

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	GLOF394	SEMESTER	3-8
COURSE TITLE	MODALITY IN GREEK		
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	10	
<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>	SPECIALIZATION		
PREREQUISITE COURSES:	GLOF100 or GLOF165 or GLOF175 or GLOF180 or GLOF181		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/		

(2) LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> ● Observe and distinguish modality phenomena in Greek and in comparison with other languages. ● Categorize modal expressions according to their strength and type of modality. ● Acquire a basic knowledge and understanding of possible worlds semantics applied in the analysis of modal expressions. ● Employ the tools of semantics and syntax to analyze modality phenomena in Greek. ● Understand and adequately handle relevant scientific terminology when encountered in the literature.
General Competences
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Working independently</i> <i>Working in an international environment</i> <i>Decision-making</i> <i>Production of free, creative and inductive thinking</i> <i>Working in an interdisciplinary environment</i> <i>Team work</i></p>

(3) SYLLABUS

The term modality refers to linguistic structures which allow us to talk about situations that are not necessarily true in the actual world, in our world. For situations that *can* or *should* occur, for *possible* or *impossible* situations, for *hypothetical* or *imaginary* situations. Such structures include verbs (e.g. *can*, *must*), adverbs (e.g. *perhaps*, *obligatorily*), the imperative and subjunctive (e.g. *Eat!*) and other expressions to be explored in class. The main objective of the seminar is, on the one hand, for the students, through the study of modality in Greek, to delve deeper into the semantic study and, on the other hand, to practice the observation and interpretation of linguistic phenomena beyond the phenomena discussed in introductory linguistics courses. First, we will start with modal markers such as *can* and *should/must* that are open to multiple interpretations, and then focus on imperative and subjunctive structures by studying their meaning and the linguistic contexts in which they appear.

(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>	<ul style="list-style-type: none"> ● Class lectures, presentations, slides (pdf) ● Class notes, announcements & communication via eLearn ● Communication via email 																									
<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. 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 style="text-align: center;">39</td> </tr> <tr> <td>Independent study and preparation for the paper</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Final term paper writing</td> <td style="text-align: center;">98</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">125 (25 working hours per credit)</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Independent study and preparation for the paper	83	Final term paper writing	98															Course total	125 (25 working hours per credit)
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<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>	<ol style="list-style-type: none"> 1. Oral presentation in class (30%) 2. Final term paper (70 %) 																									

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

Βελούδης, Γιάννης. 1997. *Από τη σημασιολογία της ελληνικής γλώσσας. Όψεις της 'επιστημικής τροπικότητας*. Ίδρυμα Τριανταφυλλίδη.

Kai von Fintel. 2006. *Modality and language*. In Donald M. Borchert (ed.), *Encyclopedia of philosophy – second edition*, vol. 10, 20–27. Detroit: MacMillan Reference USA. URL: <http://mit.edu/fintel/fintel-2006-modality.pdf>

Kratzer, Angelika. 2012. *The Notional Category of Modality*. In *Modals and Conditionals*. Oxford University Press.

Portner, Paul. 2009. *Modality*. OUP Oxford

Portner, Paul. 2018. *Mood*. OUP Oxford

Depending on the topic and the topics chosen by the students, specific bibliography will be assigned.