

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES IN COLLABORATION WITH THE DEPARTMENT OF PRIMARY EDUCATION: INTERDEPARTMENTAL POSTGRADUATE PROGRAMME "ANALYSIS AND TEACHING OF FIRST AND SECOND/FOREIGN LANGUAGE"		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	Y5	SEMESTER	3
COURSE TITLE	TOPICS IN LINGUISTIC ANALYSIS AND DIALECTAL VARIATION		
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
		2	10
<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>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://aegeanmoodle.aegean.gr/course/view.php?id=4361		

(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*

On the successful completion of the course the student will be able to:

- identify and describe common phonological and morphological processes found in the grammatical systems of languages/dialects
- understand that dialects (non-standard languages) are complete and rule-governed systems as standard languages
- use the methodological tools of linguistics in solving theoretical problems or in intricacies
- in the structure of the grammatical systems of standard languages and dialectal varieties
- compare grammatical features and patterns that can be found in dialectal varieties with those of standard languages
- criticize the proposals put forth in the linguistic literature with respect to problems of the linguistic analysis of languages/dialects.

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?

<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>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Production of free, creative, inductive and critical thinking, with the use of the necessary technology
- Decision-making
- Working independently
- Production of new research ideas
- Respect for difference and multiculturalism

(3) SYLLABUS

The aim of this course is to provide some of the core theoretical concepts of modern linguistics which are necessary for the study and analysis of the grammatical structure of standard languages and dialectal varieties. Specifically, the main goal is to acquaint the students with useful theoretical tools for the description and analysis of phonological, morphophonological and morphological phenomena of several languages/dialects (with particular emphasis on Greek and other South-eastern Mediterranean languages). Moreover, dialectal evidence may offer additional insights to the discussion on possible language structures, since dialects represent an important source of interesting linguistic phenomena.

Lecture 1: Introducing the levels of linguistic analysis

Lecture 2: Production, acoustic characteristics and perception of speech sounds

Lecture 3: Basic concepts of phonological analysis (part 1)

Lecture 4: Basic concepts of phonological analysis (part 2)

Lecture 5: Basic concepts of morphological analysis (part 1)
Lecture 6: Basic concepts of morphological analysis (part 2)
Lecture 7: The notion of geographical (dialectal) variety
Lecture 8: Grammatical analysis and dialectal varieties (part 1)
Lecture 9: Grammatical analysis and dialectal varieties (part 2)
Lecture 10: Dialectal varieties and teaching approaches

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <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.</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>	Activity	Semester workload
	Lectures	20 hrs (0.7 ECTS)
	Personal study	100 hrs (4 ECTS)
	Essay writing /assignments	130 hrs (5.2 ECTS)
	Course total	250 hrs (10 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and</i>	Written work (essay / assignments)	

where they are accessible to students.

(5) ATTACHED BIBLIOGRAPHY

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