



COURSE OUTLINE

1. GENERAL

SCHOOL	PHILOSOPHY		
SEMESTER	FALL		
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE SEMINAR		
COURSE CODE	GLOF 314	CYCLE OF STUDY	3 rd and 4 th
COURSE TITLE	THE DEVELOPMENT OF CONDITIONALS		
AUTONOMOUS EDUCATIONAL ACTIVITIES	TEACHING HOURS PER WEEK	CREDITS/ECTS	
IN CLASS LECTURES	3	10	
COURSE TYPE <i>Background, General knowledge, Scientific discipline, Development of Proficiencies</i>	SCIENTIFIC DISCIPLINE, DEVELOPMENT OF PROFICIENCIES		
PREREQUISITIES	GLOF175 & GLOF165 & (GLOF137 OR GLOF145 OR GLOF143) & GLOF181		
TEACHING AND EXAM LANGUAGE	GREEK		
AVAILABLE TO ERASMUS STUDENTS	YES		
WEBSITE (URL)	https://elearn.uoc.gr/		

2. LEARNING OUTCOMES

LEARNING OUTCOMES
Upon successful completion of this course students should be able to:
<ol style="list-style-type: none"> 1. Demonstrate knowledge on issues related to theories on Conditionals and acquisition of Conditionals. 2. Analyze significant research results on Conditionals in L1 and L2 3. Describe and evaluate the differences among various approaches and their predictions for language acquisition. 4. Evaluate research methodological issues of previous studies on Conditionals.
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

<p>The seminar deals with the study of Conditionals and related forms on first and second language acquisition. The aim is to analyze the fundamental principles of the theoretical approaches to these structures and evaluate the research methods and the findings from experimental approaches. Within the various topics related to the cognitive and linguistic aspects of Conditionals cross-linguistically, the seminar will focus on the following issues:</p> <ol style="list-style-type: none"> a) Cognitive concepts of Conditionals, b) Crosslinguistic differences on the syntax, semantics and acquisition of Conditionals, c) the relation and the dependencies between Conditionals and Tense, d) the development of Simple Conditionals, e) the development of Counterfactuals, f) the development of ‘Wishes’.

4. TEACHING AND LEARNING METHODS-EVALUATION

MODE OF DELIVERY	In class lectures	
OTHER SOURCES/ TECHNOLOGICAL AND COMMUNICATION SUPPORT	All class material available in class-web Communication via e-mail	
COURSE STRUCTURE	ACTIVITY	WORKING LOAD
	Lectures and students' presentations	(3×13=) 39
	Group study on a specific topic	20
	Preparation for student's presentations & training on experimental procedures	22
	Writing of the final paper	40
	Child Data collection	40
	Independent study	41
	Total <i>(25working hours per credit)</i>	250
STUDENT ASSESSMENT	I. Final seminar paper in written form (70% of the total grade) assessing: - the immersion of course information (30%) - the critical synthesis of the course information (20%) -the structure and the development of the paper (20%) II. The quality of the in-class presentation (15%) III. Participation to experiments on data-collection (15%)	

5. SUGGESTED BIBLIOGRAPHY

SUGGESTED GENERAL BIBLIOGRAPHY :

- Lecture notes available in 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.

➤ **Specific to topics bibliography will be assigned to students and groups in class.**