COURSE OUTLINE MASTER

1. GENERAL

INSTRUCTOR			
SCHOOL	PHILOSOPHY		
SEMESTER	SPRING		
DEPARTMENT	PHILOLOGY		
LEVEL	GRADUATE SEMINAR		
COURSE CODE	**MGLF 020**	**CYCLE OF STUDY**	**GRADUATE**
COURSE TITLE	INTERFACE OF LINGUISTIC LEVELS: SYNTAX-SEMANTICS		

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	NONE
TEACHING AND EXAM LANGUAGE	GREEK or ENGLISH
AVAILABLE TO ERASMUS STUDENTS	YES
WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp

2. LEARNING OUTCOMES

LEARNING OUTCOMES
General aim of the seminar is that students comprehend in depth issues related to the Interface of Syntax-Semantics.   Upon completion of the seminar, graduate students must be able: - Understand the basic issues related to the Interface of Syntax-Semantics.   - Understand the phenomenon of focus.   - Be able to understand how focus affects the interpretation and the syntactic distribution of particles.   - Be able to study other phenomena taking into account focus.   - Be able to make cross linguistic generalizations on the semantic and syntactic properties of focus particles.
BROAD KNOWLEDGE/COMPETENCIES
- Retrieval, analysis and synthesis of data by use of appropriate technologies   - Independent work   - Work in a multicultural environment   - Work in an interdisciplinary environment   - Development of free, creative and deductive thought   - Critical and self-critical thinking   - Respect of differences and multiculturalism

3. COURSE DESCRIPTION

An in depth investigation of key issues and questions on specific issues related to the Syntax-Semantics Interface. Discussion of the literature focusing on the current trends and evaluation of the theories on the basis of empirical data. Specifically, we will explore phenomena that enable us to explore the Interface of Syntax-Semantics, such as focus particles. The data are drawn primarily from Greek which is compared to other languages in the spirit of Principles and Parameters approach to Syntax. Moreover, the analysis will extend to other particles whose interpretation and syntactic distribution is affected by focus (additive particles, negative particles among others (i.e. Krifka 1999, König 2002).

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
	Preparation for oral presentation	60
	Independent study	146
	Writing of final term paper	130
	Σύνολο Μαθήματος (25 ώρες φόρτου εργασίας ανά πιστωτική μονάδα)	**375**
	Oral presentation in class (30%) Written term paper (70%)	

5. SUGGESTED BIBLIOGRAPHY

Anagnostopoulou, E. (2013). Greek Syntax 2012: State-of-the-art and perspectives. *Proceedings of the 33rd Annual Meeting of the Department of Linguistics*, Aristotle University of Thessaloniki, Thessaloniki, April 26-27 2012, 11-58.

Büring, D., & Hartmann, K. (2001). The syntax and semantics of focus-sensitive particles in German. *Natural Language & Linguistic Theory*, *19*(2), 229-281.

Carnie, A. (2012). Syntax: *A Generative Introduction*. Wiley-Blackwell (Third Edition).

Fromkin, V., R. Rodman & N. Hyams. (2008). *Εισαγωγή στη Μελέτη της Γλώσσας.* Αθήνα: Εκδόσεις Πατάκη. Ελληνική μετάφραση του Fromkin, V., R. Rodman & N. Hyams. 2003. *An introduction to language (7th edition)*. Boston: Thomson/Wadsworth.

König, E. (2002). *The meaning of focus particles: A comparative perspective*. Routledge.

Krifka, M. (1999). Additive Particles under Stress. In Strolovitch, D., & and Lawson, A., Eds.). *Proceedings of SALT 8*, 111–128. Cornell: CLC Publications.

Rooth, M. (1992). A theory of focus interpretation. *Natural language semantics*, *1*(1), 75-116.

More specific bibliography will be chosen depending on the topics students will focus on.