COURSE OUTLINE

(1) GENERAL

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

COURSE CODE	ΓΥΕ-27	**SEMESTER**	7

COURSE TITLE	TEXT LINGUISTICS

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)	Eclass

(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*

With the successful completion of the course, students will:
- understand the terms *text, context, genre* and *communicative situation,* 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?

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
- 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 main concepts and theories of the linguistic fields which have a focus on texts such as *Discourse Analysis, Pragmatics, Corpus Linguistics, and Stylistics*. They learn about the relation of each of these fields with *Text Linguistics* and the synergies that have developed in research.

They understand the meaning of the terms *text, context, genre* and *communicative situation,* especially in the frame of the Systemic Functional Linguistics.

They understand the elements of text composition (e.g., *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) and understand their typical characteristics.

Finally, 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, 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, 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.*	▪ Written exams (conclusive evaluation) in Greek, with closed-ended and short-answer questions (90%). ▪ Course participation, which is based on the study of the proposed literature on a weekly basis (10%).		

(5) ATTACHED BIBLIOGRAPHY

Bibliography

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