

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	PHILOLOGY		
<b>LEVEL OF STUDIES</b>	BACHEROL OF ARTS		
<b>COURSE CODE</b>	PHL_f803	<b>SEMESTER</b>	Eighth/8 <sup>th</sup>
<b>COURSE TITLE</b>	Language Typology		
<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>
Lectures		3 (13 weeks)	5
<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>	Specialized general knowledge		
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses.		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek.		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (in Greek).		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.upatras.gr/courses/LIT2007/">https://eclass.upatras.gr/courses/LIT2007/</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <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>		
<p>At the end of this course, the student should be able to</p> <ul style="list-style-type: none"> <li>• Identify the language families that are spoken around the planet</li> <li>• Identify the relationships among language families and their origin</li> <li>• Use the research methodology of typological studies</li> <li>• Know the fundamental principles of phonological, morphological, and syntactic typology</li> <li>• Know the basic levels of linguistic analysis from the perspective of linguistic typology</li> </ul>		
<p><b>General Competences</b></p> <p><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></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="vertical-align: top; width: 50%;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>  <i>.....</i>  <i>Others...</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>
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.....
<ul style="list-style-type: none"> <li>• Search for analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Respect for difference and multiculturalism</li> <li>• Working independently</li> <li>• Team work</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> <li>• Production of new research ideas</li> </ul>

### (3) SYLLABUS

<p>The course is an introduction to Typology and the principles of the School of Typology as well as its differences to the School of Generative Grammar.</p> <ul style="list-style-type: none"> <li>• Language similarities and language types</li> <li>• The world's languages: Europe, Afrika, Pacific, Australia, America</li> <li>• Methodology of typological research</li> <li>• Typology and the Lexicon</li> <li>• Morphological typology</li> <li>• Syntactic typology</li> <li>• Phonological typology</li> <li>• Creole and Pidgin Languages</li> <li>• The Sapir-Whorf hypothesis</li> <li>• Language Universals and Universal Grammar</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<p>Direct (face to face).</p> <p>If required for independent reasons (e.g., COVID-19), under the decision of the Senate, student evaluation may take place by distance.</p>	
<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, laboratory education, communication with students.	
<b>TEACHING METHODS</b> <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 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</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Weekly non-guided study	39
	Revision and exams preparation	45
	Exams	2
		<b>125 h (5 ECTS)</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-</i>	<ul style="list-style-type: none"> <li>• Time-restricted examination based on several types of questions (e.g., multiple choice; gap-filling, etc.).</li> <li>• Set of exercises (via Eclass).</li> </ul>	

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.

- Information about student evaluation is announced at the beginning of the semester through the eclass platform.
- If required for independent reasons (e.g., COVID-19), under the decision of the Senate, student evaluation may take place by distance.

## (5) ATTACHED BIBLIOGRAPHY

- Chomsky, N. 1986. *Knowledge of Language*. New York: Praeger
- Chomsky, N. 1981. *Lectures on Government and Binding*. Dordrecht: Foris Publications
- Comrie, B. 1981. *Language Universal and Linguistic Typology. Syntax and Morphology*. Oxford: Blackwell
- Croft, W. 2003. *Typology and Universals*. Cambridge: Cambridge University Press
- Greenberg, J. 1966a. Some Universals of Language with particular reference to the order of meaningful elements. In J. Greenberg (ed.), *Universals of Language*. 2nd. Edition. Cambridge MA: MIT Press
- Greenberg, J. 1966b. Chapter 3. Grammar and Lexicon. In J. Greenberg (ed.), *Language Universals with Special Reference to Feature Hierarchies*. The Hague: Mouton.
- Haspelmath, M. 2005. Explaining syntactic universals. Handouts from the 2005 LSA Institute, MIT, 27 June - 5 August 2005
- Haspelmath, M., M. Dryer, D. Gil, and B. Comrie (eds.) 2005. *The World Atlas of Language Structures*. Oxford: Oxford University Press
- Hawkins J.A. 1983. *Word Order Universals*. New York: Academic Press
- Hawkins J.A. (ed.) 1992. *Explaining Language Universals*. Oxford: Basil Blackwell Ltd
- McCloskey, J. 1997. Subjecthood and Subject Positions. In L. Haegeman (ed.) *Elements of Grammar*. Dordrecht: Kluwer Academic Publishers
- Polinsky, M. 2006. Language Universals and Grammatical Theory: From Generalizations to Explanations. LSA Lectures, MIT
- Shibatani, M. and T. Bynon (eds). 1995. *Approaches to Language Typology*. Oxford: Oxford University Press

### Greek Textbook

Τοπιντζή, Νίνα. *Τυπολογία Γλωσσών: Βασικές αρχές, θεωρητικές προσεγγίσεις και φαινόμενα*. Πανεπιστημιακές Εκδόσεις Κρήτης.