

UNDERGRADUATE COURSE OUTLINE

GENERAL

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|---|--|--------------------------------|---------------------|
| SCHOOL | PHILOSOPHY | | |
| DEPARTMENT | PHILOLOGY | | |
| LEVEL | UNDERGRADUATE | | |
| COURSE CODE | GLOF 315 | CYCLE OF STUDY | ALL |
| COURSE TITLE | ISSUES IN THE PHILOSOPHY OF LANGUAGE | | |
| INDEPENDENT EDUCATIONAL 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> | | TEACHING HOURS PER WEEK | CREDITS/ECTS |
| In-class lectures, seminar paper presentations | | 3 | 10 |
| | | | |
| <i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at 4.</i> | | | |
| COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i> | SCIENTIFIC DISCIPLINE | | |
| PREREQUISITES | (1) INTRODUCTION TO THEORETICAL LINGUISTICS (ΓΛΩΦΦ 100) (2) INTRODUCTION TO SEMANTICS AND THE PHILOSOPHY OF LANGUAGE (ΓΛΩΦΦ180) OR INTRODUCTION TO LOGIC AND FORMAL SEMANTICS (ΓΛΩΦΦ181) | | |
| TEACHING AND EXAM LANGUAGE | GREEK | | |
| AVAILABLE TO ERASMUS STUDENTS | YES | | |
| WEBSITE (URL) | https://classweb.cc.uoc.gr/classes.asp | | |

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 seminar is oriented towards viewing language within the framework of the cognitive and life sciences. It follows that the philosophy of language under discussion mainly lies within the philosophy of the cognitive sciences and evolutionary biology. Core topics:

- Language and cognition. Compositionality and modularity.
- Meanings and the problem of reference. Internalism and externalism.
- The evolutionary origin of meaning, up to the emergence of the biological language organ in human nature.

General competencies

Taking into consideration the general competencies 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 necessary technology
 Adapting to new situations
 Decision making
 Working independently
 Teamwork
 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
 Promoting free, creative and inductive thinking

Search for, analysis and synthesis of data and information, with the use of necessary technology
 Working independently
 Working in an interdisciplinary environment
 Promoting free, creative and inductive thinking

SYLLABUS

1. Introductory lectures (two three-hour classes)
2. Seminar paper presentations and discussion (ten three-hour classes)
3. Final meeting (one three-hour class)

TEACHING and LEARNING METHODS - EVALUATION

| | | |
|--|---|--------------------------|
| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | In class | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i> | <ul style="list-style-type: none"> • Taught material, announcements and communication via classweb platform • Communication via email | |
| TEACHING METHODS <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, projects, 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> | <i>Activity</i> | <i>Semester workload</i> |
| | Lectures, seminar paper presentation and discussion | 39 |
| | Self-study | 61 |
| | Seminar paper preparation and presentation | 40 |
| | Writing and handing in seminar paper | 60 |
| | | |
| | Course Total <i>(25 hours workload per credit point)</i> | 200 |

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|--|---|
| STUDENT PERFORMANCE EVALUATION | |
| <i>Description of the evaluation procedure</i> | Combined evaluation of oral presentation and written seminar paper. |
| <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> | |
| <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students</i> | |

RECOMMENDED BIBLIOGRAPHY

GENERAL BIBLIOGRAPHY

- Lepore E. & B.C. Smith (επιμ.) 2006. The Oxford Handbook of Philosophy of Language
- Lycan, W.G. 2007. Φιλοσοφία της γλώσσας. Απόδοση Γ. Μαραγκός (Αθήνα: Gutenberg)
- Lycan, W.G 2019. Philosophy of Language. A Contemporary Introduction. Third edition (Νέα Υόρκη: Routledge)
- Szabo, Z.Z.G & R.H. Thomason 2019. Philosophy of Language. (Κέμπριτζ: Cambridge University Press)

More specialized bibliography as per seminar paper topic.