COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	ΓΥΕ-35 **SEMESTER** 8
COURSE TITLE	TOPICS IN 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*	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

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*

After the completion of this course, the student should:
- be acquainted with theoretical notions like possible world semantics, set theory, scope, anaphora, first order predicate logic (and its limits),
- deeply comprehend contemporary semantic theory,
- critically assess scientific papers in Greek and English,

- be able to a) participate as a group member in the completion of an assignment and b) orally present it and
- be capable of relating his/her own observations to the analyzes proposed by contemporary semantic theories
- be able to study phenomena at the syntax-semantics interface,
- assess the role that plays the word meaning to the sentential structure and vice versa,
- be acquainted with the following natural language phenomena: negation, quantification, modality, definiteness and indefiniteness,
- be capable of calculating the meaning of the sentence as a composition of the meanings of its parts and - collect, compare and analyze a variety of data mainly from Mediterranean languages (Greek,   French, Arabic, Turkish, Hebrew).

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

-Search for, analysis and synthesis of data and information with the use of necessary technology

-Production of new research ideas

-Criticism

-Production of free, creative and inductive thinking

(3) SYLLABUS

In this advanced Semantics course the student becomes acquainted with the hottest topics of contemporary semantic theory through the study of data from mediterranean languages as well as other languages. This course is organized on two levels. On the first level, the student becomes able to assess contemporary semantic theories through the study of set theory, semantic scope and determiner phrases. On the second level, the student becomes able to collect, compare and analyze a variety of data mainly from Mediterranean languages (Greek, French, Arabic, Turkish, Hebrew).
Moreover, great emphasis is given on studies that pertain on phenomena on the syntax-semantics interface, such as negation, quantification, modality, aspect and (in)definiteness.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS	Use of ICT in teaching and communicating with students

TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*		
TEACHING METHODS	*Activity*	*Semester workload*
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*	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 Method of evaluation: Students are invited to give short answers to a small number of questions.	

(5) ATTACHED BIBLIOGRAPHY

Greek language

Βελούδης, Γ. 2005. *Η σημασία πριν, κατά και μετά τη γλώσσα*. Εκδόσεις Κριτική.

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Σημειώσεις του μαθήματος.

Foreign language

Aoun J. E., Benmamoun, E., Choueiri, L. 2011. *The Syntax of Arabic*. Cambridge Syntax guide.

Baker, C. L. 1970. *Double negatives*. Linguistic Inquiry 1, 169-186.

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Giannakidou, Anastasia. 2000. Negative…concord? Στο *Natural language and linguistic theory*. 457- 523.

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Klima, E. 1964. Negation in English. Στο *The structure of language*. J. Fodor & J. Katz (επιμ.), 246-323. Englewood Cliffs, Prentice Hall.

Ladusaw, A. W. 1979. *Polarity sensitivity as inherent scope relations*. Διδακτορική διατριβή. University   of Texas at Austin.

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Mitchell, T. F. 1962. *Colloquial Arabic: the living language of Egypt*. The English Universities Press.

Montague, R. 1974. On the nature of certain philosophical entities. Στο *Formal philosophy. Selected papers by Richard Montague. R.H. Thomason* (επιμ.), 148-187.

New Haven: Yale University Press.

Ouali, H. 2005. Negation and negative polarity items in Berber. Στο *Proceedings of the 30th Annual Meeting of the Berkeley Linguistics Society*, Ettlinger, M. et al. (επιμ.) 330-340.

Pollard, C. & I. A. Sag, 1994*. Head-driven phrase structure grammar*. Chicago: University of Chicago   Press.

Tonciulescu, K. C. 2011. *Licensing conditions for indefinite pronouns in Modern Hebrew*. Διδακτορική   διατριβή. University of Ottawa.

Vlachou, E., 2003. Weird polarity indefinites in French. In: Fikkert, P., Cornips, L., (Eds.), *Linguistics in   the Netherlands* 8. John Benjamins Publishing Company, pp. 189–200.

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