Course Name : Bases of Semiotics							
Course Code	Course Type	Regular Semester	Lecture (hours/we ek)	Seminar (hours/we ek)	Lab. (hours/we ek)	Credits	ECTS
COM 201	А	Fall	3.00	0.00	0.00	3.00	5.00
	Lecturer	Rahim Ombashi,	Prof. Asoc. Dr				
Assistant Alban Tufa, Msc							
Cou	ourse language Albanian						
	Course level	se level Bachelor					
	Description	Semiotics of the theory, operation To apply methodomeans to possess sensitivity. But the subjective and are and distinctivene understanding, the interpretations). Intended to feel a semblance of trut	al concepts woological instructs a kind of intraised does not mobilitrary. Semicass of texts stude contents agotherough semicand understangling instructs.	hich are used ments texts to uition, a kind of ean that the so tic analysis a udied. (With in gainst nebula otic analysis we ding of authe	to describe the to describe the twill be substituted in the twice of interpretive semiotic readitions to reignite telligible will twhich comes with analytical ntic texts, whi	ne organization oject to tests insight and a ng of texts is intelligible, landerstand ma from fast inturand critical a ch not only g	on of text semiotic artistic entirely belonging ore itive approach enuine
	Objectives	☐ To acquire basic knowledge of this knotted scientific theory and practice ☐ To acquire operational concepts to describe the organization of texts ☐ Students reach the goals by applying methodological instruments in the texts, which will objects of semiotic analysis ☐ To increase intuitive mastery, the kind of interpretive acuity and the kind of acuity required in reading. ☐ To encourage critical observation as well as artistic sensitivity during semiotic reading, avoidir completely subjective and arbitrary reading, or using the text. To remove the terror that grips students when moving from saying to doing, that is, from the study of the basics of semiotics, to the analysis of concrete texts, but not only.					
Co	ore Concepts	1. To equip students with the basic knowledge that gives them confidence in "semiological adventures", as Bart put it. 2. Improve methodological instruments which increase the skills in text analysis. 3. Acquire and increase the analytical and critical evaluation of the texts, seeing the connections and continuity from D Sosyr, to the following trio: Bart, Greimas, Eco, because Bart says that although they were collaborators, they defended their personal integrity in their works etc.					
Course Outlin	пе						
Week				Topic			
1	human langua style has only to live means signals is the information is Bart, Rolan. (1 Library editor	not only social science, but also semiotic discipline. (Terminology module) When uage comes out redundant. Because language has only a horizontal dimension, while ly a vertical dimension, so it is always a secret. To communicate means to live and, as to communicate. The purpose of any communication through a system of any e transmission of information, which passes from the sender to the receiver. This is called a message. The scheme also includes other terms: referent, channel, code. (1987) Semiological Adventure. Translated from the original by Rexhep Ismajli. or Sabri Hamiti. Rilindja, Prishtina: 33. Memushaj, Rami. (2004) Introduction to Dituria, Tirana: 13-20.					
2	language fund of the animal	e as a basic semiotic system. Communication of messages, its components and functions. The sign systems used in human society and the sign systems characteristical world form two major groups that are used as means of communication. Memusha (04) Introduction to Linguistics, Dituria, Tirana: 21-28.					

3	- Language features: Dual form-content; social character, contractual, abstract, creative and doubly articulated. The definition of language goes through several intricacies. One of them is the form-content duality. Language consists of sounds and the meanings they carry, because language has form and content, which are in a relationship between them. The social function of man is evidenced in language, which has a social character, agreement, abstract, creative and doubly articulated (The Albanian word articulation is a derivative of the French word articulation, and this from lat. Articulus, which means "limb, part, subdivision"). Memushaj, Rami. (2004) Introduction to Linguistics, Dituria, Tirana: 29-36.
4	The reader model and limits of interpretation semiotics of Umberto Ecothe main issues- Theories on semiotic reading assistance;- Literary system and intertextuality;- Helen of Troy as the creation of Faik Konica hyper textual;(other semiotic analysis)- The reader model and limits the interpretation semiotics of Umberto Eco- Lack of understanding literary sustainable
5	- Language system and structure. Language units. Semiotic analysis of the advertising message. (Symbol as motive and as sign) Decomposition of the concept "system": (gr. Vj. Systema "whole, community") is used in some fields of knowledge. It is understood as a set of interconnected and interdependent elements, which functions as a single whole. The system consists of units and structures. There are also subsystems: phonetics, lexicon and grammar. Eco, Umberto. (2007) Literary theory, Knowledge, Tirana: 137-155 Fry, Northrop. (1990) Anatomy of Criticism, Rilindja, Prishtina: 104-117.
