COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	GRADUATE		
COURSE CODE	DEE404	**SEMESTER**	6th
COURSE TITLE	Language Disorders		

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*	Special Background
PREREQUISITE COURSES:	no
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(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*

To understand the development of language and related systems

To understand issues related to the nature and aetiology of language disorders

To distinguish the characteristics of children with language problems

To understand the connection between oral and written language and related disorders

To understand the differences between bilingual and disordered speech as well as the language problems of children with developmental disorders

To be able to recognise language disorders in the school class and apply appropriate teaching approaches

To learn about the theoretical background of different interventions

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	*Project planning and management*
	Respect for difference and multiculturalism
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Working independently	
Team work	*Criticism and self-criticism*

Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

Demonstration of social, professional and ethical standing and sensitivity on issues regarding special education

Adaptation to new situations

Searching, analyzing and incorporating data and information

(3) SYLLABUS

Definitions
Types of Language Disorders
Developmental and Acquired Disorders
Phonological, Syntactic, Semantic, Pragmatic aspects of Language: Development and Disorders
Specific Language Impairments (terminology, frequency, aetiology, characteristics, diagnosis and intervention)
Dyslexia and SLI
Syndromes related to language disorders
Tools and Technologies serving language disorders

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in teaching**	
TEACHING METHODS *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.* *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*	*Activity*	*Semester workload*
	Seminars	39
	Study and Essay Writing	30
	Study of the Literature	53
	Exams	3
	Course total	*125*
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *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,*	Obligatory Mid- Term essay Final Exam: Essay type questions	

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:
- Related academic journals:

NIKOLOPOULOS, D. (2008) Language Development and Disorders. Athens: Topos.

Vogindroukas et al. (2010) Developmental language Disorders. Thessaloniki: Epikentro.

Norbury et al. (2013) Understanding developmental language Disorders. Athens: Gutenberg.