

3301 COURSE DESCRIPTION

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	UNDERGRADUATE		
COURSE CODE	Ψ3301		5°
COURSE TITLE	DEVELOPMENT AND DISORDERS OF WRITTEN LANGUAGWE SKILLS		
TEACHING ACTIVITIES		WEEKLY HOURS	ECTS
	Lectures	3	5
COURSE TYPE	Scientific area (Elective)		
PREREQUISITE COURSES:			
INSTRUCTION/EXAM LANGUAGE:	Greek		
OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEB PAGE (URL)	https://elearn.uoc.gr/course/view.php?id=469		

2. LEARNING OUTCOMES

Learning Outcomes
<p><i>This course introduces students to a) the description of the processes involved in reading and writing, b) the factors which affect their development, c) the basic disorders encountered in this area of human development, as well as of the way dyslexia and/or other similar reading disorders are manifested in various orthographic systems.</i></p> <p><i>Upon completion, students are expected to be in a position to give complete and scientifically-based answers when they are asked questions in relation to normal or abnormal reading and spelling development (i.e. at the neuro-psychological level, connitive level, environmental level). They are also expected to justify why reading and spelling skills should not be taken for granted and at the same time to be in a position to analyze and describe the complexity that characterizes these two highly demanding skills. Clear and scientifically-based answers are also expected in relation to disabilities in this domain.</i></p>
<ul style="list-style-type: none"> • <i>Ability to use available theoretical scientific knowledge to interpret the difficulties of acquiring basic skills.</i> • <i>Critical thinking and synthesis</i> • <i>Learning to think independently, creatively and deductively.</i>

COURSE CONTENT

1. *Written language: Basic facts, characteristics and scientific evidence.*
2. Models of reading development, spelling development and written composition.
3. The contribution of cognitive/metalinguistic skills to the development of written language skills.
4. Written language systems & inter-linguistic differences in the development of reading and spelling.
5. The development of reading and spelling skills in Greek spelling and other normal systems.
6. Reading and Spelling Difficulties / Disorders: Contemporary theoretical approaches.
7. The biological basis of dyslexia. Biological, neuro-physiological, cognitive profile of dyslexic readers: International data.
8. The manifestation of dyslexia (and other relevant reading disorders) in the English and the Greek orthographic system.
9. Diagnosis of dyslexia: Traditional and more contemporary models
10. The psychological repercussions of chronic school failure to the individual and his family.

3. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	In class		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of ICT in teaching Support for learning through the E-learn online platform		
TEACHING ORGANIZATION	<i>Activity</i>	<i>Semester Work load</i>	<i>ECTS credit</i>
	Lectures	39	1.56
	<i>Independent study</i>	65	2.6
	<i>Course Total</i>	104	4.16
STUDENT EVALUATION	Evaluation is in Greek. Final written exam (100%) includes: - Short answers - Essay questions Evaluation criteria are accessible to students via the		

	website of course on the UoC e-learn platform. Evaluation criteria are accessible to students via the web-site of course on the UOC e-learning platform..
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4. BIBLIOGRAPHY

- Νικολοπουλος, D. (2016). Ανάπτυξη και διαταραχές δεξιοτήτων γραπτού λόγου. Στο Δ. Νικολόπουλος (Επιμέλεια). *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Εκδόσεις Τόπος.
- Elliott, J. & Grigorenko, E. (2015) *Dyslexia: The Great Debate*. Translation to Greek: *Δυσλεξία: Νέες προσεγγίσεις, νέες προοπτικές* Επιμέλεια: Βικτορία Ζακοπούλου. Εκδόσεις Γκότσης, Πάτρα.