

## UNDERGRADUATE COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR NAME</b>			
<b>SEMESTER</b>		SPRING	
<b>SCHOOL</b>		PHILOSOPHY	
<b>DEPARTMENT</b>		PHILOLOGY	
<b>LEVEL</b>		UNDERGRADUATE	
<b>COURSE CODE</b>		ΓΛΦ 202	<b>CYCLE OF STUDY</b> ALL (except first)
<b>COURSE TITLE</b>		LANGUAGE EVOLUTION	
<b>INDEPENDENT EDUCATIONAL ACTIVITIES</b> <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>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ ECTS</b>
IN-CLASS LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>  <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE		
<b>PREREQUISITES</b>			
<b>TEACHING AND EXAM LANGUAGE</b>	GREEK		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	YES		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 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 general aim of this course is to familiarise students with the study of the phenomenon of language from the perspective of the life sciences, and more especially from that of evolutionary biology. Students will be called upon to exercise and add to their knowledge of distinct branches of linguistics by visualising language as a biological phenomenon.

#### General competences

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 necessary technology

Project planning and management  
Respect for difference and multiculturalism  
Respect for the natural environment

<i>Adapting to new situations</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Advancement of free, creative and inductive thinking</i>
<i>Working independently</i> <i>Working in an interdisciplinary environment</i> <i>Criticism and self-criticism</i> <i>Advancement of free, creative and inductive thinking</i>	

## SYLLABUS

The question of “glossogenesis”, i.e. the emergence of language in the species we belong to, has been an object of intense scientific research—and also of reflection, within the terms of the philosophy of mind and the philosophy of biology—from the late 20<sup>th</sup> century to the present day.

This course offers an introduction to contemporary thought and research on glossogenesis, while also serving as an introduction to the fundamental ideas in evolutionary biology that are required when approaching the subject.

The basic characteristics of language as seen by contemporary linguistics will be discussed from the perspective of their evolutionary emergence and biological assembly into a complex behaviour characteristic of the human species.

Did this emergence and assembly occur gradually or by leaps and bounds? Do they constitute a unified phenomenon or a “constellation of phenotypes”? (Understanding the term “phenotype” is part of the course, which does not presuppose any prior basic knowledge of concepts in biology). What end does language primarily serve: cognition or communication? And, at the end of the day, what are its distinctive characteristics, if we approach it from within the general framework of the cognitive and communicative systems found in biological organisms?

An evolutionary approach to language can enrich, deepen and cast a new light linking up our linguistic knowledge. Beyond that, it can lead us to thoughts on defining the human condition.

## TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<b>In class</b>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>Taught material, announcements and communication via classweb platform</li> <li>Communication via email</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Self-study and exam preparation	83

directed study according to the principles of the ECTS		
	Final written examination	3
	<b>Course total (25 hours workload per credit point)</b>	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> 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 Specifically-defined evaluation criteria are given, and if and where they are accessible to students	Written examination, with a choice of four or five out of the five or six questions asked. Answers may be given in Greek or English.	

#### RECOMMENDED BIBLIOGRAPHY

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- Καλοκαιρινός (υπό έκδοση). «Όρια του νατουραλισμού. Η βιογλωσσολογία απέναντι στο νόημα», στο Α. Καλοκαιρινός & Ι.Μ. Τσιμπλή (επιμ.) *Γλώσσα και εξέλιξη*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης
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