

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	POSTGRADUATES		
COURSE CODE	MGLF027	SEMESTER	ALL
COURSE TITLE	The development of logic in child language		
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
IN CLASS LECTURES		3	15
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in Greek)		
COURSE WEBSITE (URL)	<a href="https://elearn.uoc.gr/login/index.php">https://elearn.uoc.gr/login/index.php</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize and analyze in depth current fundamental issues on child language acquisition</li> <li>2. Describe the different analyses and methods on a variety of linguistic phenomena</li> <li>3. Critically evaluate the validity of the predictions of a linguistic analysis on language acquisition</li> <li>4. Describe the crosslinguistic differences on language development, based on collective data and conclusions from the bibliography</li> <li>5. Produce the design of the study of a linguistic phenomenon in child language</li> </ol>

### 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	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	.....

- 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) SYLLABUS

The course aims to deepen on the study regarding the development of logical inference as they are expressed through linguistic structures. The development of the ability to reason is a characteristic that separates the human species from other species. The most interesting form of human reasoning ability is inductive reasoning, that is, the ability to draw conclusions that are logically true. This logical process is seen in hypothetical and counterfactual hypothetical discourse structures, conjunction and disjunction structures, and negation structures. The specific issues that have preoccupied linguistic theory are also central to the cognitive psychology tradition, and the approaches of the different schools lead to fundamental differences with respect to the development of reasoning. The central axes of this course are: the examination of the acquisition of the aforementioned structures, the stages of their development, the role of experience and the role of language (either as universal features or specific features of a language).

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- All class material available in elearn</li> <li>- Communication via e-mail</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>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>  <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>	<b>Activity</b>	<b>Semester workload</b>
	Lectures and students' presentations	(3×13=) 39
	Group study on a specific topic	70
	Preparation for student's presentations	50
	Writing of the final paper	70
	Independent study	146
	<b>Course Total (25working hours per credit)</b>	<b>375</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <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>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p><b>I. Final seminar paper in written form (70% of the total grade) assessing:</b></p> <ul style="list-style-type: none"> <li>- the immersion of course information (25%)</li> <li>- the critical synthesis of the course information (30%)</li> <li>-the structure and the development of the paper (15%)</li> </ul> <p><b>II. The quality of the in-class presentation (30%)</b></p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><u>SUGGESTED BIBLIOGRAPHY:</u></p> <ul style="list-style-type: none"> <li>● <b>Various scientific papers on specific topics (available via elearn)</b></li> <li>● Βασικές αρχές γνωστικής ψυχολογίας, Eysenck Michael W.</li> <li>● Η πειραματική μέθοδος στην επιστημονική έρευνα, Christensen Larry B.</li> </ul> <p><u>SUGGESTED BIBLIOGRAPHY (In English):</u></p> <ul style="list-style-type: none"> <li>● Guasti, M.T (2002). <i>Language Acquisition: The Growth of Grammar</i>. MIT Press.</li> <li>● <i>Experimental Methods in Language Acquisition Research (2010)</i> Edited by Elma Blom and Sharon Unsworth, University of Amsterdam / Utrecht University</li> <li>● Gallaway, C. &amp; B.J. Richards. (1994). <i>Input and interaction in language acquisition</i>. UK: Cambridge University Press.</li> </ul>
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