COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES
ACADEMIC UNIT	PHILOLOGY
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	PHL_Γ509 **SEMESTER** 7th (winter)
COURSE TITLE	LANGUAGE CHANGE

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3 (13 weeks)	1,56
Preparation for the written exams	6,6 (13 weeks)	3,44
TOTAL	9,6 (13 weeks)	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Special background
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (Through the assignment of a relevant essay in English)
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/glossiki-metavoli/

(2) LEARNING OUTCOMES

Learning outcomes
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.   *Consult Appendix A*   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

Upon successful completion of this course the students will acquire new knowledge and will be able to:
1. Understand the necessity of language change and the various beliefs about it
2. Know the various types of language change in all linguistic levels (phonology, morphology, syntax and semantics)
3. Understand the relationship between innovation and diffusion in language change
4. Explain well-known or very common instances of language change

    The student will have obtained the following skills:
1. Ability to isolate instances of language change in linguistic data

2. Ability to offer explanations to various instances of language change from a

modern linguistic perspective

3. Ability to examine critically negative views on language change

4. Study skills needed for the examination of older texts and the isolation of instances of language change

1.   Ability to look for, analyse and combine data and information by using all the necessary IT resources
2.   Ability to work independently
3.   Ability to think creatively and independently
4. Adaptability

(3) SYLLABUS

1. Introduction to language change: the notion of language change, views on language change
2. Language change and language variation
3. Types of language change: I. Phonology, II. Morphology, III. Syntax, IV. Semantics
4. Language Change and linguistic "mistakes"

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In classroom (face-to-face)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Teaching support through the E-class electronic platform
TEACHING METHODS *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*	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Preparation for the written exams</td><td>86</td></tr><tr><td>TOTAL</td><td>*125*</td></tr></table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
 	
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
 	
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.
	A. Written final examination (80%) which includes:
	  a. Questions with short answers
	  b. Essay-type questions
	  c. Problem solving
	
	B. Two essays (20%)

(5) ATTACHED BIBLIOGRAPHY

1. McMahon, A. 2003. Ιστορική Γλωσσολογία: Η θεωρία της γλωσσικής μεταβολής. Αθήνα: Μεταίχμιο.
2. Aitchison, J. 2006. Γιατί αλλάζει η γλώσσα: Πρόοδος ή παρακμή; Αθήνα: Πατάκης.
3. Bowern, C. & B. Evans. 2014. The Routledge Handbook of Historical Linguistics. London: Routledge.
4. Campbell, L. 2004[2]. Historical Linguistics. An Introduction. Cambridge Massachusetts: The MIT Press.
5. Hock, H.H. 1991[2]. Principles of Historical Linguistics. Berlin: Mouton de Gruyter.
6. Joseph, B. & R. Janda (eds.) 2004. The Handbook of Historical Linguistics. Oxford: Wiley-Blackwell.