

**Brandeis University
The Hebrew Program**

**Hebrew 20
COURSE DESCRIPTION**

ברוכים הבאים

Instructor Name: Guy Antebi
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Email is the best way to contact me. I try to respond to all messages within 24 hours during the week, except in the case of holidays. Email received after 5pm on Fridays will usually be answered by 5pm on the following Monday.

Office hours: Every Friday at 12:00pm

Zoom link for office hours:

<https://brandeis.zoom.us/j/91728757504?pwd=K0VheGVQV3pOeGJCRlBwUEFaQWw0QT09>

Passcode: 802339

Zoom link for weekly meeting: <https://brandeis.zoom.us/j/96839920967>

Whatsapp Group: <https://chat.whatsapp.com/GUOBbyVaq7H0rOIF781tj0>

Modality:

This course is taught asynchronously, which means there is no designated day or time assigned to the course (although there is one synchronous session with the instructor on Friday, as well as virtual office hours or discussion groups). Asynchronous instruction generally involves accessing content, such as recorded video lectures, readings, discussion prompts, assignments, and assessments during a flexible time frame, with due dates as specified. This course will have a daily quiz, weekly tests, and a final project at the course conclusion. The project will be asynchronous, and the due date is in the course calendar.

Platforms:

- Latte
- Zoom

Course Prerequisite:

Completion of Hebrew 10 course, or equivalent, determined by the Hebrew placement test. Students entering level 20 are at the Novice High Proficiency Level, according to the ACTFL proficiency guidelines. (ACTFL-American Council on the teaching of Foreign Languages).

Course Materials:

- Brandeis Modern Hebrew. Ringvald, Porath, Peleg, Shorr and Hascal.
- Optional: A Dictionary for the Learners of Hebrew, Lauden & Weinbach.
- Optional: English-Hebrew Hebrew-English Dictionary, Shimon Zilberman
- Optional: Oxford English-Hebrew/ Hebrew-English Dictionary, Kernerman & Lonnie
- Optional: www.morfix.co.il
- All students are required to bring to class a three- ring binder – 4 dividers for: grammar, homework, quizzes, tests, and songs

The goal of the course is to enhance the students' competence in Three Modes of Communication - the Interpersonal, the Interpretive, and the Presentational, as well as cultural aspects. See ACTFL- The American Council on Teaching of Foreign Languages: <https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>

Upon completion of the course:

Most students completing this course will be able to initiate and sustain a conversation dealing with familiar topics, and will be able to write short narratives and read authentic texts based on specific reading strategies. Most students successfully completing this course will emerge with a proficiency level of Intermediate Low in all four-language skills- reading, writing, listening and speaking, depending on motivation, effort, and diligence.

Goals:

By the middle of the course, students will be able to:

Speaking:

Handle a variety of tasks pertaining to the Novice High level. Speakers at the Novice High level are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Speakers are able to respond to simple, direct questions or requests for information, and they are able to ask a few formulaic questions. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language.

Listening:

Understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected

texts typically understood by intermediate level listeners, although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Writing:

Meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics. Reading Understand fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at this level are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.

Grammar:

Brandeis Modern Hebrew, Hebrew in Context Units 6,7 pages 244-326
... מה מה השעה? וחצי, ורבע • Time expressions
page 257 •מתי. כאשר “When”
page 264 •לישון Verb “to sleep”
page 267 •ל"ה Past tense
, page 273 •הייתי Verb “to be” in the past
page 299 •שלמים, ל"ה, ע"ו Future tense
סמיכות • Construct state
page 309 •להיות Verb “to be” in the future,
page 305 •אם If -

Culture:

Aspects of Culture Materials: Students will learn about the Hebrew names for the months according to the Babylonian origin. They will learn about the thirteenth month in the Jewish calendar that is added every few years. They will share similarities/differences between the lunar and solar calendars (Pages 250, 251)

Students will examine sleeping hours habits and societal practices. They will read short articles on the topic from newspapers geared for Hebrew learners. Short article: How much to sleep, page 266

Students will learn the song by the iconic poet/journalist Yehonatan Geffen. They will also sing some Israeli songs, will read a children’s story, and watch a short play.

הסיפור על האיש
הירוק יהונתן גפן

Goals (Intermediate Low):

By the end of the course, students will be able to:

* **Speaking:** Successfully handle a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information, booking a trip, going to the doctor. By now most students will be able to speak in past tense, their vocabulary will be larger. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

* **Listening:** Understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven.

* **Writing:** Exhibit limited, practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombination of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present tense. Writing tends to consist of a few simple sentences, often with repetitive structure. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols.

