

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	BACHEROL OF ARTS		
COURSE CODE	PHIL_Γ601	SEMESTER	Sixth/6 th
COURSE TITLE	SYNTAX I: THE STRUCTURE OF PHRASES		
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 (13 weeks)	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:	There are no prerequisites		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek.		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in Greek)		
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT2008/		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><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 Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 								
<p><i>At the end of this course the student should be able to:</i></p> <ol style="list-style-type: none"> 1. Identify constituents and their role in the clause structure. 2. Illustrate constituents in the form of tree-diagrams. 3. Apply the basic operations of Merge and Agree for the syntactic analysis of a sentence. 4. Identify predicates, their properties, and their arguments. 5. Relate syntactic structures which exhibit argument and grammatical functions alternations. 6. Combine syntactic theory with empirical data. 								
<p>General Competences</p> <p><i>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?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>		<i>Showing social, professional and ethical responsibility and</i>
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<i>Decision-making</i>	<i>Respect for the natural environment</i>							
	<i>Showing social, professional and ethical responsibility and</i>							

<i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ol style="list-style-type: none"> 1. Search, analyze and synthesize data and information. 2. Adapting to new situations. 3. Decision making. 4. Independent work. 5. Group work. 6. Criticism and self-criticism. 7. Promoting free and creative thinking. 	

(3) SYLLABUS

<p>This course is an introduction to syntactic theory in the framework of Generative Grammar. It examines phrase structure, the syntax-lexicon interact, as well as the basic syntactic operations.</p> <ol style="list-style-type: none"> 1. <u>Basic concepts</u>: what is ‘language’ and how ‘grammar’ is defined. 2. <u>The hierarchical structure of the sentence</u>: constituents and how to diagnose them, a first approximation to phrase structure rules. 3. <u>Syntactic categories</u>: “the parts of speech”, the distinction between lexical and functional categories and the organization of the lexicon. 4. <u>Phrase structure</u>: from rules to principles – the primary operation of ‘Merge’. 5. <u>The syntax-lexicon relation</u>: predicates and arguments. Their projections in the syntactic structure and the VP-shell. 6. <u>Arguments and grammatical functions</u>: mapping arguments to the subject and object positions via the ‘Agree’ operation. Cases of subject drop and the presence of <i>pro</i>. Cases of object drop and the role of the predicate. 7. <u>Alternations in argument realization</u>: passive syntax, causative and anti-causative structures. Demotion of the external argument and promotion of the internal argument to the subject position.
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(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Direct (face to face).</p> <p>If required for independent reasons (e.g., COVID-19), under the decision of the Senate, student evaluation may take place by distance.</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching, laboratory education, communication with students.</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Lectures	39
	Weekly non-guided study	39
	Revision and exams preparation	45

<i>visits, project, essay writing, artistic creativity, etc.</i> <i>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>	Exams	2
		125 h (5 ECTS)
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</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>	<ul style="list-style-type: none"> • Time-restricted examination based on several types of questions (e.g., multiple choice; gap-filling, etc.). • Set of exercises via Eclass. • Information about student evaluation is announced at the beginning of the semester through the eclass platform. • If required for independent reasons (e.g., COVID-19), under the decision of the Senate, student evaluation may take place by distance. 	

(5) ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Adger, D. 2003. <i>Core Syntax: A Minimalist Approach</i>. Oxford University Press: Oxford. 2. Carnie, A. 2013³. <i>Syntax. A Generative Introduction</i>. Oxford: Blackwell. 3. Freidin, R. 2012. <i>Syntax. Basic Concepts and Applications</i>. Cambridge University Press: Cambridge. 4. Haegeman, L. 2006. <i>Thinking Syntactically. A Guide o Argumentation and Analysis</i>. Oxford: Blackwell. 5. Larson, R. 2010. <i>Grammar as Science</i>. Cambridge, MA: MIT Press. 6. Radford, A. 1997. <i>Syntactic Theory and the Structure of English: A Minimalist Approach</i>. Cambridge: Cambridge University Press. 7. Radford, A. 2004. <i>Minimalist Syntax. Exploring the structure of English</i>. Cambridge: Cambridge University Press. <p>Greek textbooks</p> <ol style="list-style-type: none"> 8. Ρούσσου, Α. 2015. <i>Σύνταξη. Γραμματική και Μινιμαλισμός</i>. [Ηλεκτρονικό σύγγραμμα]. Αθήνα: ΣΕΑΒ. http://repository.kallipos.gr/handle/11419/581. 9. Θεοφανοπούλου-Κοντού, Δ. (2002) <i>Γενετική Σύνταξη: Το πρότυπο της Κυβέρνησης και Αναφορικής Δέσμμευσης</i>. Αθήνα, Εκδόσεις Καρδαμίτσα.
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