

## COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR</b>	MARIA BAROUNI		
<b>SCHOOL</b>	PHILOSOPHY		
<b>SEMESTER</b>	SPRING		
<b>DEPARTMENT</b>	PHILOLOGY- SECTION OF LINGUISTICS		
<b>LEVEL</b>	GRADUATE SEMINAR		
<b>COURSE CODE</b>	<b>MGLF 022</b>	<b>CYCLE OF STUDY</b>	-
<b>COURSE TITLE</b>	Topics at the Syntax-Semantics in the diachrony		
<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	15	
<b>COURSE TYPE</b> <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC AREA OF SPECIALIZATION		
<b>PREREQUISITIES</b>			
<b>TEACHING AND EXAM LANGUAGE</b>	Greek or English		
<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>		

### 2. LEARNING OUTCOMES

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The general aim of the seminar is to introduce students to topics related to the Syntax-Semantics interface at a diachronic level. More precisely, upon completion of the seminar, the students must be able to:

1. Have a broad picture of the topics related to the interface of Syntax-Semantics.
2. 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.
3. Be able to comprehend a phenomenon diachronically with any possible syntactic/semantic changes that come up.
4. Understand the importance of a diachronic analysis in the understanding of a phenomenon and, in general, for any linguistic analysis.
5. Understand and use the terminology they encounter in the bibliography successfully.
6. Be able to use electronic sources and data base in order to explore a phenomenon at a diachronic level.

#### BROAD KNOWLEDGE/COMPETENCIES

##### *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,*

*Project planning and management*

*with the use of the necessary technology*

*Respect for difference and multiculturalism*

*Adapting to new situations*

*Respect for the natural environment*

*Decision-making*

*Showing social, professional and ethical responsibility and*

*Working independently*

*sensitivity to gender issues*

*Team work*

*Criticism and self-criticism*

*Working in an international environment*

*Production of free, creative and inductive thinking*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Others...*

- Development of free, creative, inductive and deductive thought
- Critical and self-critical thinking
- Independent work. Retrieval, analysis and synthesis of data by use of appropriate technologies
- Decision-making. Adapting to new situations
- Respect of differences and multiculturalism
- Work in an interdisciplinary environment

### 3. COURSE DESCRIPTION

The general goal of the seminar is that students comprehend in depth issues related to the Interface of Syntax-Semantics in the diachrony of language. Specifically, we will explore several phenomena such as negation (Horn 1989, Giannakidou & Zeijlstra 2017), superlatives (Bobaljik 2012), focus particles. Firstly, we will introduce the concepts and issues related to the Syntax-Semantics Interface and the way a diachronic approach may shed light to the understanding of these linguistic phenomena. Under this perspective, students should be able to:

- (a) Critically present the literature related to the diachrony and the Syntax-Semantics interface.
- (b) Conduct a research on a phenomenon related to the Syntax-Semantics interface and attempt a diachronic research on the topic using electronic resources.
- (c) Accomplish a research on a phenomenon related to the Syntax-Semantics interface by choosing a dialect (i.e. Cretan) and thoroughly explore it diachronically.

### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY</b>	In class	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	<ul style="list-style-type: none"><li>- Class notes, announcements &amp; communication via ClassWeb</li><li>- Communication via email</li></ul>	
<b>COURSE STRUCTURE</b>	<b>ACTIVITY</b>	<b>WORKLOAD</b>
	Seminar	39
	Preparation for oral presentation	60
	Independent study	146
	Writing of final term paper	130
	<b>Total (25 working hours per credit)</b>	<b>375</b>
<b>STUDENT ASSESSMENT</b>	Oral presentation in class (30%) Written term paper (70%)	

## 5. SUGGESTED BIBLIOGRAPHY

- Bobaljik, J. D. (2012). *Universals in comparative morphology: Suppletion, superlatives, and the structure of words* (Vol. 50). MIT Press.
- Campbell, L. (2013). *Historical linguistics*. Edinburgh University Press.
- Fromkin V., Rodman R., Hyams, N. (2008). *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα: Εκδόσεις Πατάκη.
- Giannakidou, A. and H. Zeijlstra. (2017). The Landscape of Negative Dependencies: Negative Concord, N-Words, Split Scope. In M. Everaert & H. van Riemsdijk (eds.). *The Blackwell Companion to Syntax*, 2nd Edition. London: Blackwell.
- Heim, I., and A. Kratzer. (1997). *Semantics in Generative Grammar*. Oxford: Blackwell.
- Horn, L. (1989). *A natural history of negation*. University of Chicago Press, Chicago.
- Καλοκαιρινός, Α. (2014). *Σημειώσεις Σημασιολογίας*. Πανεπιστήμιο Κρήτης.
- Lyons, J. (2006). *Γλωσσολογική σημασιολογία*. Εκδόσεις Πατάκη.
- Φιλippάκη-Warburton, E. (1992). *Εισαγωγή στη θεωρητική γλωσσολογία*. Εκδόσεις Νεφέλη. (κεφάλαιο 9).

More specific bibliography will depend on the topics chosen by the students.