

COURSE OUTLINE

PSYCHOLINGUISTICS

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	7 TH
COURSE TITLE	PSYCHOLINGUISTICS		
TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	ECTS CREDITS
<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>			
		3	4
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE	SCIENTIFIC AREA		
<i>Background, General Knowledge, Scientific Area, Skill Development</i>			
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:

- Understand various topics within the field of psycholinguistics.
- Recognize and describe the basic characteristics of language and the attempts to teach language to animals.
- Compare theories of language development (genetic approaches, behaviorism, constructivism, connectionism) based on linguistic data.
- Argue on key questions in psycholinguistics and the functioning of language in relation to the brain (such as the language acquisition problem, knowledge and use of language, modularity/domain specificity).
- Use their knowledge to analyze language comprehension, production, and acquisition at different linguistic levels (phonology, morphosyntax, semantics, pragmatics).
- Compare bilingual speakers based on their distinct characteristics and evaluate their language development.
- Design interventions to support children with learning difficulties and aphasias, based on the characteristics of developmental disorders (such as Developmental Language Disorder), acquired disorders (such as Aphasias), and learning difficulties (dyslexia).

General Skills

Name the desirable general skills upon successful completion of the module

<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>
<i>ICT Use</i>	<i>Equity and Inclusion</i>
<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision making</i>	<i>Sustainability</i>
<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Critical thinking</i>
<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>
<i>Working in an interdisciplinary environment</i>	

Production of new research ideas

- Search, analysis and synthesis of data and information, ICT Use
- Decision making
- Autonomous work
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1	Introduction and principles of psycholinguistics
2	General characteristics of language and attempts to teach it to animals
3	The biological basis of language & theories of language development (genetic approaches, behaviorism, constructivism, connectionism)
4	Phonological development in monolingual children: Theoretical and experimental approaches
5	Morphosyntactic development in monolingual children: Theoretical and experimental approaches
6	Lexical development in monolingual children: Theoretical and experimental approaches
7	Pragmatic development in monolingual children: Theoretical and experimental approaches
8	Midterm exams
9	Bilingualism I (definition – types, environmental factors)
10	Bilingualism II (key linguistic characteristics in bilingual development)
11	Developmental disorders & learning difficulties vs. syndromes - Developmental Language Disorder & Dyslexia
12	Designing interventions for students with (atypical) development
13	Acquired disorders – Aphasias

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <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>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <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>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. 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><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Essay</td> <td>50</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td>27</td> </tr> <tr> <td>Written examination</td> <td>4</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	50	Study and analysis of bibliography	27	Written examination	4	Total	120
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Total	120												
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test,</i></p>	<p>Formative</p> <p>Mid-term written examination: 40%</p>												

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

Please indicate all relevant information about the course assessment and how students are informed

Essay (compulsory): 60%

5. SUGGESTED BIBLIOGRAPHY

- Βογινδρούκας Ι. et al., (2008). Γλωσσική ανάπτυξη και διαταραχές. Αθήνα: Τόπος.
- Διακογιώργη, Κ., Σελίμης, Ε., Παπαδοπούλου, Δ., & Ανδρέου, Γ. (Επιμ., 2023). Διγλωσσία: Γλωσσική ανάπτυξη και εκπαιδευτικές προεκτάσεις. Αθήνα: Gutenberg.
- Grosjean, F. (2012). *Psycholinguistics of Bilingualism*. John Wiley and Sons Ltd.
- Harley, T. A. (2014). *The Psychology of Language: From data to theory* (4th. ed.). Hove: Psychology Press.
- Hoff, E. (2020). *Γλωσσική Ανάπτυξη*, μτφρ. Σ. Αργυρόπουλος. Broken Hill Publishers Ltd.
- Warren, P. (2012). *Introducing Psycholinguistics*. Cambridge University Press.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	I. DOSI
Contact details:	idosi@helit.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Mid-term written examination: 40% Essay (compulsory): 60%
Implementation Instructions: (3)	The written mid-term exam will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam. The assignment must be submitted through eClass by a specified deadline.

- (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.