האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

The Hebrew University of Jerusalem

Syllabus

EXPLORE SCIENCE: LANGUAGE ACQUISITION - 51115

Last update 25-09-2016

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: psychology

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Inbal Arnon

Coordinator Email: inbal.arnon@mail.huji.ac.il

Coordinator Office Hours: Monday 11-12

Teaching Staff:

Dr. Inbal Arnon

Course/Module description:
its and process scientific the to introduced be will students ,course this In academic scientific end product – the scientific publication. During the course, students will search, read, understand, evaluate, critic and present in class scientific publications in various topics within the field of language acquisition

Course/Module aims:
searching in experience get to students enable to is course the of aim main The for, reading, understanding and presenting scientific papers, via intensive structuring and supervision of these activities by the teacher. The course will prepare students to be able to independently find and understand scientific papers throughout their studies in the Department of Psychology

Learning outcomes - On successful completion of this module, students should be able to:
:to able be will students course the of end the At
and engines search various the in subjects specific in papers for effectively Search databases.
bibliometric and content on based) search the during decide and Evaluate parameters) which papers are more or less central/important and merit further reading and focusing.
and findings ,methods ,rational ,background the understand and ,identify ,Define conclusions of scientific publications.
,introduction) paper a of aspects main the abstract an in summarize Briefly methods, results, and discussion), taking into account primary versus secondary findings.
.class in it present and papers of aspects main the addressing presentation a Create

particular a of authors the led (s)publication prior which justify and explain ,Identify paper to ask the research questions raised in that paper.
class in present and describe chronologically ,point aforementioned the on Based the developmental history of a specific research question over several decades of research in that area.

Attendance requirements(%):
100

Teaching arrangement and method of instruction:be will classes three first The

based on frontal lectures by the lecturer and class discussions. During these meetings the students will be introduced to the scientific process of research, from writing grants to publishing papers (including experimental, review papers as well as chapters in edited books), as well as to the basic structure of experimental scientific papers and the process of searching for papers in particular research areas. The remaining meetings will be devoted to students' presentations and discussions as detailed in the next part (course structure). During the whole year, each student and group of students will meet with the lecture to prepare and discuss their ongoing work.

Course/Module Content:

שימת נושאים/תכנית הלימודים בקורס

structure the introduce will lecturer the which in lessons three initial the Following and aims of scientific writing and the search methods for scientific publications, the course will continue with the following tasks:

of area specific a in paper review a read will students ,class each to Prior :#1 Task language acquisition from a leading source.

course the during once which ,each students 4 of groups form will Students #2 Task will be responsible for leading the discussion in class by preparing 10-20 questions for discussion regarding the various aspects of the paper, including questions regarding integration and comprehension. General questions may be asked such as: What is the main scientific question that the authors are trying to answer? How did this question come about historically as mentioned in the Introduction? What are the current research directions?

of contributions/implications the are What ?used being are methods research What this study to the field? What are the next suggested steps in the paper? And what other suggestions are appropriate? The time frame for this group activity leading the class discussion is 30 minutes.

members group the ,discussion group minutes-30 the leading to addition In :3 Task (in pairs) will choose one scientific paper that is related to the review paper and present it (10 minutes per student). Presentations will address the Introduction, Methods, Results and Discussion sections of the paper

Required Reading:

רשימת המאמרים עבור המטלה הראשונה:

1. Gopnik, A. (2010). How babies think. Scientific American Mind, 303, 76-81
2. Kuhl, P. (2015). Baby Talk. Scientific American Mind, 313, 64-69
3. Hartshorne, J.K. (2009). Why don't babies talk like adults? Scientific American Mind, 20, 58-61
4. Dye, M. (2011). Why Johnny can't name him colours, Scientific American Mind, 22, 48-51
5. Balter, W. (2016). Language Wars, Scientific American Mind, 314, 60-65 (origin of language)

6. Lessmoellmann, A. (2006). Can we talk? Scientific American Mind, 17, 44-49
7. Haesler, S. (2007). Programmed for speech (birdsong and human language), Scientific American Mind, 18, 66-71
8. Borodistky L. (2011). How language shapes thought, Scientific American Mind, 304, 62-65
9. Westly, E. (2011). The bilingual advantage: learning a second language gives kids' brain a boost, Scientific American Mind, 22, 38-41
10. Deutsch, D. (2010). Speaking in tones (language and music), Scientific American Mind, 21, 36-43
11. Lubbadeh, J. (2005). Signing gets a scientific voice, Scientific American Mind, 18, 82-87
12. Caldwell-Harris, C. (2014). Kill one to save five? Mais Oui! (about making decisions
in a non-native language), Scientific American Mind, 25, 70-73.

Additional Reading Material:
NA

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 45 %
Participation in Tutorials 10 %
Project work 45 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information: