

COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	PHL Γ812	SEMESTER	8 th
COURSE TITLE	Landmarks in linguistic theory		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge Pedagogical and teaching competency		
PREREQUISITE COURSES	There are no prerequisite courses.		
LANGUAGE OF INSTRUCTION & EXAMINATION	Greek Non-speakers of Greek can take the course as a <i>reading course</i> , based on English bibliography, and be assessed on the basis of a 3000-word written essay and a portfolio of written exercises and/or short discussion topics.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (Using English bibliography and written assignments in English)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT2175/		

2. LEARNING OUTCOMES

<p>Learning outcomes <i>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.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong</i>

Learning and Appendix B

• *Guidelines for writing Learning Outcomes*

By the end of this course, students should:

- Understand the background of modern linguistic research and the questions that have shaped modern linguistic thought
- Pinpoint some landmarks in the history of linguistic research
- Reflect on some epistemological issues related to linguistic analysis and linguistic research
- Make the connection between theoretical approaches to linguistic phenomena and sociohistorical context
- Be able to define some basic concepts of linguistic description (such as grammatical categories, basic principles etc.)

Regarding skills, students should:

- Be able to contrast the different approaches to linguistic phenomena

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, analyze and synthesize data and information, using the necessary technologies.
- Independent work.
- Criticism and self-criticism.
- Promoting free and creative thinking.

3. SYLLABUS

The study of language and linguistic phenomena dates from antiquity, for more than two-and-a-half millennia. In this time span, we can pinpoint several landmarks that form the background for current linguistic thought. This course surveys key ideas that have shaped the evolution of linguistic thought. It also examines how linguistics is situated with respect to other related sciences. The course is structured around the question of how linguists have responded to the sociohistorical context of each period. The aim is to raise some epistemological questions and to grasp the panorama of approaches that are available for linguistic analysis.

Topics

- History of linguistic research
- Linguistic models
- Interdisciplinarity

- Philosophy of the linguistic description
- Grammar and sociohistorical context
- Structuralism/Generativism/Cognitive approach

4. TEACHING/ LEARNING METHODS – EVALUATION

DELIVERY	Direct (face-to-face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Student-oriented lectures (with overhead projector presentations) and exercises. Teaching material is available on UPatras e-class platform.	
TEACHING METHODS	Activity	Semester workload
	Lectures in interaction with students	39
	Autonomous weekly study	39
	Revision and preparation for the exams	44
	Exams	3
	Course Total (25 hours of workload per credit unit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	<p>The course has two alternative methods of evaluation:</p> <p>(a) Unseen time-limited exam (duration: 180 minutes) which aims at evaluating the degree of understanding of the basic notions of linguistic variation and evaluating the skills of the students in the analysis of certain morphological structures.</p> <p>(b) Short research paper on a specific topic.</p> <ul style="list-style-type: none"> • Students choose their own topic among the topics that have been examined in the previous semester or a topic based on their linguistic observations. • They prepare a research proposal including the question that they want to examine and the methodology that they want to follow. They hand in a paper at the end of the semester (paper length: 3,000 – 4,000 words). <p>Assessment information will be available on the course webpage on the e-class platform at the beginning of the semester.</p>	

5. (SELECTED) REFERENCES

In English

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Journals

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