COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY				
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY				
LEVEL OF STUDIES	UNDERGRADUATE				
COURSE CODE	GLOF 271	SEMESTER 3-8 semester			
COURSE TITLE	NEUROLINGUISTICS				
INDEPENDENT TEACHING ACTIVITIES 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			WEEKLY TEACHING HOURS		CREDITS
			3		5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).					
COURSE TYPE general background, special background, specialised general knowledge, skills development	SCIENTIFIC AREA OF SPECIALIZATION				
PREREQUISITE COURSES:	GLOF 100 – Introduction to Theoretical Linguistics				
	GLOF 175 – Levels of (Greek) Grammar				
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek				
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES				
COURSE WEBSITE (URL)	https://elearn.uoc.gr/				

(2) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- 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
- Guidelines for writing Learning Outcomes

The aim of the course is to familiarize students with the study of the relation between language and brain. The course offers a general introduction to the basic principles and methods of Neurolinguistics, to certain developmental (Specific Language Impairment, Autism Spectrum Disorder) and acquired disorders (aphasia, dementia), and to the bilingual brain in typical and atypical language development.

Upon successful completion of the course, students will be able to:

• Understand basic concepts about the relationship between language and the brain, including basic knowledge of brain anatomy.

• Understand and describe how Neurolinguistics relates to other disciplines of Linguistics (Theoretical

Linguistics, Applied Linguistics, Psycholinguistics, Language Acquisition, Computational Linguistics).

• To theoretically describe the methodologies of this field (neuroimaging and electrophysiological methods).

• Understand, describe, and identify the key features of developmental and acquired disorders.

• Understand key issues in the relationship between bilingualism and the brain and the relationship between bilingualism and Specific Language Impairment.

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 Adapting 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 Others...

Working independently Working in an international environment Working in an interdisciplinary environment Production of free, creative, and inductive thinking

(3) SYLLABUS

The course focuses on the study of the relation between language and the brain and on the basic principles and methods in Neurolinguistics. Emphasis is placed on the basic description of the anatomy of the brain and the areas associated with language processing in comprehension and production. In addition, the two-way relation between Neurolinguistics and other fields of Linguistics is analyzed and highlighted. At the same time, the basic methods (neuroimaging and electrophysiological) are also presented and explained. Furthermore, certain acquired and developmental disorders are introduced and described, such as Specific Language Impairment, Autism Spectrum Disorder, Dementia, and Aphasia. Introduction to bilingualism (with emphasis on Heritage Languages), to the bilingual brain, and to issues and analyses concerning bilingual children with Specific Language Impairment is also offered. The description and discussion of the above topics is enriched by the presentation of selected experimental studies based on behavioral, neuroimaging and electrophysiological measures.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face (in class)
Face-to-face, Distance learning, etc.	
USE OF INFORMATION AND	Class notes, announcements & communication
COMMUNICATIONS TECHNOLOGY	via ClassWeb
Use of ICT in teaching, laboratory	Communication via email
education, communication with	

students		
TEACHING METHODS	Activity	Semester workload
The manner and methods of teaching	Lectures	39
are described in detail.	Independent study and	83
Lectures, seminars, laboratory	exam preparation	
practice, fieldwork, study and analysis	Final written exam	3
of bibliography, tutorials, placements,		
clinical practice, art workshop,		
interactive teaching, educational		
visits, project, essay writing, artistic		
The student's study hours for each		
learning activity are given as well as	Course total	125
the hours of non-directed study		
according to the principles of the		
ECTS		
STUDENT PERFORMANCE		
EVALUATION		
Description of the evaluation		
procedure		
Language of qualitation methods of	Three hour long written over	in Crook
evaluation summative or conclusive	Three-flour long written exam	TITGreek
multiple choice questionnaires short-		
answer questions open-ended		
questions problem solving written		
work. essav/report. oral examination.		
public presentation. laboratory work.		
clinical examination of patient, art		
interpretation, other		
Specifically-defined evaluation criteria		
are given, and if and where they are		
accessible to students.		

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Ahlsén, E. (2006). Introduction to Neurolinguistics. Amsterdmam. John Benjamins.
- Dikker, S., Assaneo, M. F., Gwilliams, L., Wang, L., & Kösem, A. (2020). Magnetoencephalography and Language. *Neuroimaging Clinics*, *30(2)*, *229-238*.
- Hickok, G. & S. Small. (2015). The Neurobiology of Language. Elsevier. doi: <u>https://doi.org/10.1016/C2011-0-07351-9</u>.
- Schumann, J. κά. (2004). The neurobiology of learning. Perspectives from second language acquisition. New York: Lawrence Elbraum.
- Ullman, M. T. (2001). The neural basis of lexicon and grammar in first and second language: The declarative/procedural model. *Bilingualism: Language and cognition*, 4(02), 105-122.
- *Whitaker, H. (1998).* History of Neurolinguistics. *The Handbook of Neurolinguistics* ed. by B. Stemmer & H. Whitaker, 27–49. *San Diego and London: Academic Press.*
- Βλάχος, Φ. (επιμέλεια έκδοσης)(2018). Εγκέφαλος, μάθηση και ειδική αγωγή. Αθήνα. Σ.

Gutenberg.

- Βογινδρούκας, Ι., Οκαλίδου, Α. & Σταυρακάκη, Σ (επιμ). (2010). Αναπτυζιακές γλωσσικές διαταραχές: Από τη βασική έρευνα στην κλινική πράζη. Θεσσαλονίκη. Εκδόσεις Επίκεντρο.
- Σταυρακάκη, Σ. (2019). Νευροαναπτυζιακές διαταραχές. Η περίπτωση της Αναπτυζιακής Γλωσσικής Διαταραχής. Θεσσαλονίκη. Εκδόσεις Επίκεντρο.

- Related academic journals:

Journal of Neurolinguistics, Applied Psycholinguistics, Aphasiology, Language Acquisition, Journal of Cognitive Neuroscience, Brain and Language, Journal of Speech and Hearing Research, Cognition, Bilingualism: Bilingualism Language and Cognition