



COURSE OUTLINE

1. GENERAL

INSTRUCTOR			
SCHOOL	PHILOSOPHY		
SEMESTER			
DEPARTMENT	PHILOLOGY-SECTION OF LINGUISTICS		
LEVEL	UNDERGRADUATE		
COURSE CODE	GLOF 127	CYCLE OF STUDY	3 RD ONWARDS
COURSE TITLE	LANGUAGE DEVELOPMENT AND LITERACY DISORDERS		
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	GLOF100, GLOF175		
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
Upon successful completion of this course, students should be able to: <ol style="list-style-type: none">1. Have acquired and be able to describe the most representative stages of typical language development and the ways in which a-typical populations deviate.2. Have attained the mental mechanisms of reading skills, the way this is affected by language processing and the relation between reading and text comprehension.3. Recognize and describe the various literacy disorders, the level of the literacy difficulties and potential similarities to language disorders.
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 explores the differences between typical and a-typical language development. In doing so, it focuses on language developmental disorders and literacy disorders.</p> <p>We will present clinical studies which examine the similarities and the differences between language disorders and literacy disorders and we will discuss in detail any potential similarities and/or differences between the two a-typical language related populations, which are often difficult to tell apart and can mislead researchers.</p> <p>We will refer to the relation of language development to neural cognitive system and what medical explanations have been proposed for literacy disorders by the scientific community.</p> <p>The characteristics of children with literacy disorders will be examined with respect to their language, cognitive, social and educational performance. We will also refer</p>

to the policies adopted in the various educational systems regarding literacy disorders and the ways these policies have been upgraded throughout the decades. Finally, we will present the updated protocols that interdisciplinary teams have developed regarding interventions and the benefits of it.

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	I. 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

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1. *Handbook of Language and Literacy*, Second Edition: Development and Disorders Second Edition, (2016) by C. Addison Stone (Editor), Elaine R. Silliman (Editor), Barbara J. Ehren (Editor), Geraldine P. Wallach (Editor).
2. *Neurogenic Disorders of Language and Cognition: Evidence-based Clinical Practice* (2014), by Laura L. Murray and Heather M. Clark.
3. *Language Disorders in Children: Fundamental Concepts of Assessment and Intervention* (2014) (2nd Edition) (Pearson Communication Sciences and Disorders), by Joan N. Kaderavek.
4. *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating* (2017).
5. *Language Disorders: A Functional Approach to Assessment and Intervention* (2013) (6th Edition) (The Allyn & Bacon Communication Sciences and Disorders), by Owens Jr., Robert E.