

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΥ-24	SEMESTER	6
COURSE TITLE	GRAMMATICAL DESCRIPTION OF TURKISH, HEBREW AND ARABIC		
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	3
<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>	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/courses/TMS116/		

(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*

On successful completion of this modules, students should be able to:

-recognize the minimal structural elements of the grammatical system of Hebrew/Arabic/Turkish, the minimal units that construct this system in all levels of linguistic description.

- distinguish the role of linguistic units as inherent parts of the language system as well as the relationships of these elements (instances of allophony, allomorphy, syntactic/structural ambiguity, as well as the syntagmatic relations of the linguistic units)
- use the methodological tools of linguistics (as well as knowledge of the structure of Hebrew/Arabic/Turkish) in solving theoretical problems or in intricacies in the structure of the grammatical systems of those languages.
- analyze the grammatical procedures of Hebrew/Arabic/Turkish in the frame of language typology.
- formulate the rules that dictate the behaviour of linguistic units in Hebrew/Arabic/Turkish.
- criticize the proposals put forth in the linguistic literature with respect to problems of the linguistic analysis of Hebrew/Arabic/Turkish.

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
- Adapting to new situations
- Decision-making
- Working independently
- Production of free, creative and inductive thinking

(3) SYLLABUS

In this course we examine the grammatical system of Arabic, Hebrew and Turkish in the light of the outcomes of current linguistic research. Though we shall be using the methodological tools of linguistics, our study will not be framed in any particular theoretical framework; it is meant to be a descriptive account. After a brief introduction to the history and the broad typological characteristics of the Semitic and Turkic languages, the module examines in detail the three main levels in the linguistic analysis of Hebrew, Arabic and Turkish: phonology, morphology and syntax. We are discussing the phonological processes, the structure of the syllable, the stress and intonation patterns, the templatic and agglutinating morphology, the grammatical categories and the way they are morphologically realized, the clause structure, the agreement patterns, the word order and the nature of clitic pronouns, etc.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face															
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	eclass Powerpoint presentations at classes (their files are available at eclass)															
<p style="text-align: center;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39 hours (1,56 ECTS)</td> </tr> <tr> <td>Personal study & writing up of the assignment</td> <td>86 hours (3,44 ECTS)</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: center;">Course total</td> <td style="text-align: center;">125 hours (5 ECTS)</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39 hours (1,56 ECTS)	Personal study & writing up of the assignment	86 hours (3,44 ECTS)							Course total	125 hours (5 ECTS)
	<i>Activity</i>	<i>Semester workload</i>														
	Lectures	39 hours (1,56 ECTS)														
	Personal study & writing up of the assignment	86 hours (3,44 ECTS)														
Course total	125 hours (5 ECTS)															
<p style="text-align: center;">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>Written assignment to be prepared at home and submitted during the examination period. In Greek.</p> <p>The evaluation criteria are accessible in the syllabus that the students get in the first lecture of the semester. The syllabus is also available at the eclass page of the course.</p>															

(5) ATTACHED BIBLIOGRAPHY

Greek language

Μοσχονάς, Σπύρος, επιμ. (2006) *Η σύνταξη στη μάθηση και στη διδασκαλία της ελληνικής ως ξένης γλώσσας*. Αθήνα: Εκδόσεις Πατάκη.

Ρεβυθιάδου, Ανθή & Τζακώστα, Μαρίνα (2007) *Η φωνολογία στη διδασκαλία της ελληνικής ως ξένης γλώσσας*. Αθήνα: Εκδόσεις Πατάκη.

Σελλά-Μάζη, Ελένη (2004) *Στοιχεία αντιπαραβολικής γραμματικής ελληνικής-τουρκικής*. Αθήνα: Εκδόσεις Παπαζήση.

Foreign language

Abu-Chacra, Faruk (2007) *Arabic: an essential grammar*. London: Routledge.

Aoun, Joseph E., Elabbas Benmamoun & Lina Choueiri (2010) *The syntax of Arabic*. Cambridge: Cambridge University Press.

Arad, Maya (2005) *Roots and patterns: Hebrew morpho-syntax*. Dordrecht: Springer.

Badawi, Elsaid, M. G. Carter & Adrian Gully (2016) *Modern Written Arabic: a comprehensive grammar*, 2nd ed. London: Routledge.

