

## COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR</b>	ELENA ANAGNOSTOPOULOU		
<b>SCHOOL</b>	PHILOSOPHY		
<b>SEMESTER</b>	WINTER		
<b>DEPARTMENT</b>	PHILOLOGY		
<b>LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	GLOF 165	<b>CYCLE OF STUDY</b>	All semesters
<b>COURSE TITLE</b>	SYNTAX		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>
LECTURES		3	5
<b>COURSE TYPE</b> <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>		Basic Knowledge	
<b>PREREQUISITIES</b>		GRAMMAR: LEVELS OF ANALYSIS OF MODERN GREEK (GLOF 175)	
<b>TEACHING AND EXAM LANGUAGE</b>		Greek	
<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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<p>The general aim of the class is to introduce students to theoretical syntax in generative grammar and to offer to them the basic concepts and notions that characterize morphology (structure of words) and syntax (structure of sentences).</p> <p>More specifically, upon completion of this class students must be able:</p> <ul style="list-style-type: none"> <li>• To know and understand the arguments that led to the hypothesis of Universal Grammar.</li> <li>• To know the different levels of the grammar and the basic primitives of morphology and syntax (morphemes-words, lexical and functional categories).</li> <li>• To understand the relevant terminology when they find it in the literature.</li> <li>• To use the formalism for the analysis of morphologically complex words, phrases and sentences.</li> <li>• To employ diagnostic tests for the analysis of the phrase structure of sentences.</li> </ul>

## 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,  
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...

Retrieval, analysis and synthesis of data by use of appropriate technologies

Independent work

Work in an interdisciplinary environment

Development of free, creative and deductive thought

Critical and self-critical thinking

### 3. COURSE DESCRIPTION

The class covers the following topics:

A) General concepts: grammar as biologically determined human competence, Language as knowledge vs. language as a natural language, generative grammar and how it differs from descriptive grammars, linguistics as the scientific method of approaching grammar (data collection and observation – formulation of generalizations that lead to falsifiable predictions and refinement of generalizations). Linguistic intuitions and sentence judgments, language acquisition and the logical problem of language acquisition, Universal Grammar and typological universals, arguments for Universal Grammar, recursion as the basic characteristic of human language.

B) Linguistic Levels: Phonetics-Phonology-Morphology-Syntax-Semantics. Their primitives, combination rules and what they study.

C) Basic concepts of morphology and syntax: Categories and how they are recognized. Morphemes, inflection and derivation. Lexical and functional categories.

D) Syntactic rules. Phrase structure rules and lexical insertion rules. Tree-Diagrams. Phrases. Phrase structure tests, especially coordination and substitution. Coordination as a recursive rule. Recursion as the result of recursive rules, recursion as a result of recursive processes (e.g. embedding of sentences). Movement.

E) X-bar syntax, especially the syntax of Noun Phrases, Verb Phrases and the clausal domain (sentences, CPs and IPs). Specifiers, complements, adjuncts and the recursion of adjuncts.

### 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
		Lectures	39
		Written exercise	
		Independent study and exam preparation	83
		Final written examination	3
		<b>Total</b> <i>(25 working hours per credit)</i>	125
STUDENT ASSESSMENT		Three hours written examination consisting of: I) Morphology exercises II) Syntax exercises III) Questions concerning basic concepts and notions of morpho-syntax.	

## 5. SUGGESTED BIBLIOGRAPHY

Fromkin, V., R. Rodman and N. Hyams. 2003. *Εισαγωγή στη Μελέτη της Γλώσσας*. [Ελληνική Μετάφραση 2005, Επιμ. Γ. Ξυδόπουλος, Εκδ. Πατάκης].

Pinker, S. 1995. *Το Γλωσσικό ένστικτο*. [Ελληνική Μετάφραση 2000]. Εκδόσεις Κάτοπτρο.

Carnie, A. 2006. *Syntax: A Generative Introduction*. Oxford: Blackwell Publishers.

Larson, R. 2010. *Grammar as Science*. Cambridge MA: MIT Press.

Ρούσσου, Άννα. 2015. *Σύνταξη. Γραμματική και Μινιμαλισμός*. Κάλλιπος. Ελληνικά Ακαδημαϊκά Συγγράμματα και Βοηθήματα.