Syllabus

READ. PART A: FUNDAMENTAL PROCESSES OF READING - 34940

Last update 01-12-2013

HU Credits: 3

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 1

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Avital Deutsch

Coordinator Email: avital.deutsch1@mail.huji.ac.il

Coordinator Office Hours: Wednesday, 9:15-10:00

Teaching Staff:
Prof Avital Deutsch
Course/Module description:
This course will discuss the cognitive mechanisms involved in written word recognition. The discussion will focus mainly on single-word recognition and how written-word recognition is modulated by language-specific characteristics.

Course/Module aims:
The aim of the course is to introduce the main models for written-word recognition via the empirical literature from which these models stem. Another aim is to train the students to read empirical literature in the cognitive domain of reading.

Learning outcomes - On successful completion of this module, students should be able to:
see course aims

Attendance requirements(%):
100%

Teaching arrangement and method of instruction: The discussion will be based on teacher presentations and students' reading of experimental literature describing the behavioral phenomena that lead to the various theoretical models of reading.

Course/Module Content:
Introduction
- The development of writing systems: logographic, syllabic, alphabetical.
- The process of reading: What is the essence of written word recognition? What is the distinction between written-word recognition in beginning and skilled readers? Present the Word Superiority effect.

Written word identification - a comprehensive discussion:
- Visual word recognition: the recognition of complex visual patterns versus the identification of sub-lexical orthographic units. Introducing connectionist models of reading.
- Lexical access: Introducing the dual-route model (with direct and indirect routes) versus one-route feed-forward and/or feedback connectionist models. Discussing models of precise versus flexible coding of letter position.
The presentation of the various models is based on empirical findings demonstrating the well-documented factors that affect written word recognition: phonological and orthographic processing, word frequency, orthographic regularity, orthographic consistency and orthographic depth. The discussion will include the experimental paradigms commonly used in the field.
- The time course of deciphering phonological structure in written-word recognition.
- Discussion of the experimental paradigm of monitoring readers' eye movements as a tool for exploring the reading process. Introducing the E-Z-reader model of eye movements in reading. Discussing the role of attention in written-word recognition within a sentential context – serial versus parallel models for the allocation of attention.
- Discussion of the theoretical implications of the basic research into written-word identification for teaching reading.
- The role of morphological units in written word recognition – a comprehensive discussion of reading Hebrew. The discussion will include form priming and the transposition letter effect.

**Required Reading:**

Reading requirements include selected items from the bibliography list, about one item per week. The exact item required for each lecture will be announced at the end of each lecture pending on course progress.


Coltheart, V., Patterson, K., & Leahy, J. (1994). When a ROWS is a ROSE: Phonological effects in written word comprehension. Quarterly Journal of Experimental Psychology, 47.


of Experimental Psychology: General, 128, 219-264.


Psychology: General.


Experimental Psychology: Learning, Memory, & Cognition, 19, 491-514.


Additional Reading Material:
Students are encouraged to read the following book chapters which give overview on the main topics to be discussed in class: M. J. Snowling and Hulme, C. (Eds.), The Science of Reading, 2005, Blackwell, 2005, Chapters 1-3 and 5. The book is available in the library. In addition these chapters have been scanned and can be found on the course site. The exact references can be found in the bibliography under the names of the authors of the various chapters: Coltheart, 2005 (Ch.1), Plaut, 2005 (Ch. 2), Lupker, 2005 (Ch. 3) and Rayner et al. 2005 (Ch. 5).

Course/Module evaluation:
End of year written/oral examination 100 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
The students will be required to submit a written exercise during the semester, which will be rated on a 1-4 scale. If the exercise is not submitted, 10 points will be subtracted from the final grade.