

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES & SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	PHL_Γ701	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	Comparative Syntax		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and exercises		3	5
<b>Total</b>		39 (13x3)	
<b>COURSE TYPE</b>	Special background		
<b>PREREQUISITE COURSES:</b>	Syntax (recommended)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (with the option of an English exam)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/LIT1702/">https://eclass.upatras.gr/courses/LIT1702/</a>		

### (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

By the end of the course, students will be able to understand the syntactic processes, analyze empirical data regarding A- and A'-dependencies, compare crosslinguistic data, evaluate theoretical approaches.

Students will have acquired the skills to recognize patterns, draw generalizations, organize their argumentation

#### 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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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Working independently  
 Search for, analysis and synthesis of data and information  
 Adapting to new situations  
 Production of free, creative and inductive thinking  
 Criticism and self-criticism  
 Decision making

### (3) SYLLABUS

1. The theoretical framework: crosslinguistic variation and parameters
2. Argument dependencies I: binding
3. Argument dependencies II: control and raising structures
4. The left periphery of the clause I: Wh-questions
5. The left periphery of the clause II: Relative clauses
6. Summary and conclusions

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face  If required for independent reasons (e.g., COVID-19), under the decision of the Senate, student evaluation may take place by distance.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Eclass, access and online material	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Essay(s) preparation	41
	Independent study and exam	45
	Course total	<b>125</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Final written exam (multiple questions): problem solving exercises and short-answer questions. Written work: essay (via Eclass).	

### (5) ATTACHED BIBLIOGRAPHY

1. Adger, D. 2003. *Core Syntax*. Oxford University Press: Oxford.
2. Chomsky, N. 2002. *On Nature and Language*. Edited by A. Belletti & L. Rizzi. Cambridge: Cambridge University Press. [Chomsky, N. (2004) *Για τη φύση και τη γλώσσα* (μτφρ. Γ. Κοτζόγλου). Αθήνα: Εκδόσεις Παπαδήμα].
3. Hornstein, N., J. Nunes and K. Grohmann. 2005. *Understanding Minimalism*. Cambridge: Cambridge University Press.
4. Θεοφανοπούλου-Κοντού, Δ. 2002. *Γενετική Σύνταξη: Το πρότυπο της κυβέρνησης και αναφορικής δέσμευσης*. Εκδόσεις Καρδαμίτσα: Αθήνα. [Κεφάλαια 6, 8, 9, 10, 11].
5. Lasnik, H. and J. Uriagereka. 2005. *A Course in Minimalist Syntax. Foundations and Prospects*. Oxford: Blackwell.
6. Radford, A. 2004. *Minimalist Syntax. Exploring the Structure of English*. Cambridge: Cambridge University Press.
7. Roberts, I. 1997. *Comparative Syntax*. London: Arnold
8. Ρούσσου, Α. 2015. *Σύνταξη. Γραμματική και Μινιμαλισμός*. [Ηλεκτρονικό σύγγραμμα]. Αθήνα: ΣΕΑΒ. <http://repository.kallipos.gr/handle/11419/581>