COURSE OUTLINE

1. GENERAL

INSTRUCTOR	VINA TSAKALI		
SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE SEMINAR		
COURSE CODE	GLOF 323	**SEMESTER**	SRING
COURSE TITLE	THE ACQUISITION OF BINDING		

AUTONOMOUS EDUCATIONAL ACTIVITIES	TEACHING HOURS PER WEEK	CREDITS/ECTS
IN CLASS LECTURES	3	10

COURSE TYPE *Background, General knowledge, Scientific discipline, Development of Proficiencies*	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES
PREREQUISITIES	GLOF100 & GLOF 175 & GLOF111 & GLOF 137
TEACHING AND EXAM LANGUAGE	GREEK
AVAILABLE TO ERASMUS STUDENTS	YES (in Greek)
WEBSITE (URL)	Elearn

2. LEARNING OUTCOMES

LEARNING OUTCOMES
Upon successful completion of this course students should be able to: 1. Recognize and analyze in depth current fundamental issues on child language acquisition   2. Describe the different analyses and methods on a variety of linguistic phenomena   3. Critically evaluate the validity of the predictions of a linguistic analysis on language acquisition   4. Describe the typological differences on language development, based on collective data and conclusions from the bibliography   5. Compare the typology in child language to the typology in adult language   6. Produce the design of the study of a linguistic phenomenon in child language

BROAD KNOWLEDGE/COMPETENCIES
• Development of independent, creative and deductive thinking   • Exercising critical thinking on scientific studies   • Practicing self-improvement   • Working in an interdisciplinary environment with multi-cultural data   • Organization abilities-Development of the plan for the study of a scientific topic

3. COURSE DESCRIPTION

The course examines the acquisition of referential binding structures and coreferentiality cross-linguistically.

The first objective of the course is to describe the similarities and differences between referential binding and coreferentiality at a theoretical level, as well as the principles that characterize these structures across different languages.

Secondly, we aim to delve into the principles and conditions governing the linguistic development of these structures.

We begin with an analysis of the basic principles at a theoretical level in order to evaluate the different hypotheses concerning the acquisition of referential binding and coreferentiality.

Special emphasis is given to the research methodology and the approaches applied during the study of these phenomena in child speech.

Finally, part of the discussion will include a comparison with the development of anticausative, passive, and control structures.

4. TEACHING AND LEARNING METHODS-EVALUATION

EDUCATIONAL ACTIVITY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	All class material available in class-web Communication via e-mail	
COURSE STRUCTURE	*ACTIVITY*	*WORKING LOAD*
	Lectures	39
	Group study on a specific topic	40
	Student presentation	*50*
	Writing of the final paper	50
	Independent study	71
	Total (25working hours per credit)	***250***
STUDENT ASSESSMENT	I. Final seminar paper-A in written form (80% of the total grade) assessing: - the immersion of course information (30%) - the critical synthesis of the course information (30%) -the structure and the development of the paper (20%) II. In-class presentation (20% of the total grade)	

5. SUGGESTED BIBLIOGRAPHY

SUGGESTED BIBLIOGRAPHY:

- Για κάθε αντικείμενο εξέτασης θα δίνονται **συγκεκριμένα επιστημονικά άρθρα.**
- **Various scientific papers on specific topics (available via elearn)**
- Experimental Methods in Language Acquisition Research (2010) Edited by Elma Blom and Sharon Unsworth, University of Amsterdam / Utrecht University
- Guasti, M.T (2002). *Language Acquisition: The Growth of Grammar.* MIT Press.
- Thornton, R. & K. Wexler (1999). *Principle B, VP Ellipsis and Interpretation in Child Grammar*, MIT Press.