

## COURSE OUTLINE

### 1. GENERAL

<b>INSTRUCTOR</b>	VINA TSAKALI		
<b>SCHOOL</b>	PHILOSOPHY		
<b>SEMESTER</b>	FALL		
<b>DEPARTMENT</b>	PHILOLOGY-SECTION OF LINGUISTICS		
<b>LEVEL</b>	UNDERGRADUATE SEMINAR		
<b>COURSE CODE</b>	GLOF 307	<b>CYCLE OF STUDY</b>	5 <sup>rd</sup> – 8 <sup>th</sup> semester
<b>COURSE TITLE</b>	TYPOLOGICAL APPROACHES ON LANGUAGE ACQUISITION		
<b>AUTONOMOUS EDUCATIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>CREDITS/ECTS</b>
IN CLASS LECTURES		3	10
<b>COURSE TYPE</b> <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
<b>PREREQUISITIES</b>	GLOF 100, GLOF 137 or GLOF145, GLOF 165		
<b>TEACHING AND EXAM LANGUAGE</b>	GREEK		
<b>AVAILABLE TO ERASMUS STUDENTS</b>	YES (in Greek)		
<b>WEBSITE (URL)</b>	<a href="https://classweb.cc.uoc.gr/classes.asp">https://classweb.cc.uoc.gr/classes.asp</a>		

### 2. LEARNING OUTCOMES

<b>LEARNING OUTCOMES</b>
<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 typological differences on language development, based on collective data and conclusions in the bibliography</li> <li>5. Produce the design of the study of a linguistic phenomenon in child language</li> </ol>
<b>BROAD KNOWLEDGE/COMPETENCIES</b>
<ul style="list-style-type: none"> <li>• Development of independent, creative and deductive thinking</li> <li>• Exercising critical thinking on scientific studies</li> <li>• Practicing self-improvement</li> <li>• Working in an interdisciplinary environment with multi-cultural data</li> <li>• Organization abilities-Development of the plan for the study of a scientific topic</li> </ul>

### 3. COURSE DESCRIPTION

The general aim of the course is to introduce students to the understanding of language development within the model of Universal Grammar, focusing on the similarities and the differences that languages show through the various stages of language acquisition. Our target is to elaborate on the methods that evaluate the universal properties of language development based on the study of inherently and geographically unrelated languages and language families (as these have been discussed in detail in GLOF109-TYPOLOGY OG LANGUAGES).

Thus, the course aims to an in depth analysis on specific linguistic phenomena that have been raised in the literature of child language acquisition in the last decades. The topics under examination have been central to linguistic theories and stem from typological differences among languages. The main focus is the examination of the basic structures

which interact with other structures within a language and characterize the various stages of language development. The main topics under examination are:

- a) Acquisition of word order
- b) Subject-Verb agreement
- c) Subject drop/omission
- d) Object drop/ omission
- e) Acquisition of Binding theory

Students will rely on the general issues of typological descriptions and the various typological models in order to explore alternative approaches of typological differences on child language.

#### 4. TEACHING AND LEARNING METHODS-EVALUATION

<b>MODE OF DELIVERY</b>	In class lectures	
<b>OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT</b>	All class material available in class-web Communication via e-mail	
<b>COURSE STRUCTURE</b>	<b>ACTIVITY</b>	<b>WORKING LOAD</b>
	Lectures and students' presentations	(3×13=) 39
	Group study on a specific topic	20
	Preparation for student's presentations	20
	Writing of the final paper	42
	Independent study	81
	<b>Total (25working hours per credit)</b>	<b>250</b>
<b>STUDENT ASSESSMENT</b>	<p><b>I.</b> Final seminar paper-A in written form (50% of the total grade) assessing:</p> <ul style="list-style-type: none"> <li>- the immersion of course information (15%)</li> <li>- the critical synthesis of the course information (15%)</li> <li>-the structure and the development of the paper (20%)</li> </ul> <p><b>II.</b> Final seminar paper-B in written form (20% of the total grade) assessing:</p> <ul style="list-style-type: none"> <li>-the design of the experiment</li> </ul> <p><b>III.</b> In-class presentation (20% of the total grade)</p> <p><b>IV.</b> The quality of the in-class presentation (10%)</p>	

#### 5. SUGGESTED BIBLIOGRAPHY

##### SUGGESTED BIBLIOGRAPHY (in Greek):

- Για κάθε αντικείμενο εξέτασης θα δίνονται συγκεκριμένα άρθρα.
- Comrie, Bernard (2004) Οι γλώσσες του κόσμου: Η καταγωγή και η εξέλιξη των γλωσσών σε ολόκληρο τον πλανήτη / Bernard Comrie, Stephen Matthews, Maria Polinsky (μετάφραση Γ. Αθανασίου), Αθήνα : Σαββάλας, 2004.
- Πώς γίνεται μια επιστημονική εργασία;, Ζαφειρόπουλος Κώστας
- Η πειραματική μέθοδος στην επιστημονική έρευνα, Christensen Larry B.

##### SUGGESTED BIBLIOGRAPHY (in English):

- 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.
- Akmajian, A., R. Demers, A. Farmer and R. Harnish . 1995. *Linguistics. An Introduction to Language and Communication*. Cambridge MA: MIT Press.
- Comrie, B. 1981/1989. *Language Universals and Linguistic Typology. Syntax and Morphology*. Oxford: Blackwell.

- Greenberg, J. 1961. Some Universals of Language with particular reference to the order of meaningful elements in J.Greenberg, ed., *Universals of Language*. Cambridge MA: MIT Press.
- Haspelmath, M. 2006. Explaining Syntactic Universals. LSA Lectures. MIT.
- Polinsky, Maria. 2006. Language Universals and Grammatical Theory: From Generalizations to Explanations. LSA Lectures. MIT.