

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	EDUCATION		
<b>ACADEMIC UNIT</b>	PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	GRADUATE		
<b>COURSE CODE</b>	DEE301	<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	Speech and Language Problems		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <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>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>	no		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><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"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>						
<p><b>To learn about the evolution in conceptualizing speech and language problems</b></p> <p><b>To understand Language Acquisition and the related systems</b></p> <p><b>To distinguish the characteristics of typical and deviant language</b></p> <p><b>To understand the differences of Bilingual and Disordered language</b></p> <p><b>To know the connections of oral and written language and the characteristics of disorders in both.</b></p> <p><b>To be able to recognize the related disorders in the classroom and apply appropriate teaching approaches.</b></p> <p><b>To acquire knowledge and skills regarding classroom interventions and their theoretical background.</b></p>						
<p><b>General Competences</b></p> <p><i>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></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> </table>	<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>Respect for the natural environment</i>
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<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>					
	<i>Respect for the natural environment</i>					

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<p>Demonstration of social, professional and ethical standing and sensitivity on issues regarding special education</p> <p>Adaptation to new situations</p> <p>Searching, analyzing and incorporating data and information</p>	

### (3) SYLLABUS

<p>Conceptualizing and Defining the Speech and Language Problems</p> <p>The development of Oral Language in (early) childhood</p> <p>Phonology, Syntax, Semantics and Pragmatics: Development and Disorders</p> <p>Greek as a Second Language</p> <p>Oral/Written language connection</p> <p>Speech and Language Problems in the School class</p> <p>Identification issues</p> <p>Special Education for Children with Language Problems</p> <p>Intervention Strategies</p> <p>Teaching Techniques</p>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>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>	<i>Activity</i>	<i>Semester workload</i>
	Seminars	39
	Study and Essay Writing	30
	Study of the Literature	53
	Exams	3
	<b>125</b>	
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p style="text-align: center;"><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,</i></p>	<p>Obligatory Mid-Term Essay</p> <p>Final Exam: Essay type questions</p>	

*open-ended questions, problem solving, written work, essay/report, oral examination, 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:*

Papailiou, C. (2005) Language Development. Athens: Papazisis.

Stasinou, D. (2009) Psychology of Language. Athens: Gutenberg.

Kalantzis, K. (2011) Language Disorders in Childhood. Athens: Papazisis.