

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	GLOF100	SEMESTER	1 ST (STRONG RECOMMENDATION)
COURSE TITLE	INTRODUCTION TO THEORETICAL LINGUISTICS		
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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	General Background, Skills development		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person (100%)		
AVAILABILITY TO ERASMUS STUDENTS	YES (in Greek)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6971		

(2) LEARNING OUTCOMES

Learning Outcomes <i>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.</i> <i>Consult Appendix A</i> • 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 • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students are expected to be able to: <i>In terms of knowledge and understanding:</i> • demonstrate knowledge and understanding of the basic concepts, principles, and theoretical approaches of modern linguistics and the scientific study of human language; • describe language as a complex and systematic cognitive system and understand its relationship to cognition and human communication; • identify and describe the main levels of linguistic analysis, including phonetics and phonology, morphology, syntax, semantics, and pragmatics; • understand basic principles and issues concerning language acquisition, psycholinguistics, sociolinguistics, and computational linguistics; • identify basic similarities and differences among languages and language varieties and understand

the importance of cross-linguistic comparison for the study of human language.

In terms of analytical and application skills:

- analyze basic linguistic data using appropriate linguistic terminology and fundamental methods of linguistic analysis;
- apply basic linguistic concepts and analytical procedures to data from Greek and other languages;
- identify and interpret basic phonological, morphological, syntactic, semantic, and pragmatic phenomena;
- examine cross-linguistic data and formulate evidence-based generalizations concerning similarities and differences among languages;
- solve theoretical and practical problems based on primary linguistic data and provide justification for their analytical choices.

In terms of abilities and critical thinking:

- use scholarly sources to locate, select, and evaluate information relevant to language and linguistics;
- compare basic theoretical approaches and critically evaluate the arguments and data on which they are based;
- transfer linguistic knowledge and analytical skills to new linguistic data and problems;
- work independently and collaboratively in the analysis and presentation of linguistic data and scholarly information;
- develop critical, creative, inductive, and deductive thinking through the analysis of linguistic phenomena;
- recognize and respect linguistic diversity and multilingualism, avoiding value judgments about different languages and language varieties.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information,

with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Other...

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Upon successful completion of the course, students develop the following general competences:

- **Searching for, evaluating and using information** from scientific and other reliable sources.
- **Data analysis and processing**, with an emphasis on observing, classifying, comparing, and interpreting linguistic data.
- **Critical and analytical thinking**, through the examination of linguistic phenomena, theoretical approaches, and research arguments.
- **Application of knowledge to new problems**, by transferring the basic principles of linguistic analysis to different linguistic data and languages.
- **Inductive and deductive reasoning**, for formulating, testing, and substantiating linguistic generalizations and hypotheses.
- **Independent learning and development of study skills**, through the systematic use of the relevant literature and educational materials.
- **Collaboration and teamwork**, through the small group joint for the analysis and presentation of linguistic data and problems.
- **Communication of scientific ideas**, through clear and well-organized oral and written communication and the appropriate use of scientific terminology.
- **Respect for linguistic and cultural diversity**, through a scientifically informed approach to linguistic variation and multilingualism.

(3) COURSE SYLLABUS

The course provides an **introduction to the fundamental concepts, basic principles, and terminology of linguistics and to the systematic scientific study of human language.**

The **main aim** of the course is to familiarize students with the scope of linguistics, its basic methodological approaches, and the central questions addressed in contemporary linguistic research. At the same time, it presents language as a complex and organized system that can be investigated at different levels and from different theoretical and empirical perspectives.

The course introduces the major subfields of linguistics, including **phonetics, phonology, morphology, syntax, semantics, and pragmatics**, as well as interdisciplinary fields that examine language in relation to cognitive, social, and technological dimensions, such as **psycholinguistics, sociolinguistics, computational linguistics, and language acquisition**. Attention is also given to the relationships among the different levels of linguistic analysis and to the ways in which they interact in determining the structure and interpretation of linguistic expressions.

Particular emphasis is placed on the **cross-linguistic dimension** of linguistic research. Through examples from different languages and systematic use of data from Greek, students become familiar with the collection, description, comparison, and analysis of linguistic data. A cross-linguistic perspective highlights both the common properties shared by human languages and the substantial variation observed in their structure and use.

The course also introduces students to fundamental issues concerning **linguistic competence and linguistic performance**, the **nature of grammar**, and the **relationship between language and cognition**. In this context, students are introduced to basic principles of the **generative approach to linguistics** and **Universal Grammar**, with the aim of understanding questions concerning the universality and variation of linguistic structures, as well as the constraints that may characterize human linguistic competence and performance.

A central component of the course is the development of an understanding of **linguistic analysis as an empirical and scientific process**. Students learn to observe linguistic data, identify patterns and rules that characterize a language or grammar, examine deviations and differences across languages, compare alternative analyses, and evaluate theoretical proposals on the basis of available evidence. In this way, the course develops students' analytical and critical thinking skills. Students also learn to formulate small-scale hypotheses and to test their validity both theoretically and empirically, using appropriate methodological tools.

