COURSE OUTLINE

1. GENERAL

INSTRUCTOR	MARIA BAROUNI
SCHOOL	PHILOSOPHY
SEMESTER	SPRING
DEPARTMENT	PHILOLOGY- SECTION OF LINGUISTICS
LEVEL	UNDERGRADUATE SEMINAR
COURSE CODE	**GLOF 399** **CYCLE OF STUDY** From 5th semester
COURSE TITLE	LINGUISTIC RESEARCH AND DATABASES

AUTONOMOUS EDUCATIONAL ACTIVITIES	**TEACHING HOURS PER WEEK**	**CREDITS/ECTS**
Lectures by the teacher and oral presentation by the students	3	15

COURSE TYPE *Background, General knowledge, Scientific discipline, Development of Proficiencies*	SCIENTIFIC AREA OF SPECIALIZATION
PREREQUISITIES	GLOF165, GLOF180 or GLOF181, GLOF111 or GLOF211
TEACHING AND EXAM LANGUAGE	Greek or English
AVAILABLE TO ERASMUS STUDENTS	Yes
WEBSITE (URL)	**https://classweb.cc.uoc.gr/classes.asp**

2. LEARNING OUTCOMES

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The general goal of the seminar is that students familiarize themselves with databases and how this can enhance linguistic research. More precisely, upon completion of the seminar, the students must be able to:

1. Understand the contribution of databases in linguistic research.
2. Be able to use electronic sources and databases in order to explore a phenomenon at a diachronic and synchronic level.
3. Have a broad picture of the topics related to the interface of Syntax-Semantics.
4. Be able to understand a phenomenon at the interface: to be able to spot the syntactic differences and similarities and their relation to any semantic shift.
5. Be able to comprehend a phenomenon diachronically with any possible syntactic/semantic changes that come up.
6. Understand the importance of a diachronic analysis in the understanding of a phenomenon.
7. Understand and use the terminology they encounter in the bibliography successfully.
8. Be able to work in groups, to give and take feedback and to pose questions enhancing their critical thinking

BROAD KNOWLEDGE/COMPETENCIES

1. Retrieval, analysis and synthesis of data by use of appropriate technologies
2. Decision making

3. Independent work
4. Group work
5. Work in a multicultural environment
6. Work in an interdisciplinary environment
7. Development of free, creative and deductive thought
8. Critical and self-critical thinking
9. Respect of differences and multiculturalism

3. COURSE DESCRIPTION

The goal of the seminar is that students familiarize themselves with databases and how this can enhance linguistic research. Students will introduce themselves to corpora, electronic lexicons, electronic sources and will realize in practice how these enhance linguistic research. In order to accomplish this, we will explore phenomena at the Syntax-Semantics interface in the diachrony of language. Specifically, Thesaurus Linguae Graecae will be presented, as well as corpora of Modern Greek such as the Hellenic National Corpus (HNC), the Text Corpora of Modern Greek language, the Corpus of Modern Greek, the Corpus of Spoken Greek of the Institute of Modern Greek Studies among others. The tools offered from the above-mentioned databases will be explored both theoretically and practically through the study of specific phenomena.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class		
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	- Class notes, announcements & communication via ClassWeb - Communication via email		
COURSE STRUCTURE	*ACTIVITY*	*WORKLOAD*	
	Seminar	39	
	Independent study and preparation of oral presentation	113	
	Writing of final term paper	98	
	Total *(25 working hours per credit)*	**250**	
STUDENT ASSESSMENT	Oral presentation in class (30%) Written term paper (70%)		

5. SUGGESTED BIBLIOGRAPHY

Campbell, L. (2013). *Historical linguistics*. Edinburgh University Press.
Γούτσος, Δ., & Φραγκάκη, Γ. (2015). *Εισαγωγή στη γλωσσολογία σωμάτων κειμένων*. Ελληνικά Ακαδημαϊκά Συγγράμματα και Βοηθήματα.
Efthymiou, A., Fragaki, G. & Markos, A. (2012). Exploring the productivity of -pió in Modern Greek: A corpus-based study. In Z. Gavriilidou, A. Efthymiou, E. Thomadaki & P. Kambakis-Vougiouklis (eds) *Selected Papers of the 10th International Conference on Greek Linguistics*. *Komotini*: Democritus University of Thrace, 243-254. Available at: http://www.icgl.gr/el/papers-in-greek.html [Accessed 5 October 2015

Joseph, B., & Janda, R. (Eds.). (2008). *The handbook of historical linguistics* (Vol. 21). John Wiley & Sons.

Kennedy, G. (1998). *An Introduction to Corpus Linguistics*. Harlow: Longman.

Lechner, W. (2015). The syntax-semantics interface. In Kiss, Tibor and Artemis Alexiadou (eds.), *Syntax Theory and Analysis. An International Handbook*. Handbooks of Linguistics and Communcation Science 42. Berlin: Mouton de Gruyter, 1199-1256.

Μπαρούνη, Μ. (2019). Διερευνώντας τα υπερθετικά στη διαχρονία της ελληνικής μέσα από διαθέσιμες ηλεκτρονικές πηγές: η περίπτωση του τύπου τουλάχιστον [Exploring superlatives in the diachrony of Greek through open electronic sources: the case of the particle tulachiston]. Center for Hellenic Studies in Greece. Harvard University. Διαθέσιμο ηλεκτρονικά: https://infofluency-gr.chs.harvard.edu/index.php/2019/09/12/diereunontas-tayperthetika-sti-diaxronia-tis-ellinikis/

Sauerland, U., & von Stechow, A. (2001). The syntax-semantics interface. *International Encyclopedia of the Social & Behavioural Sciences*, 15412-15418

Φραγκάκη, Γ. (2020). Τα σώματα κειμένων στην ελληνική γλωσσολογική έρευνα. *Μελέτες για την ελληνική γλώσσα 40*: 537-550.

Φραντζή, Κ. Θ. (2012). Εισαγωγή στην επεξεργασία των σωμάτων κειμένων. Αθήνα: Ίων.