

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>MGLF003</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	<b>PHONOLOGY</b>		
<b>INDEPENDENT TEACHING 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>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
IN CLASS LECTURES		3	15
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SCIENTIFIC AREA OF SPECIALIZATION / DEVELOPMENT OF PROFICIENCIES		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in Greek)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/">https://elearn.uoc.gr/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of this course the students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and analyze fundamental phonological issues by means of current phonological theories</li> <li>• Describe the different analyses of a linguistic phenomenon</li> <li>• Critically evaluate the validity of the predictions of a linguistic analysis</li> <li>• Describe and analyze theoretically the typological differences among languages</li> <li>• Produce the design of the study for a linguistic phenomenon</li> </ul>

### 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 the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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- Development of independent, creative and deductive thinking.
- Exercising critical thinking on scientific studies.
- Practicing self-improvement.
- Working in an interdisciplinary environment with multi-cultural data.
- Organization abilities - Development of the plan for the study of a scientific topic.
- *Production of new research ideas.*

### (3) SYLLABUS

The seminar aims to an in depth study on a variety of phonological issues by means of current phonological theories. After an introduction and a variety of practical exercises, a tentative list of topics and readings -covering different languages and areas of phonology, such as features, syllable structure, stress etc.- will be given and will be supplemented according to the interests of the class. Students will be expected to lead discussion of a few papers during the course and to develop independent research projects.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In class lectures	
<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>• Lectures, presentation slides (pdf)</li> <li>• Class notes, announcements available in eLearn</li> <li>• Communication via email and/or personally (office hours)</li> </ul>	
	<b>Activity</b>	<b>Semester workload</b>
	Seminar	39
	<i>Practical exercises - Group study on a specific topic</i>	70
	Student independent study and preparation for the oral presentation	120
	Writing of final term paper	146
	<b>Total (25 working hours per credit)</b>	<b>375</b>

<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p>	
<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>Final term paper (100% of the total grade) assessing:</p> <ul style="list-style-type: none"> <li>- the immersion of course information (25%)</li> <li>- the presentation of the essay in class (30%)</li> <li>- the critical synthesis of the course information (30%)</li> <li>- the structure and development of the paper (15%)</li> </ul>

#### **(5) ATTACHED BIBLIOGRAPHY**

<p>➤ Various papers will be chosen in accordance with the topics under study.</p> <p><u>SUGGESTED BIBLIOGRAPHY for an Introduction to <i>Optimality Theory</i> (in English):</u></p> <ul style="list-style-type: none"> <li>• Kager, Rene (1999). <i>Optimality Theory</i>. Cambridge: Cambridge University Press.</li> <li>• McCarthy, John J. (2002). <i>A Thematic Guide to Optimality Theory</i>. Cambridge: Cambridge University Press.</li> <li>• Prince, Alan and Paul Smolensky (2003). Optimality Theory in Phonology. In <i>Oxford Encyclopedia of Linguistics</i>, ed. William Frawley. Oxford: Oxford University Press [available here: <a href="http://ling.rutgers.edu/gamma/oiel.pdf">http://ling.rutgers.edu/gamma/oiel.pdf</a> ].</li> <li>• Prince, Alan and Paul Smolensky (2004). <i>Optimality Theory: Constraint Interaction in Generative Grammar</i>. Malden, Mass., and Oxford, UK: Blackwell.</li> </ul> <p><i>Journals</i></p> <p>Phonology, Linguistic Inquiry, NLLT, Glossa, Journal of Greek Linguistics, Language, a.o.</p>
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