

## GRADUATE COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR</b>	IOANNA KAPPA		
<b>SEMESTER</b>	FALL 2019-2020		
<b>SCHOOL</b>	PHILOSOPHY		
<b>DEPARTMENT</b>	PHILOLOGY - SECTION OF LINGUISTICS		
<b>LEVEL</b>	GRADUATE SEMINAR		
<b>COURSE CODE</b>	MGLF003	<b>SEMESTER OF STUDY</b>	
<b>COURSE TITLE</b>	PHONOLOGY		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>
IN CLASS LECTURES		3	15
<b>COURSE TYPE</b> <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC AREA OF SPECIALIZATION		
<b>PREREQUISITIES</b>	NO		
<b>TEACHING AND EXAM LANGUAGE</b>	GREEK		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	YES (in Greek)		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 2. LEARNING OUTCOMES

<b>LEARNING OUTCOMES</b>
<p>Upon successful completion of this course the students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and analyze fundamental phonological issues by means of current phonological theories</li> <li>• Describe the different analyses of a linguistic phenomenon</li> <li>• Critically evaluate the validity of the predictions of a linguistic analysis</li> <li>• Describe and analyze theoretically the typological differences among languages</li> <li>• Produce the design of the study for a linguistic phenomenon</li> </ul>
<b>BROAD KNOWLEDGE/COMPETENCIES</b>
<ul style="list-style-type: none"> <li>• Development of independent, creative and deductive thinking</li> <li>• Exercising critical thinking on scientific studies</li> <li>• Practicing self-improvement</li> <li>• Working in an interdisciplinary environment with multi-cultural data</li> <li>• Organization abilities-Development of the plan for the study of a scientific topic</li> </ul>

### 3. COURSE DESCRIPTION

<p>The seminar aims to an in depth study on a variety of phonological issues by means of current phonological theories. After an introduction and a variety of practical exercises, a tentative list of topics and readings -covering different languages and areas of phonology, such as features, syllable structure, stress etc.- will be given and will be supplemented according to the interests of the class. Students will be expected to lead discussion of a few papers during the course and to develop independent research projects.</p>
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#### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>EDUCATIONAL ACTIVITY</b>	In class lectures	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	All class material available in class-web Communication via e-mail	
<b>COURSE STRUCTURE</b>	<b>ACTIVITY</b>	<b>WORKING LOAD</b>
	Lectures	39
	<i>Practical exercises - Group study on a specific topic</i>	70
	Student independent study and preparation for the oral presentation	120
	Writing of the final paper	146
	<b>Total (25working hours per credit)</b>	<b>375</b>
<b>STUDENT ASSESSMENT</b>	Final seminar paper (100% of the total grade) assessing: - the immersion of course information (25%) - the presentation of the essay in class (30%) - the critical synthesis of the course information (30%) - the structure and development of the paper (15%)	

#### 5. SUGGESTED BIBLIOGRAPHY

SUGGESTED BIBLIOGRAPHY for the Introduction to Optimality Theory (in English):

Kager, Rene (1999). *Optimality Theory*. Cambridge: Cambridge University Press.

McCarthy, John J. (2002) *A Thematic Guide to Optimality Theory*. Cambridge: Cambridge University Press.

Prince, Alan and Smolensky, Paul (2003). Optimality Theory in Phonology. In *Oxford Encyclopedia of Linguistics*, ed. William Frawley. Oxford: Oxford University Press. [διαθέσιμο στον ιστότοπο: <http://ling.rutgers.edu/gamma/oiel.pdf>.]

Prince, Alan and Smolensky, Paul (2004). *Optimality Theory: Constraint Interaction in Generative Grammar*. Malden, Mass., and Oxford, UK: Blackwell.

Various papers will be chosen in accordance with the topics under study.