**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | HUMANITIES |
| **ACADEMIC UNIT** | DEPARTMENT OF MEDITERRANEAN STUDIES |
| **LEVEL OF STUDIES** | UNDERGRADUATE |
| **COURSE CODE** | ΚΥΕ-03 | **SEMESTER** | 2 |
| **COURSE TITLE** | LANGUAGE BIRTH AND DEVELOPMENT  |
| **INDEPENDENT TEACHING ACTIVITIES** *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* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|  | 3 | 5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | Special background |
| **PREREQUISITE COURSES:** |  |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | NO |
| **COURSE WEBSITE (URL)** | ECLASS.AEGEAN.GR |

1. **LEARNING OUTCOMES**

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| **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*
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| After the completion of this course, the student should be able to: * distinguish among the terms *first language acquisition* and (*2nd) language learning*,
* assess theories proposed in the sector of first language acquisition,
* comprehend language specific problems,
* collect child language data and relate them both to the theory of Universal Grammar as well as with analyzes proposed by contemporary typological approaches,
* understand general rules that characterize language use in different age groups,
* formulate a new hypothesis,
* critically evaluate the results of scientific experiments and
* deeply understand the role that language instinct plays to the various steps of First Language Acquisition (phonology, morphology, syntax, semantics, pragmatics).
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| **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**……**Others…**…….* |
| -Search for, analysis and synthesis of data and information with the use of necessary technology-Production of new research ideas-Criticism -Production of free, creative and inductive thinking |

1. **SYLLABUS**

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| This course discusses the most basic theoretic and methodological issues of First Language Acquisition. More specifically, the role of the innate language mechanism to the acquisition of human language is presented. Special emphasis is given on the principal stages of the development of First Language Acquisition on the phonological, morphological, syntactic and semantic level. |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | Face-to-face |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* | Use of ICT in teaching and communicating with students |
| **TEACHING METHODS***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* |

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| ***Activity*** | ***Semester workload*** |
| Lectures | 39 hours (1.56 ECTS) |
| Personal study | 83 hours (3.32 ECTS) |
| End of semester exam | 3 hours (0.12 ECTS) |
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| Course total  |

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|  | **125 hours (5 ECTS)** |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-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.* | Students are examined in Greek. They are invited to give short answers to a small number of questions. |

1. **ATTACHED BIBLIOGRAPHY**

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| *Suggested bibliography:*Miller George, 1995, *Γλώσσα και ομιλία*. Εκδόσεις Gutenberg.Fromkin et al. 2008. *Εισαγωγή στη μελέτη της γλώσσας*. Εκδόσεις Πατάκης. *Σημειώσεις του μαθήματος**Related academic journals:* Adam, G. 2002. *From Variable to Optimal: Evidence from Language Acquisition and Language Change*. Ph.D. Dissertation. Tel-Aviv University. Anderson, S.R. and D.W. Lightfoot. 2002. *The Language Organ. Linguistics as Cognitive Physiology*. C.U.P. Βαρλοκώστα, Σ. & Μ. Τζακώστα. Σε εξέλιξη. *Γλωσσική κατάκτηση.* Εκδόσεις Πατάκη. Barrett, M. 1999 (eds.). *The Development of Language*. Sussex: Psychology Press. Βλάχου, Ε. 2012. Θέματα σημασιολογικής ανάπτυξης. Διάλεξη που δόθηκε στο μάθημα *Γλωσσική κατάκτηση* της Δρ. Καθ. Σ. Βαρλοκώστα, Τμήμα Φιλολογίας, Ε.Κ.Π.Α. Chierchia, G, S. Crain, M. T. Guastio, A. Gualmini, L. Meroni. 2001. The acquisition of disjunction: evidence for the grammatical view of scalar implicatures. *Proceedings of BUCLD* 25. Anna H-J. Do et al. (επιμ.), 157-168. Cascadilla Press, Somerville Mass. Chierchia, G. and S. McConnell-Ginet. 2000. *Meaning and grammar.* Cambridge, MA: MIT Press. Grice, Η. P. 1975. Logic and conversation. Repr. in *Studies in the Way of Words*, ed. H. P. Grice, pp. 22–40. Cambridge, MA: Harvard University Press (1989). Guasti, M.-T. 2002. *Language Acquisition. The Growth of Grammar*. Cambridge: MIT Press. Jakobson, R. 1980. *Brain and Language*. *Cerebral Hemispheres and Linguistics Structure in Mutual Light*. Ohio: Slavica Publishers. Κατή, Δήμητρα. 1992. *Γλώσσα και Επικοινωνία στο παιδί*. Αθήνα: εκδ. Οδυσσέας.Pinker, S. 1994. *The language Instinct. The New Science of Language and Mind*. Penguin books.Scovel, T. 1998. *Psycholinguistics. Oxford Introductions to Language Study*. Oxford University Press.  |