6	- Lecture units and notions of expression of the semiotics of the text - Synchrony and diachrony, the difference between them, giving priority to synchronous study Language is excluded in discourse in the form of sound flow, which is articulate. Through sayings we convey ideas, thoughts and emotions. In the sentence Children were walking in front of the parents the saying is meaningfully divided into two units: Children and they were walking in front of the parents. Phonetic words, syllables, sound. Lecture units have symmetry with language units. Invariants and variants, phonemes. The Sosyrian distinction between the two modes of study of language, requiring that synchronous study be given priority. Memushaj, Rami. (2004) Introduction to Linguistics, Dituria, Tirana: 53-57.
7	- Lecture units and notions of expression of the semiotics of the text - Synchrony and diachrony, the difference between them, giving priority to synchronous study Language is excluded in discourse in the form of sound flow, which is articulate. Through sayings we convey ideas, thoughts and emotions. In the sentence Children were walking in front of the parents the saying is meaningfully divided into two units: Children and they were walking in front of the parents. Phonetic words, syllables, sound. Lecture units have symmetry with language units. Invariants and variants, phonemes. The Sosyrian distinction between the two modes of study of language, requiring that synchronous study be given priority. Memushaj, Rami. (2004) Introduction to Linguistics, Dituria, Tirana: 53-57.
8	Midterm Exam
9	- How is the sign system organized? Semiotics of the family What is the "semiotics of the text" Pozato asks at the top of the homonymous text, because it is actually talking about the whole articulated theory, the operational concepts of which are used to describe the organization of texts. Various authors point out that semiotic analysis enables the increase of integibile (comprehensibility), belonging and distinctiveness of the objects it studies. Bart, Rolan. (1987) Semiological Adventure. Translated from the original by Rexhep Ismajli. Library editor Sabri Hamiti. Rilindja, Prishtina: 8, 10, 37. Pozato, Maria Pia. (2005) Semiotics of the text, SHBLU, Tirana: 9, 10,11.
10	- Rules of combination of signs and syntagmatic relations In the course of speech, linguistic units enter into spatial and temporal relationships with each other. In Kadare's verse On the shoulders of Albania, the times of gunfire threw the constituent parts following each other. The relations between two or more units that follow each other in the course of the discourse are called syntagmatic connections, while the units that enter into such connections form a syntagma (gr. Vj. Syntagma, from syn "together" + tagma "order, order") Memushaj, Rami. (2004) Introduction to Linguistics, Dituria, Tirana: 46-47.

11	- Paradigmatic relations: synonyms, homonyms Each of the components of the above statement can also enter into another type of relationship with units that are not present in the flow of speech. Thus, the form tossed can be replaced by tossed, tossed, tossed, without spoiling the meaning of this saying. Also, instead of the form tenses, years, centuries, motes can be used, which have similar grammatical function, as well as approximate meanings. Here we are dealing with relationships between units that can replace each other. Such relations are called paradigmatic connections being homogeneous. Both types of connections are seen in the "semiotic square" of A. J. Greimas (1913-1992). Memushaj, Rami. (2004) Introduction to Linguistics, Dituria, Tirana: 47
12	- Properties of sign systems: Basic units and notions of semiotics of the text: 'knowing how to make difficult summaries within a manual'. Studies of the last 30 years give us models of semiotic analysis, and yet, due to being generalizing, we can not exhaust the complexity and variety of texts. Modern poetry is saturated with style, Bart discovered earlier. Because, according to him, "imi discourse is never a virgin: words have a second memory that mysteriously extends to the center of new meanings. (Bart, R: 37) Pozato, Maria Pia. (2005) Semiotics of the text, SHBLU, Tirana: 9.
13	- Complex analysis of the message conveyed by the ads The article entitled Advertising and Visual Identity in the work of Jean-Marie Floch: 235-254 testifies to his Greimasian origin. The author enriches the semantic-structural plant of his theory with at least three disciplines: art history, anthropology and marketing. It is the starting point of the Generative Path, because Greimas starts from a universalist position to approach a semantics related to the specific universes of discourse. Roland Bart calls it the "sociality of discourses." Pozato, Maria Pia. (2005) Semiotics of the text, SHBLU, Tirana: 235-254.
14	- Intertext: Signs in culture Postmodern buildings or works of art are addressed simultaneously to an elite minority audience using "high" codes, and to a mass audience using popular codes. This idea should be used in different ways. Examples of double coding are found today in many commercials (207), which differs from intertextual irony. The author gives his experience in the novel The Name of the Rose. Eco, Umberto. (2007) Literary theory, Knowledge, Tirana: 205-226.
