

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>GLOF165</b>	<b>SEMESTER</b>	<b>3</b>
<b>COURSE TITLE</b>	Syntax		
<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>	
	3	5	
<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>	Basic Knowledge		
<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

<b>Learning outcomes</b>
<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). 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>
<b>General Competences</b>
<p>Retrieval, analysis and synthesis of data by use of appropriate technologies Independent work</p>

Work in an interdisciplinary environment  
 Development of free, creative and deductive thought  
 Critical and self-critical thinking

### (3) SYLLABUS

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face							
<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>● Class lectures, presentations, slides (pdf)</li> <li>● Class notes, announcements &amp; communication via eLearn</li> <li>● Communication via email</li> </ul>							
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Independent study and</td> <td style="text-align: center;">83</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Independent study and	83
<i>Activity</i>	<i>Semester workload</i>							
Lectures	39							
Independent study and	83							

<i>analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	exam preparation	
	Final written exam	3
	Course total	<b>125</b>
<p 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>Three hours written examination in Greek consisting of:</p> <p>I) Morphology exercises</p> <p>II) Syntax exercises</p> <p>III) Questions concerning basic concepts and notions of morpho-syntax.</p>	

##### (5) ATTACHED BIBLIOGRAPHY

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

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

Holton, D., P. Mackridge & E. Φιλιππάκη-Warburton. *Γραμματική της ελληνικής γλώσσας*. Μπφρ. Β. Σπυρόπουλος. Αθήνα: Πατάκης 1999. [Τίτλος πρωτοτύπου *Greek: A Comprehensive Grammar of the Modern Language* (Λονδίνο: Routledge, 1997).]

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

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

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