

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	MALT_I204	SEMESTER	2 nd (eastern semester)
COURSE TITLE	LINGUISTIC ANALYSIS AND APPLICATIONS		
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)	1,6	
Autonomous study / preparation for the weekly meetings	6 (13 weeks)	3,2	
Preparation for the presentation of a journal article	6 (13 weeks)	3,2	
Writing an essay	14 (13 weeks)	7	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>	TOTAL: 29 (13 weeks)	15,0	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science		
PREREQUISITE COURSES:	Phonology & Experimental/Acoustical Phonetics (undergraduate level)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/glossologiki-analysi-kai-efarmoges-pms-2020-v-eksam/ https://eclass.upatras.gr/courses/LIT1972/		

(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>Upon successful completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • Use tools of Acoustic Phonetics (Waveforms, formants, F0, etc.) in order to describe objectively and accurately phonological variation. • Understand the phonetic, phonological and morphological parameters that influence the existence of different phonological variants. • Investigate the possible hierarchical importance of the above parameters • Examine the categorical and gradual nature of the Phonological variability • Realize the role of phonological variation within the Phonological Theory • Approach critically the relevant bibliography

At the end of the course, students are expected to develop the following skills and abilities:

- Ability to use specialized software, in order to analyze and compare the phonetic and phonological parameters that describe phonological variation
- Ability to present comprehensively and critically previous theoretical knowledge

Ability to use the rules of academic writing

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>Production of new research ideas</i>	<i>Others...</i>

1. Ability to analyse and compose data, using appropriate tools and software.
2. Ability to critically approach scientific theories.
3. Ability to work independently.
4. Ability for independent, inductive and critical thought.
5. Ability to formulate new hypotheses.

(3) SYLLABUS

Through the study of different phonological phenomena that appear in Modern Greek Dialects -like the High Vowel Loss, as well as the Rising of the unstressed middle vowels- the aim of the course is to investigate four research questions in relation to the phonological variation:

1. Do analytical tools -like these of Acoustic Phonetics- influence our perception and understanding of the phonological variation?
2. Which are the phonetic, phonological and morphological parameters that usually influence phonological variation? Are they in a hierarchical order?
3. Do the data confirm the traditional schema: allophony = categorical, free variation = gradual?
4. What is the role of variation within the Phonological Theory?

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Student-centered learning. Students present state-of-the-art articles, critically commending on the followed methodology, analysis and results. Furthermore, they analyze dialectal data from casual speech, in order to inspect the validity previous studies	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Specialized software for speech analysis (Praat) Support from an asynchronous platform (eclass)	
TEACHING METHODS <i>The manner and methods of teaching are</i>	<i>Activity</i>	<i>Semester workload</i>

<i>described in detail.</i> <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> <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>	Lectures	39h = 1,6 ECTS (13 weeks x 3 h)
	Autonomous study / preparation for the weekly meetings	78h = 3,2 ECTS (13 weeks x 6 h)
	Preparation for the presentation of a journal article	78 h = 3,2 ECTS (13 weeks x 6 h)
	Writing an essay	180 h = 7 ECTS (13 weeks x 14 h)
	Course total	375 h (15 ECTS)
<p 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>I. Participation in Classroom discussions: 10%</p> <p>II. Article presentation: 20%</p> <p>III. Research Essay: 70%</p> <p>Minimal accessible degree: 5 (out of 10)</p>	

(5) ATTACHED BIBLIOGRAPHY

- Anttila, A. 2007. Variation and optionality. In P. Lacy (Ed.), *The Cambridge Handbook of Phonology*, pp. 519-536. Cambridge: Cambridge University Press.
- Coetzee, A. W. 2016. A comprehensive model of phonological variation: grammatical and non-grammatical factors in variable nasal place assimilation. *Phonology*, 33:211-246
- Coetzee, A. W. & Pater, J. 2011. The place of variation in phonological theory. In John Goldsmith, Jason Riggle & Alan Yu, eds. *The Handbook of Phonological Theory*. 2nd Edition, p. 401-434. Oxford: Blackwell.
- Dauer, R. 1980. The reduction of unstressed high vowels in Modern Greek. *Journal of the International Phonetics Association* 10: 17-27.
- Docherty, G. et al. 1997. Descriptive adequacy in phonology: a variationist perspective. *Journal of Linguistics* 33: 275 – 310.
- Joseph, B. & G. Tserdanelis. 2003. Modern Greek. Στο T. Roelcke (επιμ.), *In Variationstypologie. Ein sprachtypologisches Handbuch zu den europäischen Sprachen in Geschichte und Gegenwart*. Berlin: De Gruyter, 823-836.
- Gordon, M. 1998. The phonetics and phonology of non-modal vowels: a cross-linguistic perspective. *Berkeley Linguistics Society* 24: 93-105 [Διαθέσιμο στο: <http://www.linguistics.ucsb.edu/faculty/gordon/Nonmodal.pdf>].
- Kainada, E. & M. Baltazani. 2015. The vocalic system of the dialect of Ipiros. Στο G. Kotzoglou, K. Nikolou, E. Karantzola, K. Frantzi, I. Galantomos, M. Georgalidou, V. Kourti-Kazoullis, C. Papadopoulou & E. Vlachou (επιμ.), *Proceedings of the 11th international conference on Greek linguistics (Rhodes, September 26-29, 2013)*. Rhodes: Laboratory of Linguistics of the Southeastern Mediterranean, 101-123.
- Lengeris, A., Kainada, E. & N. Topintzi 2016. Vowel raising, deletion and diphthongization in Kozani Greek. Στο A. Ralli, N. Koutsoukos & S. Bompolas (επιμ.), *Proceedings of the 6th International Conference on Modern Greek Dialects and Linguistic Theory (Patras, September 25-28, 2014)*. Patras: Laboratory of Modern Greek Dialects, 93-101.

- Newton, B. 1972. *The generative interpretation of dialect: a study of Modern Greek Phonology*. Cambridge: Cambridge University Press.
- Pappas, P. 2017. Vowel raising and vowel deletion as sociolinguistic variables in Northern Greek. In I. Buchstraller & B. Siebenhaar (eds.) *Language Variation - European Perspectives VI*, pp.113-124, Amsterdam: John Benjamins Publishing Company
- Pierrehumpert, J. B. 2001. Exemplar dynamics: Word frequency, lenition and contrast. In Bybee and P. Hopper (eds.), *Frequency effects and the emergence of linguistic structure*. Amsterdam: John Benjamins.
- Protopapas, A., Tzakosta, M., Chalamandaris, A. & P. Tsiakoulis. 2012. Greek word-level and sublexical information. Στο *Language resources and evaluation* 46: 449-359.
- Topintzi, N. & M. Baltazani. 2012. The acoustics of high-vowel loss in a Northern Greek dialect and typological implications. Στο P. Hoole, L. Bombien, M. Pouplier, C. Mooshammer & B. Kühnert. (επιμ.), *Consonant clusters and structural complexity*. Berlin: Mouton de Gruyter, 373-402.
- Trudgill, P. 2003. Modern Greek dialects: a preliminary classification. *Journal of Greek Linguistics* 4: 45-64.