able to:
- understand the framework of Pragmatics
- understand the framework of Semantics
- understand basic pragmatic domains and paradigms: deixis, conversational implicatures, speech act theory, politeness, conversation analysis
- be able to analyze the semantic/pragmatic parameters of discourse
- be able to write and present a paper on pragmatics and/or semantics

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	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Working independently	*Criticism and self-criticism*
Team work	*Production of free, creative and inductive thinking*
Working in an international environment	
Working in an interdisciplinary environment	*……*
	Others…
Production of new research ideas	*…….*

- 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 interdisciplinary environment
- Production of new research ideas

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course is an introduction to the analysis of meaning. We introduce Semantics and Pragmatics and focus on meaning as it is produced and negotiated in discourse. We present basic semantic/pragmatic domains (reference/deixis) and pragmatic 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, semantics, lexical semantics, deixis, style, conversational implicatures, speech act theory, politeness, conversation analysis

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATIONS	Yes

| TECHNOLOGY
Use of ICT in teaching, laboratory education, communication 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 | *Activity* | *Semester workload* |
	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)

| **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. | Language of evaluation: Greek

Methods of evaluation:

- End of semester exam (multiple choice questionnaires, short-answer questions, open-ended questions) |
|---|---|

(5) ATTACHED BIBLIOGRAPHY

Greek language

Βελούδης, Γιάννης. 2005. *Η Σημασία, Πριν, Κατά και Μετά τη Γλώσσα.* Αθήνα: Εκδόσεις Κριτική.

Fromkin, Victoria, Rodman, Robert & Hyams, Nina. 2005[2003]. *Εισαγωγή στη Μελέτη της Γλώσσας.* Αθήνα: Εκδόσεις Πατάκη.

Κανάκης, Κώστας. 2007. *Εισαγωγή στην πραγματολογία: Γνωστικές και κοινωνικές όψεις της γλωσσικής χρήσης.* Αθήνα: Εκδόσεις του Εικοστού Πρώτου.

Yule, George. 2006 [1996]. *Πραγματολογία.* Μτφρ. Α. Αλβανούδη & Χ. Καπελλίδη, επιμ. Θ.-Σ. Παυλίδου. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών.

Foreign language

Austin, John. L. 1962. *How to Do Things with Words.* 2η έκδοση. J. O. Urmson & M. Sbisà (επιμ.). Cambridge, MA: 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.

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.

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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).

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