

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	PHILOSOPHY		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	<b>GLOF353</b>	<b>SEMESTER</b>	<b>3-8</b>
<b>COURSE TITLE</b>	The interface between semantics/pragmatics and prosody		
<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	10	
<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>	SPECIALIZATION		
<b>PREREQUISITE COURSES:</b>	GLOF100, GLOF175, GLOF147, GLOF180 or GLOF181		
<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>Upon successful completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>● To master the basic concepts of prosodic analysis</li> <li>● To study semantic and pragmatic phenomena in which prosody is of central importance, such as the distinction of speech acts, information structure, quantifier ambiguities</li> <li>● To observe and distinguish the role of prosody in the interpretation of utterances</li> <li>● Understand and adequately handle relevant scientific terminology when encountered in the literature.</li> </ul>
<b>General Competences</b>
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Working independently</i>  <i>Decision-making</i>  <i>Production of free, creative and inductive thinking</i>  <i>Working in an interdisciplinary environment</i>  <i>Team work</i></p>

### (3) SYLLABUS

Prosody refers to a series of suprasegmental aspects of speech (intonation, rhythm, melody). In this seminar, students will gain a first insight into these aspects and their role in the interpretation of utterances both at the level of meaning (e.g. focus ambiguity phenomena, demonstrative scope) and at the level of pragmatics (e.g. speech acts, implicatures and presuppositions, exclamations). Students will practice basic prosodic analysis using appropriate tools (PRAAT, <http://www.fon.hum.uva.nl/praat/>). They will then use this knowledge to analyze a phenomenon in the semantics/pragmatics - prosody interface.

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

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face																									
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<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>																									
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and 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></p>	<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 preparation for the paper</td> <td style="text-align: center;">83</td> </tr> <tr> <td>Final term paper writing</td> <td style="text-align: center;">98</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>125 (25 working hours per credit)</b></td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Independent study and preparation for the paper	83	Final term paper writing	98															Course total	<b>125 (25 working hours per credit)</b>
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<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>	<ol style="list-style-type: none"> <li>1. Exercises (20%)</li> <li>2. Oral presentation in class (20%)</li> <li>3. Final term paper (60 %)</li> </ol>																									

**(5) ATTACHED BIBLIOGRAPHY**

Arvaniti, A. 2020. *The phonetics of prosody*. In M. Aronoff (Editor in Chief), *Oxford Research Encyclopedia of Linguistics*. Oxford: Oxford University Press.

Arvaniti, A. & M. Baltazani. 2005. Intonational analysis and prosodic annotation of Greek spoken corpora. In Sun-Ah Jun (Ed), *Prosodic Typology: The Phonology of Intonation and Phrasing*. Oxford University Press. 84-117.

Baltazani, M. (2002). Quantifier scope and the role of intonation in Greek. PhD thesis, University of California Los Angeles.

Baltazani, M. and Jun, S. 1999. 'Focus and Topic Intonation in Greek', Proceedings of the XIVth International Congress of Phonetic Sciences, vol. 2 (San Francisco), 1305-1308.

Gryllia, Stella, Mary Baltazani, & A. Arvaniti. 2018. *The role of pragmatics and politeness in explaining prosodic variability*. *Speech Prosody 2018*.

Nespor, M. 1999. *Φωνολογία*, Αθήνα: Πατάκης, 1999

Gussenhoven, C. and A. Chen. 2020. *The Oxford handbook of language prosody*. (Oxford Handbooks in Linguistics.) Oxford: Oxford University Press.

Büring, D. 2016. *Intonation and Meaning* (Oxford, 2016; online edn, Oxford Academic

<https://amaliaarvaniti.wixsite.com/amaliaarvaniti/grtobi>

<https://amaliaarvaniti.wixsite.com/amaliaarvaniti/grtobi/grtobiillustrations>

*Depending on the topic and the topics chosen by the students, specific bibliography will be assigned.*