

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KY-16	SEMESTER	4
COURSE TITLE	LANGUAGES OF THE SOUTH-EASTERN MEDITERRANEAN		
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>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	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:

- have understood the aims and methods of Comparative/Contrastive Linguistics,
- have acquired historical and linguistic knowledge on the languages of South-Eastern Mediterranean (Greek, Turkish languages and Semitic languages),
- know the degree at which Greek, Turkish languages and Semitic languages have been

influenced from each other,
 - know how to analyze the languages under investigation on the basis of the main levels of linguistic analysis (phonology/phonetics, morphology, syntax, semantics, pragmatics) and
 - have learnt to approach the languages under investigation in a comparative perspective and to discover interesting universal and idiosyncratic properties in order to test the validity of theoretical approaches to natural language.

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
- Production of new research ideas
- Criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course introduces the student to the field of comparative (contrastive) linguistics by focusing on the languages of the South-Eastern Mediterranean. Emphasis is put on the historical and cultural backgrounds and on the typological features of the Turkic and Semitic languages (genealogical trees), as well as on issues of language contact with Greek. The comparative study of phonological, morphological and syntactic structures by means of exercises contributes to the deeper understanding of the structural and typological similarities and differences of the language families under investigation

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communicating with students	
<p>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 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>Activity</p>	<p>Semester workload</p>
	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>STUDENT PERFORMANCE EVALUATION <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>	Students are examined in Greek. They are invited to give short answers to a small number of questions.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Comrie et al. 2004. *Οι γλώσσες του κόσμου*. Εκδόσεις Σαββάλας.

Σελλά-Μάζη, Ε. 2004. *Στοιχεία αντιπαραβολικής γραμματικής Ελληνικής-Τουρκικής*. Εκδόσεις Παπαζήσης.

Lecture notes

- Related academic journals:

Aoun, E. J. et al. 2010. *The syntax of Arabic*. Cambridge University Press.

Beekes, R.S.P. 1995: *Comparative Indo-European Linguistics: An Introduction*. The Hague (ελλ. μτφρ. Θεσσαλονίκη 2004).

Bellem, A. 2007. *Towards a comparative typology of emphatics: across Semitic and into Arabic dialect phonology*. Διδακτορική διατριβή. SOAS University of London.

Bopp, F. 1816. *Über das Conjugationssystem der Sanskritsprache in Vergleichung mit jenem der griechischen, lateinischen, persischen und germanischen Sprache*. Frankfurt Am Main.

Göksel, A. & Kerslake, C. 2005. *Turkish. A comprehensive grammar*. Routledge.

Glinert, L. 1989. *The grammar of Modern Hebrew*. Cambridge University Press.

Gragg, G. 2004. *The Cambridge Encyclopedia of the World's Ancient Languages*, Roger D. Woodard (επιμ.).

Hoad T.F., 1986: *The Concise Oxford Dictionary of English Etymology*. Oxford.

Jones, William, Sir. 1786. *The sanskrit language*.

Jones, William, Sir. 1970. *The letters of Sir William Jones*. Cannon, Garland H. (Επιμ.). Oxford: Clarendon Press. ISBN 0-19-812404-X.

Kaşgarlı, M. 11ος αιώνας. *Divânü Lügati't-Türk* (Η σύνοψη των τουρκογενών γλωσσών).

Kluge F. & E. Seebold. 2002. *Etymologisches Wörterbuch der deutschen Sprache*. 24η έκδοση. Berlin.

Κοτζόγλου, Γ. 2009. *Γλώσσες της ΝΑ Μεσογείου*. Πανεπιστημιακές σημειώσεις. Πανεπιστήμιο Αιγαίου.

Marcq Ph. & Th. Robin, 1997. *Linguistique historique de l'allemand*. Paris.

McCarthy, J. J. 1982. Prosodic templates, morphemic templates, and morphemic tiers. H. V. der Hulst, & N. Smith (επιμ.), *The structure of phonological representations*, 191–223. Dordrecht: Foris.

Meillet A., 1937. *Introduction à l'étude comparative des langues indoeuropéennes*. 8η έκδοση. Paris.

Meyer. H. 1901. «Über den Ursprung der germanischen Lautverschiebung». Στο *Zeitschrift für deutsches Altertum und deutsche Literatur* 45, 101-28.

Pfeifer W. et al. 1993. *Etymologisches Wörterbuch des Deutschen*. 2η έκδοση. Berlin.

Ramat P. 1981. *Einführung in das Germanische*. Tübingen.

Samoilovich, A. N. 1922. *Some additions to the classification of the Turkish languages*. Petrograd.

Schwerdt, J. 2000. *Die zweite Lautverschiebung: Wege zu ihrer Erforschung*. Heidelberg.

Szemerényi, O. 1996. *An Introduction to Indo-European Linguistics*. Oxford.

Tucker, M. A. 2010. The morphosyntax of the Arabic verb: toward a unified syntax-prosody.
Ms. University of California, Santa Cruz.

Waterman J.C. 1976. *A History of the German Language*. Washington.