

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	UNDERGRADUATE		
COURSE CODE	ΨΧ-3206	SEMESTER OF STUDY	5
COURSE TITLE	Development and disorders of writing skills / Dyslexia		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY HOURS	ECTS	
Lectures by the instructor	3	4	
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Discipline (elective)		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=469		

2. LEARNING OUTCOMES

Learning Outcomes
<p>This course aims to describe: (i) the development of written language skills and the main processes involved in reading and writing, (ii) the factors influencing these processes, (iii) the major developmental disorders affecting readers, and (iv) the manifestation of disorders such as dyslexia across different orthographic systems.</p> <p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> i) explain why learning to read and write is not an automatic or easy process; ii) describe developmental differences in reading and spelling; iii) identify neurophysiological, cognitive, and environmental factors influencing literacy development; iv) accurately define types and subtypes of learning disorders such as dyslexia; hyperlexia, poor reading comprehension, etc.
General Competencies
<ul style="list-style-type: none"> • Search, analyze and synthesize data and information, using the necessary technologies - • Adapting to new situations • Decision-making • Working in an interdisciplinary environment • Respect for diversity and multiculturalism and sensitivity to gender issues. • Criticism and self-criticism • Promoting free, creative and inductive thinking-

3. COURSE CONTENT

The content of the course is linked to the 5 main axes of the curriculum:
 Scientific bases [1], Scientific research and critical thinking [2], Ethics and social responsibility [3],
 Communication ability [4], Basic preparation for career decisions and professional rehabilitation [5].
 Next to each theme, an attempt is made to connect each tradition with the individual basic axes.

Week 1: Presentation of the course organization chart and introductory data [1]
Week 2: Human communication - Spoken language - Basic characteristics. [1].
Week 3: Writing skills: Basic points, scientific facts, peculiarities [1, 2]
Week 4: Basic models of interpretation for the development of reading skills [1].
Week 5: Basic models of interpretation and development of spelling skills [1].
Week 6: Development of Writing Skills [1]
Week 7 : The contribution of cognitive, meta-cognitive and meta-linguistic competences to the
 development of writing skills-A brief report [1].
Week 8: Writing skills disorders: A brief historical overview [1, 2].
Week 9: Writing Skills Disorders: Criteria for determining basic disorders, Causes of disorders [1].
Week 10: The manifestation of reading disorders – International research data [1].
Week 11: The manifestation of dyslexia and other disorders in the Greek spelling system. Basic
 criteria for clinical diagnosis [1, 2]
Week 12: [1]. The psychological impact of chronic learning disorders [2, 3]
Week 13: e.g. Conclusions, resolving questions and instructions/feedback [3, 4].

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY.	Face to face		
INFORMATION AND COMMUNICATION TECHNOLOGIES USED	Use of ICT in teaching. Support for learning (communication with students and delivery of all course material) via the UoC e-learn online platform (moodle)		
TEACHING ORGANIZATION	Activity	Semester Workload (hours)	ECTS
	Course meetings	39	1,56
	Independent study and final work	65	2,60
	Total course (25 hours of workload per credit)	104	4,16
STUDENT EVALUATION	Student assessment is conducted through written final examinations (100%). Evaluation language is Greek; for Erasmus students, English.		

5. BIBLIOGRAPHY

- *Suggested Bibliography*

- Nikolopoulos, D. (2016). Development of written language skills and disorders. In D. Nikolopoulos (Ed.). Language Development and Disorders. Athens: Topos Publications.
- Elliott, J. & Grigorenko, E. (2015) *Dyslexia: New approaches, new perspectives*. Patras: Gotsis Publications.

*-Related scientific journals:
Dyslexia Journal*