15	- M. P. Pozato: In addition to the experiences not without results of our analysts, in this field of knowledge there are basic works mainly in the world; - Vladimir Propp Model and his reworking by Algirdas Julien Greimas - Dr. Mustafa, Myzafere. Albanian fairy tales. Poetics and mythology: 5-9; 217-240. According to the Croatian scholar Milivoj Solar, the tale is considered as a preform of narrative art that expresses the mythical culture of the world, therefore it "works" within mythical cultures or within the reserve of mythical cultures in scientific cultures. Earlier V. J. Prop gives the definition of fairy tale: "Fairy tale is a popular story constructed in the regular change of functions."
16	Final Exam

Prerequisites		The student must attend the course at a minimum rate of 75%.				
Literature		 Bart, Rolan. (1987) Aventura semiologjike. Përktheu nga origjinali Rexhep Ismajli. Redaktor biblioteke Sabri Hamiti. Rilindja, Prishtinë. Memushaj, Rami. (2004) Hyrje në gjuhësi, Dituria, Tiranë. Maria Pia Pozato, Semiotika e Tekstit, SHBLU, Tiranë, 2005 Propp, Vladimir. (1928) Morfologija skazki, Akademia, Pietroburgo. Prop, Vladimir. (1982) Studimi struktural dhe historik i pwrrallws mitike, Gjurmime albanologjike, Prishtinw. Çabej, Dr. Eqrem. (1975) Disa figura të besimeve shqiptare, Studime gjuhwsore, vwll. V, Rilindja, Prishtinw. Mustafa, Myzafere. (2003) Përralla shqiptare. Poetikja dhe mitikja. Prishtinë. Lotman, Jurij. (1970) Struktura chudozovennogo teksta, Iskusstvo, Moskva. Eco, Umberto. (1962) Opera apperta. Bonpiano, Milano. Eco, Umberto. (1984) Semiotica e filosofia del linguaggio, Einaudi, Torino. Eco, Umberto. (2007) Teori letërsie, Dituria, Tiranë. Calvino, Italo. (1983) Palomar, Einaudi, Torino. Barthes, Roland. (1977) Introduction to the Structural Analysis of Narratives, New York. Fraj, Northrop. (1990) Anatomia e kritikës, Rilindja, Prishtinë. 				
References		 Çabej, Dr. Eqrem. (1975) Për gjenezën e literaturës shqipe, Rilindja, Prishtinw. Rexhep Murtez Shala (2005) Teoria e metakomunikimit, Prishtinë. Rexhep Murtez Shala (2001) Komunikimi modern-Theory, Prishtinë. Terry Eagleton (2005) Hyrje në teorinë e letërsisë, Shkodër Terry Eagleton. (2008) Literary theory – an introduction, (Anniversary Edition) MINESOTA, Minneapolis. Sabri Hamiti (2010) Poetika shqipe, Tiranë. Eco, Umberto. (2016) Të udhëtosh me mendjen e Umberto Ecos, Dituria, Tiranë. 				
Course Outco	ome					
1	Enrichment with terminology, but also with practical skills of the field, which adds to the active vocabulary, but also the guarantee to work in this field.					
2	dexterity and	It will be seen concretely the training of students not only theoretically, but also with skills, dexterity and basic habits that give them security in their profession. To improve the methodological instruments, which increase the skills in text analysisetc.				
3	Students will	Students will prove with their works that they are capable of				
4	Students' assessment of the texts will demonstrate their analytical and critical attitude and their ability to awaken the second memory that lies mysteriously.					
5	It is measured how and how much the findings provided by methodological instruments, which increase intellectual and professional competences, have been improved.					
6	texts, seeing	acquired and qualitative adults during the analytical and critical evaluation of the the connections and continuity as models from De Sosyri, in the trio that followed: Feb., Eko, because Bart claims that they were friends and companions (Bart, 1987 : 20).				

Course Evaluation					
In-term Studies	Quantity	Percentage			
Midterms		1	30		
Quizzes		1	10		
Projects		0	0		
Term Projects		0	0		
Laboratory		0	0		
Class Participation			10		
Total in-term evaluation percent					
Final exam percent					
Total					
ECTS Workload (Based on Student Workload)					
Activities	Quantity	Duration (hours)	Total (hours)		
Course duration (Including the exam week: 16x Total hours of the course)	16	3	48		
Study hours outside the classroom (Preparation, Practice, etc.)	14	3	42		
Duties	0	2	0		
Midterms	1	2	2		
Final Exam	1	2	2		
Other	1	31	31		
Total Work Load					
Total Work Load / 25 (hours)					
ECTS					