

Course Name : Bases of Semiotics							
Course Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab. (hours/week)	Credits	ECTS
COM 201	A	Fall	3.00	0.00	0.00	3.00	5.00
Lecturer		Rahim Ombashi, Prof. Assoc. Dr.					
Assistant		Alban Tufa, Msc					
Course language		Albanian					
Course level		Bachelor					
Description		Semiotics of the text actually states that by this definition means an articulate theory, operational concepts which are used to describe the organization of texts. To apply methodological instruments texts that will be subject to tests semiotic means to possess a kind of intuition, a kind of interpretive insight and artistic sensitivity. But this does not mean that the semiotic reading of texts is entirely subjective and arbitrary. Semiotic analysis aims to reignite intelligible, belonging and distinctiveness of texts studied. (With intelligible will understand more understanding, the contents against nebula which comes from fast intuitive interpretations). Through semiotic analysis with analytical and critical approach intended to feel and understanding of authentic texts, which not only genuine semblance of truth that does not obsolete, but also manage to create such.					
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 be 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, avoiding 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.					
Core 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 De 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 Outline							
Week	Topic						
1	- Linguistics not only social science, but also semiotic discipline. (Terminology module) When human language comes out redundant. Because language has only a horizontal dimension, while style has only a vertical dimension, so it is always a secret. To communicate means to live and, to live means to communicate. The purpose of any communication through a system of any signals is the transmission of information, which passes from the sender to the receiver. This information is called a message. The scheme also includes other terms: referent, channel, code. Bart, Rolan. (1987) Semiological Adventure. Translated from the original by Rexhep Ismajli. Library editor Sabri Hamiti. Rilindja, Prishtina: 33. Memushaj, Rami. (2004) Introduction to Linguistics, Dituria, Tirana: 13-20.						
2	- Language as a basic semiotic system. Communication of messages, its components and language functions. The sign systems used in human society and the sign systems characteristic of the animal world form two major groups that are used as means of communication. Memushaj, Rami. (2004) 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. Articululus, 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 Eco the 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, tossed, without spoiling the meaning of this saying. Also, instead of the form tenses, years, centuries, notes 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 përrallës mitike, Gjurmime albanologjike, Prishtinë. • Çabej, Dr. Eqrem. (1975) Disa figura të besimeve shqiptare, Studime gjuhësore, vll. V, Rilindja, Prishtinë. • Mustafa, Myzafer. (2003) Përralla shqiptare. Poetikja dhe mitikja. Prishtinë. • Lotman, Jurij. (1970) Struktura chudozovennogo teksta, Iskustvo, Moskva. • Eco, Umberto. (1962) Opera aperta. Bonpiano, Milano. Eco, Umberto. (1984) Semiotika 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, Prishtinë. • 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 Outcome		
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	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 analysis. ...etc.	
3	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	One sees the acquired and qualitative adults during the analytical and critical evaluation of the texts, seeing the connections and continuity as models from De Sosyri, in the trio that followed: Bart, Greimas, 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	1	10	
Total in-term evaluation percent			50
Final exam percent			50
Total			100
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			125
Total Work Load / 25 (hours)			5.00
ECTS			5.00