COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY
ACADEMIC UNIT	PHILOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	GLOF209 **SEMESTER** 3-8
COURSE TITLE	Alternative Theories of Syntax

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
	3	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SCIENTIFIC AREA OF SPECIALIZATION
PREREQUISITE COURSES:	GLOF100 GLOF175 GLOF165 GLOF111
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 *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*
The course will introduce students to a range of syntactic alternatives to Generative Grammar. Upon completion of the course, students should be able to:

- Know the basic principles of syntactic models such as HPSG (Head-Driven Phrase Structure Grammar), Dynamic Syntax and Categorial Grammars
- Critically assess the predictions made between two or more models as regards a range of syntactic phenomena

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

Working independently
Working in an international environment
Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Team work

(3) SYLLABUS

The aim of the course is to introduce students to a number of alternative models of syntax. Starting with Generative Grammar, its basic theoretical principles, as well as their formalization, students will familiarize themselves with well-known lexicalized models of syntax such as HPSG (Head-Driven Phrase Structure Grammar), Dynamic Syntax and Categorial Grammars, among

others. A comparison of the models' predictions with respect to a number of syntactic phenomena is then attempted.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	• Class lectures, presentations, slides (pdf) • Class notes, announcements & communication via ClassWeb • Communication via email

TEACHING METHODS *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*	**Activity**	**Semester workload**
	Lectures	39
	Independent study and exam preparation	83
	Final written exam	3
	Course total	*125*

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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*	Three hour long written exam in Greek

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Cann, R., Kempson, R., & Marten, L. (2005). The Dynamics of Language: An Introduction. Syntax and Semantics. Volume 35. *Academic Press*. (διαθέσιμο από: http://www.lel.ed.ac.uk/~ronnie/cann-et-al-dec12.pdf)

Steedman, M., & Baldridge, J. (2007). Combinatory Categorial Grammar. Draft 5.0, April 19, 2007. (διαθέσιμο από: https://web.stanford.edu/~mjkay/Steedman&Baldridge.pdf)

Sag, I. A., Wasow, T., Bender, E. M., & Sag, I. A. (1999). *Syntactic theory: A formal introduction* (Vol. 92). Stanford, CA: Center for the Study of Language and Information.