COURSE OUTLINE
1. GENERAL

INSTRUCTOR	
SCHOOL	PHILOSOPHY
SEMESTER	WINTER
DEPARTMENT	PHILOLOGY
LEVEL	UNDERGRADUATE SEMINAR
COURSE CODE	GLOF 312	CYCLE OF STUDY	5th -8th semester
COURSE TITLE	Cross linguistic and diachronic approaches on topics at the Syntax-Semantics Interface.

AUTONOMOUS EDUCATIONAL ACTIVITIES	TEACHING HOURS PER WEEK	CREDITS/ECTS
Lectures by the teacher and oral presentation by the students	3	10

COURSE TYPE *Background, General knowledge, Scientific discipline, Development of Proficiencies*	SCIENTIFIC AREA OF SPECIALIZATION
PREREQUISITIES	
TEACHING AND EXAM LANGUAGE	Greek
AVAILABLE TO ERASMUS STUDENTS	Yes
WEBSITE (URL)	**https://classweb.cc.uoc.gr/classes.asp**

2. LEARNING OUTCOMES

LEARNING OUTCOMES

The general aim of the seminar is to introduce students to topics related to the Syntax-Semantics Interface. The topics will be explored at a cross linguistic and diachronic level.

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 a cross linguistic level. 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 and comprehend the possible syntactic/semantic changes.
4. Understand the importance of a synchronic and diachronic analysis in the understanding of a phenomenon and, in general, for any linguistic analysis.
5. Understand the terminology they encounter in the bibliography.
6. Be able to use electronic sources and data base in order to explore a phenomenon at a synchronic and 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...

- 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

It is well known that syntax explores the structure of phrases and semantics deals with their interpretation. Nonetheless, how these two linguistic levels interact is still a matter of controversy. Understanding the syntax-semantics interface is one of the most interesting and fundamental questions, since the relation between Syntax-Semantics is established at this level (Sauerland& v.Stechow, 2000). The general goal of the seminar is that students comprehend in depth issues related to the Interface of Syntax-Semantics. Specifically, under this perspective, we will explore the phenomenon of negation and we will explore current theories which attempt to account for the phenomenon cross linguistically and diachronically (Horn 1989, Giannakidou & Zeijlstra 2017). Under the same view, we will explore other phenomena such as superlatives, namely how their semantics change and how a cross linguistic and diachronic perspective can shed light to our understanding of their properties (Bobaljik 2012).

In the first part of the seminar we will introduce the concepts related to the Syntax-Semantics Interface and the way a diachronic approach may shed light to the understanding of linguistic phenomena. Current theories will be presented and the way these can account for the above mentioned phenomena. Next, the students will choose their topics. More precisely, they can choose one of the following:

(a) Critically present the literature related to their topics.
(b) Conduct a small research on a phenomenon related to the Syntax-Semantics Interface and attempt a diachronic research on the topic using electronic resources.
(c) Accomplish a small research on a phenomenon related to the Syntax-Semantics Interface by choosing a dialect (i.e. Cretan) or a language for which they can collect data from native speakers.

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	71
	Writing of final term paper	80
	Total *(25 working hours per credit)*	**250**
STUDENT ASSESSMENT	Oral presentation in class (30%) Written term paper (70%)	

5. SUGGESTED BIBLIOGRAPHY

SUGGESTED BIBLIOGRAPHY (in Greek):

- Καλοκαιρινός. Α. (2014). *Σημειώσεις Σημασιολογίας*. Πανεπιστήμιο Κρήτης
- Fromkin V., Rodman R., Hyams, N. (2008). *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα: Εκδόσεις Πατάκη.
- Lyons, J. (2006). *Γλωσσολογική σημασιολογία*. Εκδόσεις Πατάκη.
- Φιλιππάκη-Warburton, E. (1992). *Εισαγωγή στη θεωρητική γλωσσολογία*. Εκδόσεις Νεφέλη. (κεφάλαιο 9).

SUGGESTED BIBLIOGRAPHY (in English):

- Bobaljik, J. D. (2012). *Universals in comparative morphology: Suppletion, superlatives, and the structure of words* (Vol. 50). MIT Press.
- 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.
- Lechner, W. (2015). The syntax-semantics interface. In Kiss, Tibor and Artemis Alexiadou (eds.), *Syntax Theory and Analysis. An International Handb*ook. Handbooks of Linguistics and Communcation Science 42. Berlin: Mouton de Gruyter, 1199-1256.
- Sauerland, U., & von Stechow, A. (2001). The syntax-semantics interface. *International Encyclopedia of the Social & Behavioural Sciences*, 15412-15418.

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