

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES & SOCIAL SCIENCES		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PHL Γ801	SEMESTER	7th (autumn semester)
COURSE TITLE	DIALECTOLOGY		
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		2 (13 weeks)	1,0
Practical workshops with appropriate equipment		1 (13 weeks)	0,6
Individual or group Project		3 (13 weeks)	1,6
Preparation for the written exams		3,6 (13 weeks)	1,8
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		TOTAL: 9,6 (13 weeks)	5,0
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Field of Science		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	http://philology.upatras.gr/courses/dialektologia/ https://eclass.upatras.gr/modules/auth/opencourses.php?fc=72		

(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>Upon successful completion of this course the students will acquire new knowledge and specific skills on the following subjects:</p> <ul style="list-style-type: none"> • Philosophical frameworks that determine the symbolic meaning of the terms: “Language” – “Dialect” in our time. • Dialectal Theories: their methods, their findings, their strong and weak points. • The mechanisms that determine linguistic variation. • The mechanisms that determine linguistic change. • Methods of analysis of under-documented linguistic systems. • Issues of language policy, language planning, language maintenance,

language shift, language endangerment and language death.

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>

- Ability of analytical and synthetic thought, through the comparison of different Dialectal Theories, their methods, and their findings.
- Ability to use the necessary computational tools and software packages wherever appropriate for the analysis of data.
- Ability to adapt in new conditions.
- Ability for critical thought.
- Ability to plan and implement dialectal projects.
- Ability to work independently.
- Ability to work with others.
- Ability for creative and inductive thought .

(3) SYLLABUS

- Terms: “Language” – “Dialect”. Presentation of the philosophical frameworks underlying the two terms. Definition criteria (Historical past, Mutual Understanding, Political decisions, Autonomy/Heteronomy).
- Dialectal Geography: Origins, methods of data collection, linguistic data, findings).
- Dialectology and Theoretical Linguistics.
- Sociolinguistics: Differences from Dialectal Geography (regarding the concept of the linguistic system, the role of the speakers and the linguistic community, methods, findings and their interpretation).
- Statistical Dialectology – Dialectometry: Differences from Sociolinguistics with regard to data, quantitative analysis and research findings.
- Linguistic variation – Linguistic Change.
- Creation of new linguistic systems (pidgins, creoles, new dialects).
- Dialect Contact / Dialect Isolation. Linguistic consequences.
- Dialect Death (social and linguistic parameters, semi-speakers, passive speakers).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Direct (face to face).	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Specialized software for speech analysis (Audacity, Praat) Support of the whole process, by the asynchronous educational platform e-class	
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</i>	Activity	Semester workload
	Lectures	26 h = 1 ECTS (13 weeks x 2 h)
	Practical workshops with appropriate equipment	13 h = 0,6 ECTS (13 weeks x 1 h)

<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>	Individual or group Project	39 h = 1.6 ECTS (13 weeks x 3 h)
	Preparation for the written exams	46,8 h = 1.8 ECTS (13 weeks x 3,6 h)
	Lectures	26 h = 1 ECTS (13 weeks x 2 h)
	Course total	125 h (5 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. Final written examination (70%) with multiple-choice questions or questions requiring short answers.</p> <p>II. Project (30%). The project includes: i. recording of dialectal conversations, according to ethnographic methods, ii. Transcription and annotation of a small part of the recording</p>	

(5) ATTACHED BIBLIOGRAPHY

Chambers, J . K. & P. Trudgill. 2008. *Διαλεκτολογία*. Αθήνα: Εκδόσεις Πατάκη