COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	ΓΥΕ-26	**SEMESTER**	5

COURSE TITLE	TYPOLOGY

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 able: - to use the methods and the theoretical tools of typology and comparative linguistics,   - to analyze language data through a comparative lens,   - to identify systematic patterns in the grammatical systems of natural languages,   - to identify implicational and non-implicational universals,

- to classify languages into categories according to their structural characteristics,
- to use the relevant literature as well as electronic tools and databases that assist typological research,
- to describe the patterns languages tend to follow with regard to, among others, phonemic inventories, syllable structure, suprasegmental features, word formation and inflection, grammatical categories, word order, and subject and object marking.

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 the necessary technology
- Working independently
- Team work
- Production of new research ideas
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course introduces the student to the goals and methods of typology, the linguistic field that focuses on the comparative study of language systems and their classification on the basis of structural characteristics. Special emphasis is put on language universals and on how they can be identified. Moreover, the students are presented with indicative typological data from all levels of linguistic analysis (phonology, morphology, syntax).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching and communicating 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*	<table><tr><td>*Activity*</td><td>*Semester workload*</td></tr><tr><td>Lectures</td><td>39 hours (1.56 ECTS)</td></tr><tr><td>Personal study</td><td>83 hours (3.32 ECTS)</td></tr><tr><td>End of semester exam</td><td>3 hours (0.12 ECTS)</td></tr><tr><td></td><td></td></tr><tr><td>Course total</td><td>125 hours (5 ECTS)</td></tr></table>
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: essay/report, oral presentation

(5) ATTACHED BIBLIOGRAPHY

a) Basic bibliography:

Τοπιντζή, Νίνα. 2021. *Τυπολογία Γλωσσών*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Comrie, Bernard, Stephen Matthews & Maria Polinsky (επιμ.). 2004. *Οι Γλώσσες του Κόσμου*. Μτφρ. Γ. Αθανασίου. Αθήνα: Εκδόσεις Σαββάλας.

Lecture notes (Available on eclass)

b) Additional bibliography:

Aikhenvald, Alexandra Y. & R. M. W. Dixon. 2006. *Grammars in Contact: A Cross-Linguistic Typology*. Oxford: Oxford University Press.

Comrie, Bernard. 1989. *Language Universals and Linguistic Typology*. 2η έκδοση. Chicago: The University of Chicago Press.

Croft, William. 2000. Typology. Στο Mark Aronoff & Janie Rees-Miller (επιμ.), *The Blackwell Handbook of Linguistics*. 337–368. Oxford: Blackwell.

Croft, William. 2003. *Typology and Universals*. 2η έκδοση. Cambridge: Cambridge University Press.

Dryer, Matthew S. 2013. Order of Subject, Object and Verb. Στο Matthew S. Dryer & Martin Haspelmath (επιμ.), *The World Atlas of Language Structures Online*. Leipzig: Max Planck Institute for Evolutionary Anthropology. [Διαθέσιμο στο http://wals.info/chapter/81]

Greenberg, Joseph H. 1966α. *Language Universals, with Special Reference to Feature Hierarchies*. The Hague: Mouton.

Greenberg, Joseph H. (επιμ.). 1966β. *Universals of Language*. 2η έκδοση. Cambridge, MA: MIT Press.

Hyman, Larry. 2007. Universals in phonology. *UC Berkeley Phonology Lab Annual Report 2007*: 345–390.

Hyman, Larry. 2008. Universals in phonology. *The Linguistic Review* 25: 83–137.

Mallinson, Graham & Barry Blake. 1981. *Language Typology*. Amsterdam: North-Holland.

Nespor, Marina. 1999. *Φωνολογία*. Προσαρμογή στην ελληνική γλώσσα: Αγγελική Ράλλη, Marina Nespor. Αθήνα: Πατάκης.

Ράλλη, Αγγελική. 2005. *Μορφολογία*. Αθήνα: Πατάκης.

Song, Jae Jung. 2001. *Linguistic Typology: Morphology and Syntax*. London/New York: Routledge.

Song, Jae Jung (επιμ.). 2011. *The Oxford Handbook of Linguistic Typology*. Oxford: Oxford University Press.

Velupillai, Viveka. 2012. *An Introduction to Linguistic Typology*. Amsterdam/Philadelphia: John Benjamins.

Whaley, Lindsay J. 1997. *Introduction to Typology: The Unity and Diversity of Language*. Thousand Oaks: SAGE Publications.