

COURSE SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Letters
1.3 Doctoral school	Hungarian Studies
1.4 Field of study	Philology
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	Doctoral training / PhD in Philology

2. Course data

2.1 Name of discipline	LSD 1104 Ethics and methods of research and methodology of elaboration of scientific papers						
2.2 Teacher responsible for lectures	Prof. univ. dr. habil. Benő Attila Prof. univ. dr. habil. Benő Attila						
2.3 Teacher responsible for seminars							
2.4 Year of study	1	2.5 Semester	2	2.6. Type of evaluation	Oral exam	2.7 Course framework	DS

3. Estimated total time of teaching activities (hours per semester)

3.1 Hours per week	3	Out of which: 3.2 Lectures	2	3.3 Seminars / Laboratory classes	1
3.4 Total hours in the curriculum	42	Out of which: 3.5 Lectures	28	3.6 Seminars / Laboratory classes	14
Allocation of study time:					
Study supported by textbooks, other course materials, recommended bibliography and personal student notes					40
Additional learning activities in the library, on specialized online platforms and in the field					60
Preparation of seminars / laboratory classes, topics, papers, portfolios and essays					30
Tutoring					8
Examinations					2
Other activities: -					
3.7 Individual study (total hours)	140				
3.8 Total hours per semester	250				
3.9 Number of credits	10				

4. Preconditions (where applicable)

4.1 Curriculum	<ul style="list-style-type: none"> equipping the classroom with a video projector
4.2 Competences	<ul style="list-style-type: none"> MA level knowledge of linguistics and literature

5. Conditions (where applicable)

5.1 Conducting lectures	
5.2 Conducting seminars / laboratory classes	

6. Specific competences acquired

Professional competences	Acquisition of academic-scientific writing skills in Hungarian language, literature and culture
Transversal competences	CT1 Use of language components, in full accordance with professional ethics

7. Course objectives (based on the acquired competencies grid)

7.1 The general objective of the course	The course offers elements of the history of science and the landmarks of scientific documentation and writing. Development of the analysis capacity and of the critical thinking of the doctoral students.
7.2 Specific objectives	The course proposes to go through the essence of scientific thinking, the criteria of science: critical and methodical thinking, to lead doctoral students to acquire the ability to recognize the specifics of scientific papers of various types, to document, to collect data and to present views and arguments.

8. Content

8.1 Lectures	Teaching methods	Comments
1. Introduction. Cognitive aspects of the cognition process: preconceptions, stereotypes	Presentation, discussion.	
2. Interpretation of the researched phenomena.	Problematization Reflection	
3. The system of concepts. Knowledge, memory, associativity.	Explication Discussion	
4. Generalization and over-generalization in thinking	Explication Problematization	
5. The metaphorical character of human thinking	Problematization Reflection	
6. The process of scientific research and temporal aspect	Presentation Explication Problematization	
7. Research methods in social sciences	Problematization Reflection	

8. Research methods in natural sciences	Presentation Explication Problematization	
9. Differences between research of social phenomena and natural phenomena.	Explication Discussion	
10. Statistical data processing	Presentation Explication Problematization	
11. Characteristics of scientific publications	Problematization Reflection	
12. The language of scientific studies	Presentation Explication Problematization	
13. Professional ethics. Quoting. Originality. 14. Synthesis	Presentation Explication Discussions	

Bibliography:

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 FORGÁCS BÁLINT 2015. A kognitív tudomány metaforái és az agy. Magyar Pszichológiai Szemle, 70. 2/6. 395–404.

FRIESEN, NORM 2010. Mind and Machine: Ethical and Epistemological Implications for Research". AI & Society: Knowledge, Culture and Communication 25 (1): 83–92.

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HUSSERL, EDMUND (1998): Az európai tudományok válsága. Atlantisz.

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POPPER, KARL. R. (1997): Logik der Forschung, 1934/ A tudományos kutatás logikája. Európa Könyvkiadó, Budapest.

SIMONYI KÁROLY (1978): A fizika kultúrtörténete. VEKERDI LÁSZLÓ (1994): Tudás és tudomány. Typotex.

TOLCSVAI NAGY GÁBOR 2013. Bevezetés a kognitív nyelvészetbe. Osiris, Budapest

8.2 Seminars / laboratory classes	Teaching methods	Comments
1. Introduction. Course topics and bibliography. Requirements and evaluation. Scheduling the meeting of the seminar presentations.	Presentation Discussions	
2. The limits of human knowledge	Presentation ideas Discussions Debate	

3. Cognitive dissonance	Group discussions Debates Case analysis	
4. Interpretation and understanding in Dilthey's theory	Presentation ideas Discussions Debate	
5. Relativity in the theory of knowledge? (A. Sokkal - J. Bricmost)	Group discussions Debates Case analysis	
6. The myth of intelligence	Presentation ideas Discussions Debate	
7. Mimicry in the development of human thinking	Group discussions Debates Case analysis	
8-13. Individual presentation of research projects. Debates, suggestions.	Presenting individual research plan Discussions Debate	
14. Conclusions. Synthesis	Discussions	
Case studies prepared with the doctoral students, based on their individual doctoral research topics	Presentation, discussion, exercises	
<p>Bibliography: DONALD, MERLIN (1991): <i>Origins of the Modern Mind. Three Stages in the Evolution of Culture and Cognition.</i> Harvard University Press, 1991. GOULD, STEPHEN JAY (1981): <i>The Mismeasure of Man.</i> New York: Norton & Company. HARARI, YUVAL NOAH (2017): <i>Sapiens. Az emberiség rövid története.</i> Animus, Budapest. KLEIN, GEORG (2001): <i>Vak akarat és önző DNS.</i> Magvető, Budapest. MICLEA, MIRCEA 1994. <i>Psihologia cognitivă.</i> Editura Gloria, Cluj Napoca. MILLER, GEORGE A. 2003. <i>The cognitive revolution: a historical perspective.</i> <i>TRENDS in Cognitive Sciences</i> 7/3: 141–144. SAGAN, CARL (2001): <i>Broca's Brain: Reflections on the Romance of Science/ Broca agya.</i> Akkord Kiadó, Budapest SOKAL, ALAND – BRICMONT, JEAN (2000): <i>Impostures intellectuelles/ Intellektuális impostorok. Posztmodern értelmiségek visszaélése a tudománnyal.</i> Typotex Kiadó. SZABÓ KATALIN (2001): <i>Kommunikáció felsőfokon.</i> Kossuth Kiadó, Budapest. SZAMARASZ VERA ZOÉ 2006. <i>Az idő téri metaforái: a metaforák szerepe a feldolgozásban.</i> <i>Világosság</i> 8-9-10: 99–109.</p>		

9. Aligning the contents of the discipline with the expectations of the epistemic community representatives, professional associations and standard employers operating in the program field

The content of the discipline is similar to other introductory disciplines of this kind.

10. Examination

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lectures	Assessment of knowledge	Written exam	
	Assessment of knowledge	Ongoing tests	
10.5 Seminars / laboratory classes	Activity during seminars	Discussions, answers to questions	

	Assessment of knowledge	Written exam	
10.6 Minimum performance standard			
<ul style="list-style-type: none"> • Participation in seminars: - minimum 80% 			

Date of issue	<i>Bewi Abb</i> Signature of the teacher responsible for lectures	<i>Bewi Abb</i> Signature of the teacher responsible for seminars
19.09.2021.		

Date of approval by the doctoral school council	Signature of the doctoral school director
23.09.2021.	<i>Keagee Wilson</i>