Bateson, Mary Catherine (2003) *Arabic language handbook*. Washington, D.C.: Georgetown University Press.

Berman, Ruth (1997) Modern Hebrew. In Hetzron, Robert (ed.) *The Semitic languages*. London: Routledge. 312-333.

Brustad, Kristen E. (2000) *The syntax of spoken Arabic: a comparative study of Moroccan, Egyptian, Syria, and Kuwaiti dialects*. Washington, D.C.: Georgetown University Press.

Coffin, Edna Amir & Shmuel Bolozky (2005) *A reference grammar of Modern Hebrew*. Cambridge: Cambridge University Press.

Erguvanlı Taylan, Eser, ed. (2001) *The verb in Turkish*. Amsterdam: John Benjamins.

Glinert, Lewis (2016) *Modern Hebrew: an essential grammar*, 4th ed. London: Routledge.

Goldenberg, Gideon (2013) *Semitic languages: Features, structures, relations, processes*. Oxford: Oxford University Press.

Fassi Fehri, Abdelkader (1993) *Issues in the structure of Arabic clauses and words*. Dordrecht: Kluwer Academic Publishers.

Göksel, Aslı & Kerslake, Celia (2005) *Turkish: a comprehensive grammar*. London: Routledge.

Göksel, Aslı & Kerslake, Celia (2011) *Turkish: an essential grammar*. London: Routledge.

- Hetzron, Robert (1990) Hebrew. In Comrie, Bernard (ed.) *The world's major languages*. Oxford: Oxford University Press. 578-593.
- Holes, Clive (2004) *Modern Arabic: structures, functions, and varieties*, revised ed. Washington, D.C.: Georgetown University Press.
- Johanson, Lars (2003) Türkisch. In Roelcke, Thorsten (ed.) *Variation typology: A typological handbook of European languages past and present*. Berlin: Walter de Gruyter. 919-944.
- Kaye, Alan (1990) Arabic. In Comrie, Bernard (ed.) *The world's major languages*. Oxford: Oxford University Press. 560-577.
- Ketrez, F. Nihan (2012) *A student grammar of Turkish*. Cambridge: Cambridge University Press.
- Khan, Geoffrey ed. (2013) *Encyclopedia of Hebrew language and linguistics*. Leiden: Brill. (4 vol.)
- Kornfilt, Jaklin (1990) Turkish and the Turkic languages. In Comrie, Bernard (ed.) *The world's major languages*. Oxford: Oxford University Press. 619-644.
- Kornfilt, Jaklin (1997) *Turkish*. London: Routledge.
- Lewis, Geoffrey (2000) *Turkish grammar*, 2nd ed. Oxford: Oxford University Press. Ouhalla, Jamal & Ur Shlonsky, eds (2002) *Themes in Arabic and Hebrew syntax*. Dordrecht: Kluwer Academic Publishers.
- Owens, Jonathan, ed. (2013) *The Oxford handbook of Arabic linguistics*. Oxford: Oxford University Press.
- Ryding, Karin C. (2005) *A reference grammar of Modern Standard Arabic*. Cambridge: Cambridge University Press.
- Ryding, Karin C. (2014) *Arabic: a linguistic introduction*. Cambridge: Cambridge University Press.
- Schwarzwald, Ora R. (2001) *Modern Hebrew*. München: Lincom Europa.
- Slobin, Dan Isaac & Zimmer, Karl, eds. (1986) *Studies in Turkish linguistics*. Amsterdam: John Benjamins Publishing Company.
- Suleiman, Yasir (1999) *Arabic grammar and linguistics*. London: Routledge.
- Underhill, Robert (1976) *Turkish grammar*. Cambridge, Massachusetts: MIT Press.
- Versteegh, Kees (2014) *The Arabic language*, 2nd ed. Edinburgh: Edinburgh University Press.
- Versteegh, Kees, ed. (2006-2009) *Encyclopedia of Arabic language and linguistics*. Leiden: Brill. (5 vol.)

Watson, Janet C.E. (2002) *The phonology and morphology of Arabic*. Oxford: Oxford University Press.

Zuckermann, G. (2009) Hebrew, Israeli. In Brown, Keith & Sarah Ogilvie (eds) *Concise encyclopedia of languages of the world*. Amsterdam: Elsevier Science. 485-488.