

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	GLOF 347	SEMESTER	5 th onwards
COURSE TITLE	THE DEVELOPMENT OF SPACE, TIME AND EVENTS 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	10
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special Background, Specialization, Skills development		
PREREQUISITE COURSES	[GLOF 100 ή GLOF 175] & GLOF 137 & GLOF 111		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person (100%)		
AVAILABILITY TO ERASMUS STUDENTS	YES (in Greek)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6970		

(2) LEARNING OUTCOMES

Learning Outcomes <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> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students are expected to be able to: Knowledge and Understanding • understand basic theoretical issues and research approaches concerning the development of spatial, temporal, and event cognition, • understand the relationship between language, cognition, and the representation of space, time, and events, • understand the role of lexical meaning, grammar, aspect, tense, spatial expressions, and verbal categories in the development of child language, • identify basic linguistic categories and structures used to express spatial and temporal relations, as well as the structure and organization of events, • identify basic similarities and differences across languages regarding space, time, and events.

Analytical and Application Skills

- analyse child language data using appropriate linguistic terminology and basic methods of linguistic analysis,
- examine the use of spatial prepositions, temporal adverbs, verbal tense and aspect, as well as expressions of sequence, duration, repetition, and simultaneity in child language data,
- analyse how children refer to objects, locations, points in time, temporal intervals, and events,
- apply basic theoretical concepts and analytical procedures to data from Greek and other languages,
- compare the development of the expression of space, time, and events and formulate evidence-based generalisations about the course of language development,
- use primary data, experimental findings, and child language corpora to address theoretical and practical problems,
- justify analytical choices and relate linguistic data to the relevant theoretical approaches.

Critical Thinking and Competences

- use scientific sources to search for, select, and evaluate information on the development of language, space, time, and event cognition,
- compare major theoretical approaches to the relationship between language development, cognitive development, and event representation,
- critically evaluate the data and arguments supporting different approaches to the development of spatial and temporal concepts,
- transfer linguistic knowledge and analytical skills to new data and research problems concerning child language,
- critically examine whether the development of space, time, and events follows distinct or interconnected trajectories,
- formulate research questions and hypotheses concerning the relationship between language, cognition, and development,
- work independently and collaboratively on the analysis and presentation of child language data,
- develop critical, creative, inductive, and deductive thinking in the interpretation of linguistic and developmental phenomena,
- recognise the importance of cross-linguistic and interdisciplinary approaches to the study of the development of space, time, and events in child language.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data and information,
with the use of the necessary technology
Adaptability to new situations*

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

*Showing social, professional and ethical responsibility and
sensitivity to gender issues*

Criticism and self-criticism

Production of free, creative and inductive thinking

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Other...

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Upon successful completion of the course, students will develop the following general competences:

- **Searching for, evaluating, and using information** from scientific and reliable sources.
- **Data analysis and processing**, with particular emphasis on child language data and experimental data.
- **Critical and analytical thinking**, through the examination of linguistic phenomena and theoretical approaches.
- **Application of knowledge to new problems**, by transferring linguistic and developmental principles to novel data.
- **Inductive and deductive reasoning**, for formulating and testing research hypotheses.
- **An interdisciplinary approach**, drawing on knowledge from linguistics, psycholinguistics, and cognitive science.

- **Independent learning and development of study skills**, through the systematic use of relevant literature and educational materials.
- **Collaboration and teamwork**, through the joint analysis and presentation of data.
- **Communication of scientific ideas**, through clear and well-structured oral and written communication and the appropriate use of scientific terminology.
- **Respect for linguistic and cultural diversity**, through a scientifically informed approach to language development and multilingualism.

(3) COURSE SYLLABUS

The seminar examines how children acquire and develop linguistic and cognitive representations of **space, time, and events**.

Space and time are fundamental dimensions of human experience, yet their linguistic expression requires the development of complex conceptual and grammatical mechanisms. At the same time, understanding and describing an event requires representing it in terms of its **spatial location, temporal duration, internal structure, and relations to other events**.

The seminar addresses, among other topics, **spatial and temporal reference, motion expressions, deixis, tense and aspect, temporal sequencing, causality, repetition and habituality, narrative development**, and the **relations and sequencing of events**.

