



COURSE OUTLINE

1. GENERAL

INSTRUCTOR	VINA TSAKALI		
SCHOOL	PHILOSOPHY		
SEMESTER	FALL		
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	POSTGRADUATE SEMINAR		
COURSE CODE	GLF017	CYCLE OF STUDY	
COURSE TITLE	PSYCHOLINGUISTICS		
AUTONOMOUS EDUCATIONAL ACTIVITIES		TEACHING HOURS PER WEEK	CREDITS/ECTS
IN CLASS LECTURES		3	15
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITIES			
TEACHING AND EXAM LANGUAGE	GREEK		
AVAILABLE TO ERASMUS STUDENTS	YES (in Greek)		
WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5266		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
Upon successful completion of this course students should be able to: <ol style="list-style-type: none">1. Recognize and analyze in depth current fundamental issues on child language acquisition and on evaluating adult grammar2. Describe the different analyses and methods on a variety of linguistic phenomena3. Critically evaluate the validity of the predictions of a linguistic analysis on language4. Describe the crosslinguistic differences on language development, based on collective data and conclusions from the bibliography5. Compare the typology in child language to the typology in adult language6. Produce the design of the study of a linguistic phenomenon in child and adult language
BROAD KNOWLEDGE/COMPETENCIES
<ul style="list-style-type: none">• 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 aims at describing and comparing the development of first (L1) language (at the various stages) to the grammar language of adults and to the grammar of adolescents in the cases that the acquisition of grammar has not been completed by the age of 12. The course will focus on the methodological issues raised in the experimental methods for assessing and evaluating language acquisition and completion of grammar.

Moreover, we will discuss the developmental stages which emerge in comparison to the cognitive development that takes place until the age of 18.

By the end of the course, students should be able to construct an experimental protocol for testing adult and child language on a linguistic phenomenon which will be determined during the course.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	<ul style="list-style-type: none"> - All class material available in elearn - Communication via e-mail 	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	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
	Total (25working hours per credit)	375
STUDENT ASSESSMENT	<p>I. Final seminar paper in written form (70% of the total grade) assessing:</p> <ul style="list-style-type: none"> - the immersion of course information (25%) - the critical synthesis of the course information (30%) - the structure and the development of the paper (15%) <p>II. The quality of the in-class presentation (30%)</p>	

5. SUGGESTED BIBLIOGRAPHY

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- **Various scientific papers on specific topics (available via class-web)**
- 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.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). USA: Prentice Hall Regents.
- Gallaway, C. & B.J. Richards. (1994). *Input and interaction in language acquisition*. UK: Cambridge University Press.
- Steinberg, D. D. (1997). *An introduction to psycholinguistics*. USA: Longman.