

COURSE OUTLINE

1. GENERAL

INSTRUCTOR	VINA TSAKALI		
SCHOOL	PHILOSOPHY		
SEMESTER	FALL		
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE		
COURSE CODE	GLOF 145	CYCLE OF STUDY	ALL
COURSE TITLE	INTRODUCTION TO PSYCHOLINGUISTICS		
AUTONOMOUS EDUCATIONAL ACTIVITIES		TEACHING HOURS PER WEEK	CREDITS/ECTS
IN CLASS LECTURES		3	5
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	BACKGROUND, SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITIES	NONE		
TEACHING AND EXAM LANGUAGE	GREEK		
AVAILABLE TO ERASMUS STUDENTS	YES (in Greek)		
WEBSITE (URL)	https://classweb.cc.uoc.gr/classes.asp		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
<p>Upon successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and analyze fundamental issues in Psycholinguistics, the various theoretical approaches and the related cognitive mechanisms. 2. Describe the scientific theories regarding language development and the learning mechanisms of specific language functions, as in reading and writing. 3. Describe the process of learning mechanisms and the parameters that can influence them. 4. Make the distinction among the concepts of <i>language, parole, thinking, cognition</i> and <i>memory</i>. 5. Describe the role of image, symbol and spelling in the process of recognition (<i>naming</i>) and reading. 6. Suggest methods/techniques for improving language comprehension.
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

3. COURSE DESCRIPTION

<p>The course aims to familiarize the students with the concepts and theories of Psycholinguistics as a cognitive discipline. The course examines the various generative mechanisms via which language is processed and produced. The focus is on the perception and production of spoken form of language but it also examines the learning mechanisms of reading and writing and their effect on speaking abilities. Thus, the main issues under examination are:</p> <ul style="list-style-type: none"> • The definition of psycholinguistics and neurolinguistics and the aspects of language study within each discipline. • Various theories of psycholinguistics • Language development and child language-the biological basis of Language as shown on Aphasia studies

- Processing of oral language
- Processing of language perception and language production, sentence comprehension and the role of memory
- Mental Lexicon (organization of, access, selection, naming)
- Cognitive process in writing, definition and characteristics of writing
- Models of acquiring writing systems
- Biological, Psychological, Social and Educational parameters affecting language processing

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 class-web - Communication via e-mail 	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	Lectures	(3×13=) 39
	Final Exams	3
	Independent study	83
	Total (25 working hours per credit)	125
STUDENT ASSESSMENT	Writing Final Exam (100% of grade) testing: <ul style="list-style-type: none"> - the immersion of course information - the critical synthesis of the course information - application of taught solutions on novel data 	

5. SUGGESTED BIBLIOGRAPHY

SUGGESTED BIBLIOGRAPHY (in Greek):

- Lectures Notes (available in class-web)
- Bonin, P. (2012). *ΨΥΧΟΛΟΓΙΑ ΤΗΣ ΓΛΩΣΣΑΣ: ΓΝΩΣΤΙΚΗ ΠΡΟΣΕΓΓΙΣΗ ΤΗΣ ΠΑΡΑΓΩΓΗΣ ΤΩΝ ΛΕΞΕΩΝ*, Εκδ. Gutenberg, Αθήνα, 2012
- Πόθος, Ε. & Η. Οικονόμου (2010). *ΘΕΜΑΤΑ ΓΝΩΣΙΑΚΗΣ ΨΥΧΟΛΟΓΙΑΣ*, Εκδ. Gutenberg, Αθήνα.
- Ζάχου, Η.Δ. *ΑΝΑΓΝΩΣΗ - ΓΡΑΦΗ, ΨΥΧΟ-ΓΛΩΣΣΙΚΗ ΠΡΟΣΕΓΓΙΣΗ*. Αθήνα: Κέντρο Ψυχολογικών Μελετών.
- Βιγκότσκι, Λ. *ΣΚΕΨΗ ΚΑΙ ΓΛΩΣΣΑ*. Αθήνα: Γνώση.
- Berko Gleason & Rattner (2000). *PSYCHOLINGUISTICS*. Harcourt Brace
- Adams, M.J.(1998). *BEGINNING TO READ*. Cambridge: Massachusetts, MIT Press.
- Πόρποδας Κ. (2002). *Η ΑΝΑΓΝΩΣΗ*. Αθήνα: Ελληνικά Γράμματα.
- Παπαηλιού, Χ.(2007) *Η ΕΞΕΛΙΞΗ ΤΗΣ ΓΛΩΣΣΑΣ*, Αθήνα, Ελληνικά Γράμματα

SUGGESTED BIBLIOGRAPHY (in English):

- Warren, P. (2012) *Introducing Psycholinguistics*, Cambridge University Press.
- Michael Spivey, Ken McRae & Marc Joanisse, (eds) (2012) *The Cambridge Handbook of Psycholinguistics*, Cambridge University Press.
- Matthew J. Traxler (2011) *Introduction to Psycholinguistics: Understanding Language Science*, Wiley-Blackwell Publishing.