

COURSE OUTLINE

(1) GENERAL

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	DEPARTMENT OF PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	GLOF 381	SEMESTER	5-8
COURSE TITLE	Topics in Neurolinguistics		
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, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	10	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SCIENTIFIC AREA OF SPECIALISATION SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	1. GLOF 100 – Introduction to Theoretical Linguistics 2. GLOF 175 – Levels of (Greek) Grammar 3. GLOF 137 – Language Acquisition-Language Development OR GLOF 145 – Introduction to Psycholinguistics 4. Selection and attendance of GLOF 271 – Neurolinguistics (current semester)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/		

(2) LEARNING OUTCOMES

<p>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></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Upon successful completion of the course, students will be able:</p> <ul style="list-style-type: none"> • Understand and analyze key features and issues regarding: i) language processing with electrophysiological and neuroimaging methods, ii) Specific Language Impairment and Autism

spectrum Disorder, **iii**) the relation between bilingualism and the brain, **iv**) the relation between Specific Language Impairment and bilingualism.

- To **critically evaluate** the **validity** of the **predictions of an analysis / hypothesis** based on the experimental data presented.
- To sufficiently use the **relevant literature** and the appropriate **scientific terminology**.
- To **present** a scientific study in a **collaborative way**, to **critically evaluate** this study, to **receive and provide their classmates with feedback** during the presentations.
- To **work individually** to prepare a critical literature review on one of the key issues that will be addressed in this course.
- To **observe** and **identify similarities and differences** in the profile and **language and cognitive performance between different groups** (bilingual, children with Specific Language Impairment, with Autism Spectrum Disorder, bilingual children with 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?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the Necessary technology
 Working independently
 Team work
 Working in an international environment
 Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Critical evaluation of experimental data and research studies
 Production of free, creative and inductive thinking

(3) SYLLABUS

The course focuses on key issues of Neurolinguistics. Emphasis is placed on electrophysiological and neuroimaging techniques of language processing. At the same time, the course focuses on developmental disorders (with emphasis on Specific Language Impairment and the Autism Spectrum Disorder), bilingualism and the bilingual brain, and on issues and analyses concerning bilingual children with Specific Language Impairment. The description and discussion of the above topics are further illustrated through the presentation of several experimental studies based on behavioral, neuroimaging and electrophysiological measures.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face (in class)</p>	
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Class notes, announcements & communication via ClassWeb Communication via email</p>	
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p>Activity</p>	<p>Semester workload</p>
	<p>Lectures</p>	<p>39</p>
	<p>Individual study and preparation for the oral group presentations</p>	<p>113</p>
	<p>Final written coursework</p>	<p>98</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p>Course total</p>	<p>250</p>
<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>a. Oral presentations (in groups) 30% b. Final written coursework (individually) 70%</p>	

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Literature will depend on the topics chosen by the students</p> <p>- Related academic journals:</p>

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