

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D-3	SEMESTER	4
COURSE TITLE	HISTORY AND GRAMMAR OF SOUTH-EASTERN MEDITERRANEAN LANGUAGES		
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
		3	6
<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:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/		

(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 Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>After the completion of this course, the student should:</p> <ul style="list-style-type: none"> - have acquired historical knowledge on the languages of South-Eastern Mediterranean (Greek, Turkic languages and Semitic languages) - be familiar with the aims and methods of comparative/contrastive linguistics - know how to analyze the languages under investigation on the basis of the main levels of linguistic analysis (phonetics/phonology, morphology, syntax, semantics, pragmatics) - have learnt to approach the languages under investigation in a comparative perspective

and to discover universal and idiosyncratic properties - know the degree at which Greek, Turkic languages and Semitic languages have been influenced by each other	
General Competences <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>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</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>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and 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>
- Search for, analysis and synthesis of data and information, with the use of the necessary technology - Working independently - Teamwork - Working in an international environment	

(3) SYLLABUS

This course offers a brief overview of the languages that are spoken in the area of the South-Eastern Mediterranean. The presentation mainly focuses on Turkish, Arabic and Hebrew, with particular emphasis on the diachrony and the typological features of the three languages. With regard to the diachrony, the main aspects that are discussed throughout the course are the historical, social and cultural factors that played a role in the evolution of these languages, as well as issues regarding their genealogical history and classification (e.g. the debate about whether Turkic languages should be grouped together with Altaic or Uralo-Altaic languages). With respect to the typological description, the students are presented with the main phonological, morphological and syntactic aspects of the grammatical systems of these languages. Moreover, they learn how to use methods and tools from theoretical and comparative linguistics in order to analyze language data, to identify structural similarities and differences in the languages under investigation, and to draw conclusions about whether the attested commonalities are attributed to genealogical relationship, language contact or universal language tendencies. The teaching will involve interactive exercises that will help students acquire a deeper understanding of the language structures in question.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory</i>	Use of ICT in teaching and communication with students

<i>education, communication with students</i>		
<p style="text-align: center;">TEACHING METHODS</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.</i></p> <p><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></p>	Activity	Semester workload
	Lectures	39 hours (1.56 ECTS)
	Personal study	80 hours (3.2 ECTS)
	Projects	28 hours (1.12 ECTS)
	Final examination	3 hours (0.12 ECTS)
	Course total	150 hours (6 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>	<p>Language of evaluation: English</p> <p>Method of evaluation: public presentation multiple choice questionnaires short-answer questions</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>Abu-Chacra, Faruk. 2007. <i>Arabic: An Essential Grammar</i>. London: Routledge.</p> <p>Aoun, Joseph E., Elabbas Benmamoun & Lina Choueiri. 2010. <i>The Syntax of Arabic</i>. Cambridge: Cambridge University Press.</p> <p>Badawi, El-Said, Michael G. Carter & Adrian Gully. 2004. <i>Modern Written Arabic: A Comprehensive Grammar</i>. London: Routledge.</p> <p>Bellem, Alex. 2007. <i>Towards a Comparative Typology of Emphatics: Across Semitic and into Arabic Dialect Phonology</i>. Doctoral dissertation, University of London.</p> <p>Coffin, Edna Amir & Shmuel Bolozky. 2005. <i>A Reference Grammar of Modern Hebrew</i>. Cambridge: Cambridge University Press.</p>

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