# האוניברסיטה העברית בירושלים

## סילבוס

## קריאה חלק א': יסודות בתהליכי קריאה - 34940

*תאריך עדכון אחרון 07-10-2018*

*נקודות זכות באוניברסיטה העברית: 3*

*תואר: מוסמך*

*היחידה האקדמית שאחראית על הקורס: חינוך*

*השנה הראשונה בתואר בה ניתן ללמוד את הקורס: 0*

*סמסטר: סמסטר א'*

*שפת ההוראה: עברית*

*קמפוס: הר הצופים*

*מורה אחראי על הקורס (רכז): אביטל דויטש*

*דוא"ל של המורה האחראי על הקורס: avital.deutsch1@mail.huji.ac.il*

*שעות קבלה של רכז הקורס: יום ג 14:15-15:00*

*מורי הקורס:*

*פרופ אביטל דויטש*

*<u>תאור כללי של הקורס:</u>*
*במסגרת הקורס יילמדו המנגנונים הקוגניטיביים המעורבים בתהליכי זיהוי של מילים כתובות. הדיון יתמקד בזיהוי מילים בודדות, וכיצד מושפע התהליך ממאפיינים תלויי שפה.*

*<u>מטרות הקורס:</u>*
*מטרת הקורס היא להציג את המודלים המרכזיים לזיהוי מילם בודדת באמצעות החשפות לספרות אקפסרמנטלית שמתוכה צמחו מודלים אלה. מטרה נוספת היא לתרגל את הסטודנטים להתמודד עם הספרות המחקרית בתחום של תהליכים קריאה.*

*<u>תוצרי למידה</u>*
*<u>בסיומו של קורס זה, סטודנטים יהיו מסוגלים:</u>*
*ראה מטרות הקורס*

*<u>דרישות נוכחות (%):</u>*
*נוכחות חובה*

*<u>שיטת ההוראה בקורס:</u> הדיון יתנהל על בסיס קריאה של חומר ניסויי המדגים את התופעות המוזכרות לעייל ואשר הוביל לבניית המודלים השונים. הרשימה שלעייל כוללת את הנושאים שידונו בקורס. הדיון לא יתנהל בהכרח באופן רציף לפי איזכור הנושאים ברשימה.*

*<u>רשימת נושאים / תכנית הלימודים בקורס:</u>*
*הקדמה:*
*- התפתחות שיטות הכתב: לוגוגראפי, הברתי, אלפא-ביתי.*
*- תהליך הקריאה - הקדמה: מזה זיהוי מילה כתובה? הבחנה בין תהליכים של רכישת קריאה וקריאה של קורא מיומן .Effect Superiority Word.*

*זיהוי מילים בודדות – דיון מעמיק*
*- זיהוי ויזואלי של מילים כתובות: זיהוי של תבניות ויזואליות מורכבות לעומת זיהוי של תתי יחידות אורתוגרפיות. הצגה של עקרונות השיטה של מודל רשת לזיהוי מילים כתובות.*
*- כניסה לקסיקאלית: הצגת המודל של המסלול הכפול ] model route dual the: המסלול הישיר (אורתוגרפי) והמסלול העקיף (פונולוגי)], לעומת מודלים קונקציונסיטים חד-מסלוליים מסוג feedforward and feedback models. דיון של גמיש קידוד לעומת מדויק בקידוד הדוגלים במודלים מיקום אותיות.*
*הצגת המודלים תיערך תוך כדי הדגמה של הגורמים המרכזיים המשפיעים על תהליך זיהוי מילים כתובות: תהליכים פונולוגיים ואורתוגרפיים, מאפייני שכיחות, רגולריות (regularity) אורתוגרפית עקביות אורתוגרפית (effect consistency) ועומק אורתוגרפי (דגש מיוחד על עדויות מעברית). ידונו פרדיגמות המחקר השונות המקובלות בתחום המחקר .*
*- תהליך מיצוי המבנה הפונולוגי לאורך ציר הזמן במהלך זיהוי מילה כתובה.*

*- תהליך זיהוי המבנה האורתוגרפי: למידה הסתברותית.*
*- הצגת הפרדיגמה של מעקב אחר תנועות עיניים. כאמצעי לחקור את תהליך הקריאה. הצגת המודל של ה E-Z reader לתנועות עיניים בקריאה. דיון בתפקיד של קשב בזיהוי מילים כתובות בקריאה בתוך הקשר - מודלים סריאליים לעומת מודלים מקביליים להקצאת קשב בקריאה.*
*-דיון בהשלכות התאורטיות של המחקר העוסק בזיהוי מילים בודדות על הוראת הקריאה .*
*- ההשפעה של יחידות מורפולוגיות על זיהוי מילים כתובות - דיון מפורט על השפה העברית. הדיון יכלול גם התייחסות לתופעה של priming form ושל effect letter transposition בין ובתוך גבולות המורפמה.*
*- הקשר בין קריאה ואיות.*

*<u>חומר חובה לקריאה:</u>*
*קריאת חובה תכול על פריטים נבחרים (כ 12 פריטים) . הודעה תינתן בסופו של כל שיעור בהתאם להתקדמות בחומר הנלמד.*


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*<u>חומר לקריאה נוספת:</u>*
*2. במהלך הקורס ניתן להיעזר גם בפרקים 1,2,3,5 מתוך הספר*
*M. J. Snowling and Hulme, C. (Eds.) The Science of Reading, 2005, Blackwell*
*המסכמים את חלקם של הנושאים הנידונים . הספר מצוי בספריה והפרקים הרלוונטים נסרקו לאתר.*
*מראה המקום המדויק מצוי ברשימה הביבליוגרפית תחת שמות המחברים:*
*Coltheart, 2005 (Ch.1), Plaut, 2005 (Cp. 2) Lupker, 2005 (Cp. 3) and Rayner et al. , 2005, (Cp. 5).*

*<u>הערכת הקורס - הרכב הציון הסופי :</u>*
*מבחן מסכם בכתב/בחינה בעל פה 90 %*
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*בחנים 0 %*
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*<u>מידע נוסף / הערות:</u>*
*התרגיל יכנס לשקלול הציון הספוי רק אם בכוחו להעלות את הציון הסופי.*