The overarching aim of the course is to develop an understanding of **human language as a cognitive system**, to familiarize students with the basic tools and methods of linguistic analysis, and to develop a systematic and cross-linguistic perspective on linguistic phenomena. Through the study of similarities and differences across languages, students are introduced to fundamental questions concerning the nature, organization, acquisition, and use of human language.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	- Weekly in-class meetings - Weekly scheduled office hours with the instructor, as specified in the course Syllabus/Academic Calendar and on the Department's website - Weekly communication through the course platform on e-learning (eLearn) - Communication via email	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	- Small-scale group assignments and in-class discussions - Collaborative learning platforms (eLearn) - Video-conferencing and question-and-answer (Q&A) sessions with teaching support staff (1 hour per week)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	- Use of ICT in teaching, including PowerPoint presentations, online platforms, and educational applications - Support for the learning process through the eLearn platform - Communication via email	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Technical Requirements Students are expected to have access to: - A personal computer - Email - Basic computer and Microsoft Office skills	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	In accordance with the Code of Academic Ethics of the University of Crete and the Department of Philology: <u>Code of Academic Ethics</u> Plagiarism detection tools: - Institutional/instructor use: Turnitin - Student self-checking and freely available tools: Plagiarisma, CopyLeaks	
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	Use of Artificial Intelligence (AI) - The use of Artificial Intelligence tools is permitted with the prior approval and guidance of the instructor. - The use of Artificial Intelligence tools is permitted provided that their use is explicitly acknowledged and appropriately referenced in the bibliography.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of</i>	Activity	Semester workload
	Lectures	(3×13=) 39
	Tutorials (QA Sessions)	13
	Projects and Assignments	25
	Independent study	55

<i>independent study, according to the principles of the ECTS.</i>	Final exams	3
	Course total (25hours/ECTS)	125
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of Assessment: Greek Assessment Methods A. Three (3) Progress Tests during the semester (40% of the final grade) • 1st Assignment: In-class, face-to-face - 10% of the final grade Assessment method: Short-answer questions and problem-solving tasks. The assessment measures students' understanding and consolidation of the material covered and their ability to apply previously taught analytical approaches to new linguistic data. • 2nd Assignment: In-class, face-to-face - 10% of the final grade Assessment method: Short-answer questions and problem-solving tasks. The assessment measures students' understanding and consolidation of the material covered and their ability to apply previously taught analytical approaches to new linguistic data. • 3rd Assignment: Take-home - 20% of the final grade Assessment method: Project-based assignment. The assessment measures students' understanding and consolidation of the material, their ability to critically synthesize information, and their ability to develop and apply knowledge in an independent and creative manner. B. Written Final Examination (60% of the final grade) The final examination assesses the full range of the course learning outcomes and consists of: • Multiple-choice questions • Short-answer questions • Short essay/extended-response questions • Problem-solving tasks The examination assesses students' knowledge and understanding of the course material, ability to critically synthesize information, and ability to apply previously learned analytical approaches to new linguistic data. Course Materials and Assessment Information Detailed course materials, including the weekly Syllabus/Academic Calendar, instructions for registration in tutorial sessions and the use of platforms for online meetings, detailed information about each progress test, and the assessment criteria for each assignment and progress test, are available on the course eLearn platform. Students are strongly encouraged to enroll in the course eLearn platform before the first class, using their academic email account.	

(5) RECOMMENDED BIBLIOGRAPHY

Suggested Bibliography (in Greek):

- Instructor's ppt presentation for each lecture on eLearn.
- Μαρίκα Λεκάκου & Νίνα Τοπιντζή (επιμέλεια) (2022) *Εισαγωγή στη Γλωσσολογία*, εκδόσεις Gutenberg.
- ΖΩΗ ΓΑΒΡΙΗΛΙΔΟΥ, ΜΑΡΙΑ ΜΗΤΣΙΑΚΗ, ΑΣΗΜΑΚΗΣ ΦΛΙΑΤΟΥΡΑΣ (2021) *100 ΒΑΣΙΚΕΣ ΕΝΝΟΙΕΣ ΓΙΑ ΤΗ ΓΛΩΣΣΟΛΟΓΙΑ*, εκδόσεις Gutenberg.
- Fromkin V., Rodman R., Hyams, N. (2008). *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα: Εκδόσεις Πατάκη
- Φοίβος Παναγιωτίδης (2013). *Μίλα μου για Γλώσσα. Μικρή εισαγωγή στη Γλωσσολογία*. ΠΑΝΕΠΙΣΤΗΜΙΑΚΕΣ ΕΚΔΟΣΕΙΣ ΚΡΗΤΗΣ
- Pinker, S. (1995). *Το Γλωσσικό Ένστικτο*. Εκδόσεις Κάτοπτρο
- Noam Chomsky (2004). *Για τη φύση και τη γλώσσα*. Εκδόσεις Παπαδήμας.
- Noam Chomsky (2003). *Η αρχιτεκτονική της γλώσσας*. Εκδόσεις Καστανιώτη.
- Noam Chomsky (2008). *Γλώσσα και νους*. Εκδόσεις Πολύτροπον.
- Noam Chomsky (2005). *Οι νέοι ορίζοντες στη μελέτη της γλώσσας και του νου*. Εκδόσεις Πατάκη.

Suggested Bibliography (in English):

- Smith Neil (1999). *Chomsky: Ideas and Ideals*. Cambridge University Press.
- William O'Grady, John Archibald, Mark Aronoff & Janie Rees-Miller (2010). *Contemporary Linguistics: An Introduction*. Bedford St. Martins, 6th edition.
- Larson Richard (2010). *Grammar as Science*. MIT Press.