

COURSE OUTLINE

HISTORY OF THE GREEK LANGUAGE

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	8 TH
COURSE TITLE	HISTORY OF THE GREEK LANGUAGE		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will be able to:

1. Know and understand the historical evolution of the Greek language.
2. Integrate the knowledge gained with previous linguistics courses into the diachronic study of Greek.
3. Address complex issues related to language in a professional milieu
4. Develop strategies enabling them to recognize defining characteristics of each historical period of Greek language.
5. Make use of explanations gained by the diachronic study of Greek in a deeper understanding of the way linguistic change shaped the structure of Modern Greek
Specifically:
 - They will learn important facts about the prehistory (Indo-European – Proto-Greek) and the history (Ancient, Hellenistic, Medieval) of Greek language.
 - They will gain a detailed understanding of the synchronic and diachronic structure of Greek language.
 - They will be able to recognize how specific elements and traits of Greek (primarily at the lexical and morphological level) were inherited to Modern Greek and/or were affected by linguistic change

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,

ICT Use

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Project design and management

Equity and Inclusion

Respect for the natural environment

Sustainability

Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Critical thinking
Promoting free, creative and inductive reasoning

- Research, analysis, and synthesis of data and information, utilizing necessary technologies.
- Independent work.
- Exercise of critical thinking and self-reflection.
- Promotion of free, creative, and inductive thinking.

3. COURSE CONTENT

1	Introduction to Historical Linguistics	<ul style="list-style-type: none"> • Diachronic research of language and periodization • Issues and challenges in accessing the linguistic past • Language kinship and language families • Linguistic reconstruction(internal external) • Stages of Greek language and issues of unity/continuity • Exercises/Study of bibliography
2	Types and Mechanisms of Language Change	<ul style="list-style-type: none"> • Phonological change/Phonetic laws • Morphological change • Syntactic change • Semantic and lexical change • Analogy, grammaticalization, lexicalization • Exercises/Study of bibliography
3	Interpretation of Language Change	<ul style="list-style-type: none"> • Intra- and extralinguistic factors in linguistic change • Sociolinguistic aspects of linguistic change • Characteristics of language change • Language universals • Exercises/Study of bibliography
4	Indo-European Language	<ul style="list-style-type: none"> • Indo-European language family • Relationships among Indo-European languages • Phonology/morphology/syntax/vocabulary of Proto-Indo-European • Culture, and spread of Indo-European languages • Exercises/Study of bibliography
5	Proto-Greek	<ul style="list-style-type: none"> • Linguistic changes • Pre-Greek elements • Exercises/Study of bibliography
6	Ancient Greek I	<ul style="list-style-type: none"> • Subperiods • Writingsystems • Alphabets • Exercises/Study of bibliography
7	Ancient Greek II	<ul style="list-style-type: none"> • Phonology: pronunciation of vowels, consonants, diphthongs • Morphology: nouns, adjectives, verbs • Word formation processes: derivation and composition • Syntax • Exercises/Study of bibliography
8	Mid-Term examination - Ancient Greek Dialects I	<ul style="list-style-type: none"> • Dialect Classification • Dialect features of Aeolic, Ionic, Attic-Ionic, Doric • Exercises/Study of bibliography
9	Ancient Greek Dialects II	<ul style="list-style-type: none"> • Studying features in dialectal texts: Sappho/Alcaeus, choral lyrics, laws of Gortyna, Pella curse tablet, etc. • Exercises/Study of bibliography
10	Hellenistic Koine	<ul style="list-style-type: none"> • Understanding the term 'Hellenistic Koine' • Sources • Phonological/morphological/syntactic/semantic/lexical changes

		<ul style="list-style-type: none"> • Texts from the Hellenistic period • Exercises/Study of bibliography
11	Medieval Greek	<ul style="list-style-type: none"> • Sources • Subperiods • Learned and vernacular varieties • Phonological/morphological/syntactic/semantic/lexical changes • Exercises/Study of bibliography
12	Modern Greek	<ul style="list-style-type: none"> • Early Modern Greek • Standard Modern Greek • Exercises/Study of bibliography
13	'The Language Question' (Diglossia in Greek)	<ul style="list-style-type: none"> • Atticism • Katharevousa vs. Demotic • Learned register in Standard Modern Greek • Exercises/Study of bibliography

4. LEARNING & TEACHING METHODS - EVALUATION

<p align="center">TEACHING METHOD</p> <p align="center"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 												
<p align="center">USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)</p> <p align="center"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 												
<p align="center">TEACHING ORGANIZATION</p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>In-class exercises</td> <td align="center">30</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td align="center">31</td> </tr> <tr> <td>Exams</td> <td align="center">20</td> </tr> <tr> <td>Total</td> <td align="center">120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	In-class exercises	30	Study and analysis of bibliography	31	Exams	20	Total	120
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<p align="center">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p align="center">Formative Assessment::</p> <ul style="list-style-type: none"> • Written mid-term examination: 50% • Final Examination: 50% 												

5. SUGGESTED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Μπαμπινιώτης, Γ. (1986) <i>Συνοπτική ιστορία της ελληνικής γλώσσας</i>. Αθήνα. 2. Browning, R. (2008) <i>The Medieval and Modern Greek language</i> (6th edition). Athens: Papadimas. 3. Chantraine, P. (1998) <i>Historical morphology of the Greek language</i> (Translation: N. Agavanakis).

Athens: Kardamitsas.

4. Horrocks, G. (2006) *Greeks: A history of the language and its speakers* (Translation: M. Stavrou, M. Tzeveleku). Athens: Estia.

5. Καραντζόλα, Ε. & Α. Φλιάτουρας. 2004. *Γλωσσική αλλαγή*. Εκδόσεις Νήσος.

6. Tonnet, H. (1995) *Histoire du grec moderne: La formation d' une langue* (Translation: M. Karamanou & P. Lialiatsis). Athens: Papadimas.

7. Χριστίδης, Α.-Φ. 2014. *Ιστορία ελληνικής γλώσσας: από τις αρχές ως την ύστερη αρχαιότητα*. Θεσσαλονίκη: ΙΝΣ (Ιδρυμα Μανόλη Τριανταφυλλίδη).

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	A. FLIATOURAS
Contact details:	afliatou@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Written mid-term examination: 50% Final Examination: 50%
Implementation Instructions: (3)	Written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance along with information on the exams' duration and content.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.