

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	GYE-27	SEMESTER	7
COURSE TITLE	TEXTLINGUISTICS		
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>	Specialised general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	Eclass		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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>With the successful completion of the course, students will:</p> <ul style="list-style-type: none"> - understand the terms <i>text, context, genre</i> and <i>communicative situation</i>, especially in the frame of the Systemic Functional Linguistics - understand the elements of text composition (cohesion mechanisms, coherence,

intertextuality, situationality) and the ways, in general, in which a text is structured at multiple levels

- know various methods of linguistic analysis of the text (oral and written) as well as the strengths and weaknesses of each method
- be aware of some representative genres in specific contexts (e.g., legal discourse, advertisements, academic discourse, etc.) and their typical characteristics
- understand the similarities and differences among related linguistic fields with a focus on texts (Discourse Analysis, Pragmatics, Corpus Linguistics, Stylistics)
- be able to connect language teaching with basic text-linguistic principles and incorporate it in a communicative-functional frame.

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?

<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>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

(3) SYLLABUS

In this course, students are introduced to the similarities and differences among related linguistic fields with a focus on texts (Discourse Analysis, Pragmatics, Corpus Linguistics, Stylistics). They understand the meaning of the terms *text*, *context*, *genre* and *communicative situation*, especially in the frame of the Systemic Functional Linguistics. They learn more about the elements of text composition (cohesion mechanisms, coherence, intertextuality, situationality) and the ways, in general, in which a text is structured at multiple levels. Students are aware of some genres which are representative of specific contexts (e.g., legal discourse, advertisements, academic discourse, etc.) and understand their typical characteristics. In addition, they are able to connect language teaching with basic text-linguistic principles and incorporate it in a communicative-functional frame.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
<i>Face-to-face, Distance learning, etc.</i>	

<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, communication with students													
<p>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"> <thead> <tr> <th data-bbox="676 412 1011 450">Activity</th> <th data-bbox="1016 412 1337 450">Semester workload</th> </tr> </thead> <tbody> <tr> <td data-bbox="676 456 1011 488">Lectures</td> <td data-bbox="1016 456 1337 488">39 hrs (1.56 ECTS)</td> </tr> <tr> <td data-bbox="676 495 1011 526">Personal study</td> <td data-bbox="1016 495 1337 526">83 hrs (3.32 ECTS)</td> </tr> <tr> <td data-bbox="676 533 1011 564">Final examination</td> <td data-bbox="1016 533 1337 564">3 hrs (0.12 ECTS)</td> </tr> <tr> <td data-bbox="676 571 1011 602"></td> <td data-bbox="1016 571 1337 602"></td> </tr> <tr> <td data-bbox="676 609 1011 640">Course total</td> <td data-bbox="1016 609 1337 640">125 hrs (5 ECTS)</td> </tr> </tbody> </table>		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)
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<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>Method of evaluation: Written exams (conclusive evaluation) in Greek with:</p> <ul style="list-style-type: none"> - short-answer questions - multiple-choice questions - fill-in the blanks questions - Right/Wrong questions 													

(5) ATTACHED BIBLIOGRAPHY

Greek language

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Martin, J.R. (2009). Genre and language learning: A social semiotic perspective, *Linguistics and Education*, 20, 10–21.

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