

## COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR</b>			
<b>SCHOOL</b>	PHILOSOPHY		
<b>SEMESTER</b>	WINTER		
<b>DEPARTMENT</b>	PHILOLOGY		
<b>LEVEL</b>	UNDERGRADUATE SEMINAR		
<b>COURSE CODE</b>	<b>GLOF 397</b>	<b>CYCLE OF STUDY</b>	5 <sup>th</sup> -8 <sup>th</sup> semester
<b>COURSE TITLE</b>	Comparison of theoretical models in Syntax and Semantics		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>
Lectures by the teacher and oral presentation by the students		3	8
<b>COURSE TYPE</b> <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC AREA OF SPECIALIZATION		
<b>PREREQUISITIES</b>	NONE		
<b>TEACHING AND EXAM LANGUAGE</b>	Greek		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	Yes (in Greek)		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 2. LEARNING OUTCOMES

<b>LEARNING OUTCOMES</b>
<p>The general aim is that, upon completion of the seminar, students should be able to:</p> <ul style="list-style-type: none"> <li>- Know basic theoretical models in linguistics.</li> <li>- Be able to compare these theoretical models, their advantages and disadvantages.</li> <li>- Understand the progress that has been accomplished in the field of theoretical Linguistics (Syntax-Semantics), as well as the open issues.</li> <li>- To relate the basic concepts, notions and tools in different theoretical models.</li> <li>- Successfully apply the formalism that will enable them to capture the properties of syntactic and semantic phenomena.</li> <li>- Understand and use the relevant scientific terminology successfully.</li> <li>- Study linguistic phenomena in Greek (and in its dialects) under this perspective.</li> </ul>
<b>BROAD KNOWLEDGE/COMPETENCIES</b>
<p><i>General Competences</i></p> <p><i>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?</i></p> <p><i>Search for, analysis and synthesis of data and information,</i></p> <p><i>Project planning and management</i></p> <p><i>with the use of the necessary technology</i></p> <p><i>Respect for difference and multiculturalism</i></p> <p><i>Adapting to new situations</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Decision-making</i></p> <p><i>Showing social, professional and ethical responsibility and</i></p> <p><i>Working independently</i></p> <p><i>sensitivity to gender issues</i></p>

<i>Team work</i> <i>Criticism and self-criticism</i> <i>Working in an international environment</i> <i>Production of free, creative and inductive thinking</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> <i>Others...</i>
<ul style="list-style-type: none"> <li>- Retrieval, analysis and synthesis of data by use of appropriate technologies</li> <li>- Decision-making</li> <li>- Independent work</li> <li>- Teamwork</li> <li>- Work in an interdisciplinary environment</li> <li>- Critical and self-critical thinking</li> <li>- Development of free, creative and deductive thought</li> </ul>

### 3. COURSE DESCRIPTION

The goal of the seminar is the study of the phenomena related to the Syntax-Semantics interface under current theoretical linguistic perspectives in relation to traditional models and approaches. On the basis of this comparison, students should comprehend the commonalities and differences among these models and study, under this perspective, a phenomenon related to the Syntax-Semantics interface. Firstly, an introduction will take place related to current theoretical models and relevant notions. Students should understand the progress that has been accomplished in the field and how linguistic phenomena are presented and studied under current theoretical approaches (Carnie 2012, Chomsky 1992; 1995; 1999; 2014, Haegeman 1994). Then, a comparison with traditional models will be accomplished and how linguistic phenomena at the Syntax-Semantics interface are presented and analyzed in these models. After having understood the relevant notions, students will be asked to critically present the relevant literature and study in depth a phenomenon at the Syntax-Semantics, the way this is presented in traditional models compared to current theoretical approaches.

### 4. TEACHING AND LEARNING METHODS-EVALUATION

4. TEACHING AND LEARNING METHODS EVALUATION		
MODE OF DELIVERY	In class	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	<ul style="list-style-type: none"><li>- Class notes, announcements &amp; communication via ClassWeb</li><li>- Communication via email</li></ul>	
COURSE STRUCTURE	ACTIVITY	WORKLOAD
	Seminar	39
	Preparation for oral presentation	40
	Independent study	61
	Writing of final term paper	60
	Total (25 working hours per credit)	200
STUDENT ASSESSMENT	Oral presentation in class (30%) Written term paper (70%)	

## 5. SUGGESTED BIBLIOGRAPHY

- Carnie, A. (2012). *Syntax: A Generative Introduction*. Wiley-Blackwell (Third Edition).
- Chomsky, N. (1995). *The Minimalist Program*. Cambridge MA: MIT Press.
- Chomsky, N. & H. Lasnik. (1993). The theory of principles and parameters. In *Syntax: an international handbook of contemporary research*. von Stechow, J. Jacobs A., Sternefeld, W. & Vennemann, T. (eds.). Berlin: De Gruyter. Reprinted in: *The Minimalist Program, ch.1*. Chomsky 1995. Cambridge MA: MIT Press
- Chomsky, N. (2014). *The minimalist program*. MIT press.
- Fromkin V., Rodman R., Hyams, N. (2008). *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα: Εκδόσεις Πατάκη.
- Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Oxford: Blackwell.
- Jespersen, O. (1992). *The philosophy of grammar*. University of Chicago Press.
- Καλοκαιρινός, Α. (2014). *Σημειώσεις Σημασιολογίας*. Πανεπιστήμιο Κρήτης.
- Lyons, J. (2006). *Γλωσσολογική σημασιολογία*. Εκδόσεις Πατάκη.

Additional literature will depend on the topics chosen by the students.