

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES: ARCHAEOLOGY, LINGUISTICS, INTERNATIONAL RELATIONS		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	H-7	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	MEDITERRANEAN LANGUAGES, SOCIETIES, IDENTITIES		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
After the completion of this course, the student should:

- be familiar with the aims and methods of comparative/contrastive linguistics
- have acquired historical and linguistic knowledge on the languages of South-Eastern Mediterranean (Greek, Turkic languages and Semitic languages)
- know the degree at which these languages have been influenced by each other
- know how to analyze the grammatical systems of the languages under investigation (phonetics/phonology, morphology, syntax)
- have learnt to approach the languages under investigation in a comparative perspective and to discover universal and idiosyncratic properties in order to test the validity of theoretical approaches to natural language

<b>General Competences</b>	
<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>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>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of new research ideas
- Production of free, creative and inductive thinking

### (3) SYLLABUS

This course discusses the social dimensions of language and bilingual communication. It presents seminal sociolinguistic paradigms and methodological choices within sociolinguistic and ethnographic research. It also presents topics on the analysis of bilingual competence and discourse and on parameters of identity such as gender, age and ethnicity based on the analysis of multilingual conversations. Moreover, the course introduces the student to the study of the languages of the South-Eastern Mediterranean. Emphasis is put on the historical and cultural backgrounds and on the typological features of the Turkic and Semitic languages, as well as on issues of language contact with Greek.

### (4) TEACHING and LEARNING METHODS - EVALUATION

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

<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<p style="text-align: center;"><b>Activity</b></p>	<p style="text-align: center;"><b>Semester workload</b></p>
	Lectures	39 hours (1.56 ECTS)
	Personal study	108 hours (4.32 ECTS)
	End of semester exam	3 hours (0.12 ECTS)
	<b>Course total</b>	<b>150 hours (6 ECTS)</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></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>Methods of evaluation: multiple choice questionnaires, short-answer questions</p>	

### (5) ATTACHED BIBLIOGRAPHY

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- Mey, J. L. 2001. *Pragmatics: An introduction*. Blackwell.
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