

## COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR</b>	ALEXIS KALOKERINOS		
<b>SCHOOL</b>	PHILOSOPHY		
<b>SEMESTER</b>	SPRING		
<b>DEPARTMENT</b>	PHILOLOGY-SECTION OF LINGUISTICS		
<b>LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	GLOF 180	<b>CYCLE OF STUDY</b>	2-8 semester
<b>COURSE TITLE</b>	INTRODUCTION TO SEMANTICS AND PHILOSOPHY OF LANGUAGE		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS</b>	
LECTURES	3	5	
<b>COURSETYPE</b> <i>Background, Generalknowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE		
<b>PREREQUISITIES</b>	GLOF 100 (Introduction to Theoretical Linguistics)		
<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>
The general aim of this course is to familiarise students with the study of meaning, both from the perspective of contemporary linguistics and from that of contemporary philosophy of language (integrated in the framework of the philosophy of mind). Students will be called upon to exercise theoretical thought, combining it with the study of linguistic data.
<b>BROAD KNOWLEDGE/COMPETENCIES</b>
<i>Working independently</i> <i>Working in an interdisciplinary environment</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>

### 3. COURSE DESCRIPTION

<p>This course offers a preliminary, non-technical introduction to the study of meaning as conveyed via language. The approach has a philosophical perspective, as emerging from study of the individual issues. Three main constituents / topics will concern us:</p> <ol style="list-style-type: none"> <li>What is the semantic content of words and how do they relate to the world?</li> <li>How are meanings composed when words meet and are joined together in sentences?</li> <li>How far removed is sentential meaning from what we “want to say” and from what we understand when spoken to?</li> </ol> <p>Discussing these questions involves posing classic issues in philosophy of language, such as those of concepts, reference and the truth, within the contemporary framework of cognitive sciences, i.e. the sciences that study human cognition.</p>
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#### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY</b>	In class lectures	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	<ul style="list-style-type: none"> <li>▪ Taught material, announcements and communication via classweb platform</li> <li>▪ Communication via email</li> </ul>	
<b>COURSE STRUCTURE</b>	<b>ACTIVITY</b>	<b>WORKING LOAD</b>
	Lectures	39
	Self-study and exam preparation	83
	<b>Total (25 working hours per credit)</b>	<b>125</b>
<b>STUDENT ASSESSMENT</b>	Written examination, with a choice of four out of the five questions asked. Answers may be given in Greek or English.	

#### 5. SUGGESTED BIBLIOGRAPHY

- Devitt, Michael & Kim Sterelny 1999. *Language and Reality. An Introduction to the Philosophy of Language*. Second Edition. Oxford: Blackwell
- Elbourne, Paul, 2011. *Meaning. A slim guide to semantics*. Oxford: Oxford University Press.
- Lycan, William, G.,. 2000. *Philosophy of Language: A Contemporary Introduction*. London: Routledge]
- Lyons, John 1995. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge University Press
- Portner, Paul H. 2005. *What is Meaning? Fundamentals of Formal Semantics*. Oxford: Blackwell
- Saeed, John I. 2014. *Semantics*. Fourth Edition. Oxford: Blackwell