Particular emphasis is placed on comparing the development of different syntactic and semantic domains and on the **experimental methods** used to investigate these issues. The seminar considers in particular how, and to what extent, experimental findings reflect the linguistic and cognitive development of these domains.

The seminar addresses the following key questions:

- How does the concept of **space** develop in child language?
- How do children learn to refer to **locations, directions, and paths**?
- How is **spatial language** related to the perception and representation of motion?
- How do children acquire the concept of **time**?
- How do they acquire **grammatical tense and aspect**?
- How does the understanding of **temporal sequencing** develop?
- How do children represent and describe **events**?
- When do children begin to understand **complex relations among events**?
- How do **causality, duration, repetition, and habituality** develop?
- What is the relationship between **language and conceptual development**?
- What role does language play in the development of **temporal and spatial cognition**?
- Are there **common developmental principles** underlying the acquisition of space, time, and event representations?
- Can **quantification** provide a model for understanding the development of **temporal and event reference**?

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	- Weekly in-class meetings - Weekly scheduled office hours with the instructor, as specified in the course Syllabus/Academic Calendar and on the Department's website - Weekly communication through the course platform on e-learning (eLearn) - Communication via email	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	- Small-scale group assignments and in-class discussions - Collaborative learning platforms (eLearn) - Video-conferencing and question-and-answer (Q&A) sessions with teaching support staff (1 hour per week)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	- Use of ICT in teaching, including PowerPoint presentations, online platforms, and educational applications - Support for the learning process through the eLearn platform - Communication via email	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Technical Requirements Students are expected to have access to: - A personal computer - Email - Basic computer and Microsoft Office skills	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	In accordance with the Code of Academic Ethics of the University of Crete and the Department of Philology: Code of Academic Ethics Plagiarism detection tools: - Institutional/instructor use: Turnitin - Student self-checking and freely available tools: Plagiarisma, CopyLeaks	
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	Use of Artificial Intelligence (AI) - The use of Artificial Intelligence tools is permitted with the prior approval and guidance of the instructor. - The use of Artificial Intelligence tools is permitted provided that their use is explicitly acknowledged and appropriately referenced in the bibliography.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc. <i>The student's study hours for each learning activity are stated, as well as the hours of</i>	Activity	Semester workload
	Lectures and student presentations in class	(3×13=) 39
	Tutorial/support sessions (Q&A sessions) Practical exercises focusing on the application of research methodologies, explanations of case-study	13

independent study, according to the principles of the ECTS.	analysis, and appropriate use of academic literature	
	Development of a study plan on a specific topic (project) and preparation for a group presentation	60
	Independent study	70
	Individual assignment involving the development of a plan for investigating a specific topic and the writing of the final paper	68
	Course total (25hours/ECTS)	250
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, 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>		
Language of Assessment: Greek Assessment Methods A. Group Assignment and In-Class Presentation (30% of the final grade) The group assignment assesses students' ability to: - Identify and locate relevant academic literature using recommended sources - Demonstrate understanding and consolidation of knowledge - Critically synthesize information - Structure and organize an academic study - Formulate research questions that are suitable for investigation - Develop collaboration and teamwork skills B. Final Written Assignment (70% of the final grade) The final written assignment assesses the full range of the course learning outcomes. It evaluates students' ability to: - demonstrate understanding and consolidation of knowledge; - critically synthesize information; - structure and organize an academic study; - use information from scientific and reliable sources and cite the relevant literature appropriately; - apply inductive and deductive reasoning in the discussion of research hypotheses; and - communicate scientific ideas clearly in writing, using appropriate academic terminology. Course Materials and Assessment Information Detailed course materials, including the weekly Syllabus/Academic Calendar, instructions for registration in tutorial sessions and the use of platforms for online meetings and collaborative learning, detailed assessment criteria for each activity, and guidelines for writing the final assignment, are available on the course eLearn platform.		

	Students are strongly encouraged to enroll in the course eLearn platform before the first class , using their University of Crete academic email account.
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(5) RECOMMENDED BIBLIOGRAPHY

Suggested Bibliography

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