* **Reading:** Understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

• **Grammar:**

Brandeis Modern Hebrew, Hebrew in Context

Unit 8, 9 : pages 330-434

page 333-338 • אסור אפשר, מותר, כדאי, Impersonal speech

page 357 • פיעל: עבר הווה עתיד • Pie'l verbs regular- present, past, future

page 352 • את אותי אותך • Prepositions

page 345 • עם איתי איתך • Prepositions ,

page 361 • מדבר מספר אומר • Speech verbs

page 376 • פעם ב • Once, twice

page 410 • סמיכות • Construct form,

page 416 • גזרת הפעיל, Verbs: Hif'il • גורמים פעלים

page 406 • ב.. בי.. בכ • Prepositions ,

page 391 • כדי ל • In order to ,

page 400 • כואב לי .. יש לי כאבים ב • It hurts...I have pain...

• **Culture:**

Aspects of Culture	Materials
Students will examine similar and different socio-religious community interactions and history.	בית הכנסת הספרדי "טורו" ברוד איילנד The Touro Synagogue
Students will be introduced to a Jewish American athlete and share common stories.	Baseball Player: Hank Greenberg page 379

Students will gain knowledge about how Israel respects the environment and how it saves energy. common idea. will be shared	The ecologically minded tourist page 378
Students will gain knowledge about practices and perspectives about medicine in the Middle Ages' teachers/students' relations. They will share value/beliefs about body/mind, sins/sickness.	Maimonides, How the relationship between a teacher and a student should be. page 382/430 Medicine in Hebrew page 430. Rabbi Joseph Soloveitchik page 429
Students will gain cultural competence about a holy tourist attraction with elements of the Persian gardens of Shiraz and will discuss similar historical legacies.	The BAHAI religion page 340
Students will be introduced to famous poets and musicians and how their work has influenced Israeli society and culture perspectives.	Poet: Yehuda Amichai page 350 Poet: David Avidan page 368 Musician: Isaac Pearlman page 372

Course Requirement:

Homework, Tests, and Quizzes submission:

All homework should be turned in to Latte before class.

- Print out the homework and complete it on the printed page.
- Scan the completed document as a .pdf file.
- Upload it to Latte with your user name on the subject line.
- I will make corrections with an Apple pencil and return it via e-mail.

Student Expectations:

To be most successful in this course, students are expected to:

- Log in daily and make progress in their course.
- Be willing to put forth effort and complete weekly tasks.
- Attend regularly scheduled weekly meetings, and teacher office hours when requesting help.
- Receive regular instructor communication through email.
- Reach out to their instructor or peer tutor for help.
- Contact IT Support for any software issues.
- Complete student orientation.
- Complete their own course and maintain academic integrity at all times.

Class participation expectations and zoom ethics:

- Attendance is optional in the weekly meetings.
- During the weekly meeting, turn off your mics and the volume to avoid a sound loop.
- Leave the camera on.
- Be mindful of how you present yourself on zoom (where you are and how you are dressed).
- Please sit at a table and in a quiet space where you are not distracted and where the ambient noise will not distract the rest of the attendees in the virtual classroom
- Turn off messaging on your computers; put away your phones (unless they are needed to complete a task).

Regular Class Meetings:

Regular class meetings will be for 50 minutes, **once** a week (Fridays at 11:00am). Real-time (synchronous) attendance, online via *Zoom*, is highly recommended. Students who do not attend **the** online session must view the recording. In general, the session will focus on language structure/grammar, review previous material, and provide more reading and listening/speaking practice. All recordings of the class sessions will be posted on Latte.

Assignments:

- Daily assignments will include: reading, writing, or speaking tasks.
- All assignments must be submitted **on time**.
- Assignments must be neat and legible. Please include date, name, title and/or page number.
- All written work must be **double-spaced**.
- Each student must submit his/her **individual work**.
- Some homework assignments will be graded unannounced, so make sure you take pride in your work and do it well!

Homework, Tests, and Quizzes submission:

Because of the asynchronous learning modality for Hebrew20, all quizzes and tests will be designed in a take-home format. All homework should be turned in to Latte.

Evaluation:

Attendance and participation	15%
Homework assignment and compositions	15%
Quizzes	25%
Midterm exam	20%
Final Project	25%

Success in this 4-credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class. Please come prepared for each class, don't leave things to the last minutes and feel free to ask for help.

Learning Disabilities: Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you. In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to accommodate, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.

Academic Honesty: You must complete all assignments alone. In your writing, you must follow rules of attribution, meaning that you must cite all sources consulted in preparing your papers. As stated in the *Student Handbook*, "Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort." Examples of penalties for a student found responsible for an infringement of academic honesty are no credit for the work in question, failure in the course, and the traditional range of conduct sanctions from disciplinary warning through permanent dismissal from the University. **The use of any online translator will be considered cheating.**

I wish you success in learning Hebrew!

« The content of this list is subject to change during the semester »
בהצלחה!