

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT OF MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KYE-03	SEMESTER	2
COURSE TITLE	LANGUAGE BIRTH AND DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.aegean.gr		

(2) LEARNING OUTCOMES

<p>Learning outcomes</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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>After the completion of this course, the student should:</p> <ul style="list-style-type: none"> - be able to critically approach the theories that have been proposed for the origin and evolution of language in the human species, - be able to provide arguments showing that the language is a uniquely human characteristic,
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- know what the *critical period hypothesis* is and provide corroborating evidence,
- know and evaluate the main theoretical approaches to language acquisition,
- be able to describe the stages of language development,
- be able to analyze child speech data at phonological, morphological, syntactic, semantic and pragmatic level,
- be able to identify a child's stage of development,
- be able to identify signs of atypical language development.

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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Production of new research ideas
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course discusses the most fundamental theoretical and methodological issues in the fields of the phylogenesis and ontogenesis of language. With respect to the former, the focus is on the factors that led to the emergence and the evolution of language in the human species. With respect to the latter, the interest is centered on the logical problem of L1 acquisition and on the role of the innate human ability to acquire at least one language. Moreover, the students are presented with the main stages of child's language development at each level of linguistic analysis (phonology, morphology, syntax, semantics, pragmatics) and with the main theoretical approaches that have attempted to explain the specifics of this development.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching and communicating with students	
<p style="text-align: center;">TEACHING METHODS</p> <p><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.</i></p> <p><i>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></p>	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)
	Course total	125 hours (5 ECTS)
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: short-answer questions</p>	

(5) ATTACHED BIBLIOGRAPHY

a) Basic bibliography:

Fromkin, Victoria, Robert Rodman & Nina Hyams. 2008. *Εισαγωγή στη Μελέτη της Γλώσσας*. Επιστ. Επιμ: Γιώργος Ξυδόπουλος. Αθήνα: Εκδόσεις Πατάκη.

Κατή, Δήμητρα. 1992. *Γλώσσα και Επικοινωνία στο Παιδί*. Αθήνα: Εκδόσεις Οδυσσέας.

Lecture notes (Available on eclass)

b) Additional bibliography:

Bavin, Edith L. (επιμ.). 2009. *The Cambridge Handbook of Child Language*. Cambridge: Cambridge University Press.

Burling, Robbins. 2009. *Ο Πίθηκος που Μιλάει*. Μτφρ. Νίκος Βεργής. Αθήνα: Εκδόσεις Νεφέλη.

de Boysson-Bardies, Bénédicte. 2001. *How Language Comes to Children: From Birth to Two Years*. Cambridge, MA: MIT Press.

Masataka, Nobuo (επιμ.). 2008. *The Origins of Language*. Tokyo: Springer.

Νικολόπουλος, Δημήτρης (επιμ.). 2008. *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Εκδόσεις Τόπος.

Pinker, Steven. 2000. *Το Γλωσσικό Ένστικτο: Πώς ο Νους δημιουργεί τη Γλώσσα*. Μτφρ. Ευαγγελία Μουμά. Αθήνα: Εκδόσεις Κάτοπτρο.

Stephany, Ursula. 1997. The Acquisition of Greek. Στο Dan I. Slobin (επιμ.), *The Crosslinguistic Study of Language Acquisition*. Τόμος 4. 183–333. Mahwah, NJ/London: Lawrence Erlbaum Ass.