

UNDERGRADUATE COURSE OUTLINE

GENERAL

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|---|---|--------------------------------|---------------------|
| SCHOOL | PHILOSOPHY | | |
| DEPARTMENT | PHILOLOGY | | |
| LEVEL | UNDERGRADUATE | | |
| COURSE CODE | GLOF 203 | CYCLE OF STUDY | ALL |
| COURSE TITLE | INTRODUCTION TO PRAGMATICS | | |
| 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 | 3 | 5 |
| | | | |
| <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 | INTRODUCTION TO THEORETICAL LINGUISTICS (ΓΛΩΦΦ 100) | | |
| TEACHING AND EXAM LANGUAGE | GREEK | | |
| AVAILABLE TO ERASMUS STUDENTS | YES | | |
| WEBSITE (URL) | https://classweb.cc.uoc.gr/classes.asp | | |

LEARNING OUTCOMES

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|--|---|--|-----------------------------------|--|------------------------|--|------------------------------|---|-----------------|-------------------------------------|--|--|--|--|---|--|
| <p>Learning outcomes</p> <p><i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> | | | | | | | | | | | | | | | | |
| <p>Teaching of an introduction to pragmatics in the light of cognitive and life sciences.</p> | | | | | | | | | | | | | | | | |
| <p>General competencies</p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table> | <i>Search for, analysis and synthesis of data and information, with the use of necessary technology</i> | <i>Project planning and management</i> | <i>Adapting to new situations</i> | <i>Respect for difference and multiculturalism</i> | <i>Decision making</i> | <i>Respect for the natural environment</i> | <i>Working independently</i> | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> | <i>Teamwork</i> | <i>Criticism and self-criticism</i> | <i>Working in an international environment</i> | <i>Promoting free, creative and inductive thinking</i> | <i>Working in an interdisciplinary environment</i> | | <i>Production of new research ideas</i> | |
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| <i>Adapting to new situations</i> | <i>Respect for difference and multiculturalism</i> | | | | | | | | | | | | | | | |
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*Working in an interdisciplinary environment
Promoting free, creative and inductive thinking*

SYLLABUS

Main threads:

- Significance and meaning. Hypotheses on the architecture of human cognition and the language organ's place and function within that framework.
- The contributions of Grice, Austin and Searle.
- Inferring meaning: Meaning and implicature. Grice's successors: Sperber & Wilson, Horn, Levinson
- Between semantics and pragmatics: The problem of preconditions
- Speech acts
- Pragmatics and its interfaces with phonology, lexicon and syntax

TEACHING and LEARNING METHODS - EVALUATION

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|--|---|--------------------------|
| 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> | Activity | Semester workload |
| | Lectures | 39 |
| | Self-study and exam preparation | 83 |
| | Final written examination | 3 |
| | Course Total (25 hours workload per credit point) | 125 |
| | | |
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| STUDENT PERFORMANCE EVALUATION | |
|---|--|
| <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> <p><i>Specifically defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>Three-hour written examination (in Greek, with optional use of English or French for Erasmus students).</p> |

RECOMMENDED BIBLIOGRAPHY

- Allan, K. & K.M. Jaszczolt (eds.) 2012. *The Cambridge Handbook of Pragmatics*. Cambridge: Cambridge University Press
- Cummings, L. (ed.) 2010. *The Routledge Pragmatics Encyclopedia*. London: Routledge
- Grice, Paul H. 1989. *Studies in the Way of Words*. Cambridge: Harvard University Press
- Huang, Y. 2014. *Pragmatics*. Oxford: Oxford University Press.
- Huang, Y. (ed.) 2017. *The Oxford Handbook of Pragmatics*. Oxford: Oxford University Press.
- Yule, G. 2006. *Πραγματολογία* (Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών)