

COURSE OUTLINE

"Language Development and Language Disorders" (PSYED505)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	PSYED505	SEMESTER OF STUDY	B'
COURSE TITLE	Language Development and Language Disorders		
INDEPENDENT TEACHING ACTIVITIES <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES AND LABORATORY EXERCISES		3	10
<i>Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).</i>			
TYPE OF <i>general background, special background, specialization general knowledge, skills development</i>	General		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK		
THE COURSE IS OFFERED TO STUDENTS	NO		
ELECTRONIC COURSE PAGE (URL)	https://moodle.uoi.ac.cy/login/index.php		

(2) LEARNING OUTCOMES

Learning Outcomes <i>The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.</i> <i>Consult Annex A</i> <ul style="list-style-type: none"> • Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Learning Outcomes Writing Guide
<p>This course aims to introduce and familiarize students with "Language Development and Language Disorders", a discipline that combines cognitive neuroscience, psychology and education. In particular, through this course, students will be introduced to the international literature on language development and language disorders and will have the opportunity to discuss the importance of knowledge on this topic in the effective learning process. Through course assignments and discussions, students will be challenged to think critically about</p>

whether knowledge about language development and language disorders can actually guide the development of strategies and teaching methods to the point of providing useful benefits. Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about

- the levels of language knowledge and their importance.
- the linguistic specialisation of the brain.
- dyslexia and specific language disorder.
- educational programmes at different levels of education that are based on knowledge about language development.
- the international literature on language development and language disorders.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

.....

Other...

.....

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to Language Development

The aim of the module is to introduce students to the basic levels of linguistic knowledge and the basic linguistic functions.

2. Language in the Brain

The aim of the module is to introduce students to the linguistic specialization in the brain.

3. Development of Phonological and Morphological Competence

The aim of this unit is for students to become familiar with the concepts of phonology and morphology.

4. Developing Competency in Drafting

The aim of the module is for students to become familiar with the concept of syntax. Specifically, in this module it is necessary for students to define and understand the concept of syntax and to critically discuss good educational practices with a view to language development.

5. Developing Competency in Drafting and Pragmatics

The aim of the module is to introduce students to the concept of semantics and pragmatics. Specifically, in this module it is necessary for students to define and understand the concept

of semantics and pragmatics and to critically discuss good educational practices in terms of language development.

6. Language Development and its Relationship to Gestures

The aim of the module is to introduce students to the relationship between gestures and the promotion of early language development. At the same time, it is appropriate to get in touch with the international literature on the relationship between gestures and early language development.

7. Developing Writing Skills

The aim of the module is for students to become familiar with the stages of development of writing skills through contact with international literature and scientific observation.

8. Developing Diagnostic Ability

The aim of the unit is for students to become familiar with the stages of reading development through contact with international literature and scientific observation.

9. Bilingualism and Multilingualism

The aim of the module is to introduce students to bilingualism and multilingualism and its relation to the learning process. At the same time, students will learn to critically discuss bilingual and multilingual promotion programmes.

10. Language Development and Sign Language

The aim of the module is for students to learn about sign language and its relation to language development and the learning process as well as to discuss critical programmes for the support and smooth integration of students who communicate through the use of sign language in a school context and in the wider society.

11. Language Disorders - Dyslexia

The aim of the module is for students to learn about dyslexia and its relationship with the learning process and to critically discuss support programmes for students with dyslexia

12. Language Disorders - Specific Language Disorder

The aim of the module is to introduce students to the specific language disorder and its relation to the learning process and to critically discuss the support programmes for students with specific language disorder.

13. Language Disorders - Stuttering

The aim of the unit is for students to understand stuttering as a language disorder and its relation to the learning process while at the same time strengthening the framework for critical discussion about support programmes for students with stuttering.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.	
ORGANISATION OF TEACHING <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature,</i>	Activity	Semester workload
	<i>Lectures</i>	39
	<i>Laboratory exercises</i>	13

<p><i>Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i></p> <p><i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i></p>		
	<i>Interactive Teaching</i>	<i>13</i>
	<i>Study & Literature Analysis</i>	<i>26</i>
	<i>Study preparation</i>	<i>26</i>
	<i>Job Writing</i>	<i>36</i>
	<i>Independent Study</i>	<i>47</i>
	Total	200
<p>STUDENT ASSESSMENT</p> <p><i>Description of the evaluation process</i></p> <p><i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i></p> <p><i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i></p>	<p><i>Weekly interactive activities (20% in total): On a weekly basis, students will have the opportunity to interact with the teacher, other students and/or other relevant stakeholders to complete certain activities. These activities are an integral part of the course and help the student understand and assimilate each week's material. The instructor will select 10 interactive activities prior to the start of the course that will count towards the final course grade, each worth 2% of the grade. The remaining interactive activities will be available for students to complete (but will not contribute to their final grade) to facilitate self-assessment and to aid in-depth learning.</i></p> <p><i>Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.</i></p> <p><i>Final examination (50%): the final examination will assess the students' understanding of the learning objectives set for the course and their ability to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</i></p>	

(5) RECOMMENDED - BIBLIOGRAPHY

- Suggested Bibliography:

- Beltrama, A. (2020). social meaning in semantics and pragmatics. *language and linguistics compass*, 14(9), e12398
- Corina, D. P., & Blau, S. (2016). neurobiology of sign languages. in *Neurobiology of language* (pp. 431-443). Academic Press
- Demir, Ö. E., & Goldin-Meadow, S. (2016). gesture's role in learning and processing language. in *Neurobiology of language* (pp. 275-283). Academic Press
- Dick, F., Krishnan, S., Leech, R., & Curtin, S. (2016). language development. in *Neurobiology of Language* (pp. 373-388). academic Press

Krafnick, A. J., & Alkire, D. R. (2016). developmental dyslexia. in *Neurobiology of language* (pp. 815-826). academic Press

Sprouse, J., & Hornstein, N. (2016). syntax and the cognitive neuroscience of syntactic structure building. In *Neurobiology of language* (pp. 165-174). Academic Press

- Related scientific journals:

Topics in Language Disorders

Journal of the American Academy of Child and Adolescent Psychiatry

Learning Disability Quarterly

Perspectives in Language Learning and Education

Swiss Journal of Psychology

Neurobiology of Language