COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES
ACADEMIC UNIT	PHILOLOGY
LEVEL OF STUDIES	UNDERGRADUATE

COURSE CODE	**PHL_Γ503**		SEMESTER	5th (winter semester)
COURSE TITLE	TEXTLINGUISTICS			

INDEPENDENT TEACHING ACTIVITIES *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*	WEEKLY TEACHING HOURS	CREDITS
Lectures	3 (13 weeks)	1,6
Weekly preparation	2 (13 weeks)	1
Preparation for final exams	4,6 (13 weeks)	2,4
	Total: 9,6 (13 weeks)	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory
PREREQUISITE COURSES:	There are no prerequisite courses. It is, however, recommended that students should have at least a basic knowledge of General Linguistics.
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (reading course based on English bibliography)
COURSE WEBSITE (URL)	https://eclass.upatras.gr/courses/LIT1810/

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*

At the end of this course the student should be able to:
1. Identify the main constituting features of texts
2. Analyze various texts and mainly pupils writings on the basis of specific criteria of textuality
3. Recognize the extent to which language curricula take into account the textlinguistic

approach to language

At the end of the course the student will have further developed the following skills/competences:

1. Ability to demonstrate knowledge and understanding of essential concepts of textlinguistics
2. Ability to apply such knowledge and understanding to the designing of educational curricula and teaching material to be used in class

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?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	
	Respect for the natural environment
Decision-making	
	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

1. Adapting to new situations.
2. Decision making.
3. Independent work.
4. Generating new research ideas.
5. Respect for difference and multiculturalism
6. Social, professional and ethical responsibility and sensibility towards gender issues.
7. Criticism and self-criticism.
8. Promoting free and creative thinking.

3. SYLLABUS

1. Differences between the oral and written mode.
2. The criteria for differentiating a text from a set of sentences: Cohesion, coherence, informativity, intentionality, situationality, intertextuality, acceptability.
3. Tools for textual analysis: Cohesive ties, co-referentiality, co-classification, anaphora, cataphora, co-extension, endophoric ties, exophoric reference, topic-comment structures, cognitive schemata, textual micro- and macro-functions.
4. Properties, structures, grammatical features of basic text types (: descriptive, narrative, argumentative, poetic).
5. Text production from the perspective of the theory of codes.
6. Critical review of the language teaching curricula in Greek secondary education: The prerequisites for a communicative – text oriented language teaching programme.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	In the classroom (face to face).

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Slides for overhead projector or powerpoint presentations. The teaching of this course is supplemented by the asynchronous distant education platform "e-class".

TEACHING METHODS *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.* *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*		
	Activity	**Semester workload**
	Lectures	39
	Weekly preparation	26
	Self study	60
	Summary	**125 h** **(5 ECTS)**

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Written examination including questions requiring short answers (100%). Grade 4 corresponds to Fail. For the passing grades, the following correspondence holds: 5 (or 5.5) $\Leftrightarrow$ E, 6 (or 6.5) $\Leftrightarrow$ D, 7 (or 7.5) $\Leftrightarrow$ C, 8 (or 8.5) $\Leftrightarrow$ B and $\geq$9 - 10 $\Leftrightarrow$ A.

5. ATTACHED BIBLIOGRAPHY

Adam J. M. (1992). *Types et Prototypes. Récit, Descriptions, Argumentation, Explication et Dialogue*. Paris: Nathan.

Beaugrande R. & W. Dressler (1981). *Introduction to Textlinguistics*. London: Longman.

Bernstein B. (1971). *Class, Codes and Control, I*. London: Routledge and Kegan Paul.

Bernstein B. (1990). *Class, Codes and Control, IV*. London: Routledge.

Georgakopoulou A. & D. Goutsos (2004). *Discourse Analysis: An Introduction.* Edinburgh: Edinburgh University Press.

Halliday M. A. K. & R. Hasan (1985). *Language, Context and Text: Aspect of Language in a Social Semiotic Perspective*. Oxford: Oxford University Press.

Knapp P. & M. Watkins (1994). *Context — Text — Grammar: Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms*. Australia: Text Productions.

Renkema J. (1993). *Discourse Studies: An Introductory Textbook*. Amsterdam: Benjamins Publishing Company.