

## ELH101.xxxx Elementary Hebrew 1 (Elem Hebrew 1)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER  
Saved on:

### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
**Homepage:** <http://faculty.lagcc.cuny.edu/instructor>  
**Email:** [instructors\\_email@lagcc.cuny.edu](mailto:instructors_email@lagcc.cuny.edu)  
**Tel:** 718-482-5460  
**Office:** B-234  
**Office Hours:** xxx  
**Preferred communication:** E-mail is preferred, with which you should expect my response within 24 hours.  
**Class Schedule:** xxx (Room: xxxx) & xxx (Room: xxxx)

### Course goals and objectives

**Catalog Course Description:** This course aims to develop listening, speaking, reading and writing skills in Hebrew. Knowledge and understanding of Hebrew culture are also nourished through the examination of cultural practices, products, and perspectives. Writing and reading of hiragana and katakana skills will be introduced as well. Note: Students proficient in Hebrew must take higher-level courses appropriate for their proficiency levels. Also, a student must successfully complete ELH102 before credit is granted for ELH101.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:**

**Pre/Corequisites:** CSE095 and ESL097

### Flexible Core Objectives: World Cultures and Global Issues

**This course bears three credits that satisfy Pathways Flexible Core World Cultures and Global Issues.** In this Pathways course, students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- demonstrate familiarity with the hiragana and katakana writing systems;
- communicate with a native speaker of Hebrew using the vocabulary specified in the course outline;
- interpret Hebrew texts within topical outline of the course using the print and script systems;
- write coherent idiomatic Hebrew demonstrating control and understanding of syntax and grammar;
- communicate in Hebrew using a vocabulary that includes such topics as greetings, nationalities, languages, housing, location, time, days of the week, the Hebrew educational system, and college life;
- make presentations about aspects of Hebrew culture and tradition that students have researched.

**Textbook, grading, and other class logistics**

**TEXTBOOKS:**

- Vardit Ringvald, et al *Brandeis Modern Hebrew*, Brandeis University Press/University Press of New England, 2005. Comes with CD.
- Shlomit Chavat, Sara Israeli, Hilla Kobliner, *Hebrew from Scratch Audio CD Part I*. Academon, 2006 and Hagefen Publications, New York.

**OPTIONAL:**

- Alcalay, Reuben. *The Complete English-Hebrew Dictionary and Milon ‘ivri-angli shalem* (Complete Hebrew-English Dictionary). New enl. Ed. Tel-Aviv, Masadah 1990. (R)
- Halkin, Abraham S. *201 Hebrew Verbs (Fully Conjugated in all the Tenses)*. Woodbury, N.Y. Barron’s educational Series (1970). (R)

**ADDITIONAL BOOKS TO SUPPORT THIS COURSE:**

- Glinert, Lewis. *The Grammar of Modern Hebrew*. Cambridge, New York, Cambridge University Press, 1989. (R)
- Jofen, Jean. *Hebrew for Beginners*. Brooklyn, Dr. Jean Jofen, 1994. (with tapes). (R)
- Lang, Ora. *Ivrit shel Yom Yom (Everyday Hebrew)* Jerusalem, “Ahiever”, 1971. 2 v. (R)
- Uveeler Luba and Norman M. Bronznik. *Ha-yesod Fundamentals of Hebrew*, 8<sup>th</sup> ed., newly revised. Jerusalem, New-York, Feldheim Publications, 1993 (R)

**MEDIA ITEMS**

- *Language 30* : Hebrew Vocabulary (2 audiocassettes) (R)
- *Prologue*: Basic conversation in Hebrew (3 audiocassettes) (R)
- *Hebrew Today* : 25 interactive lessons, each topic presented with pause for response by student (videocassette and book) (R)

**SOFTWARE/HARDWARE REQUIREMENTS**

- **Divide & Conquer** : Software for learning Hebrew grammar. For Macintosh. Davka Corporation. (R)
- *Learning to read Hebrew*: Software for IBM synchronized with 2 audiocassettes. Davka Corporation, 1991-93 (R)

**Grades:** Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (10 quizzes x 2.5) 25%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 15%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

**Weekly schedule (subject to change)**

**Lab:** Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Unit 1: Getting Acquainted: My name, greetings, place of residence Contents: Personal Information, The Hebrew Alphabet (Block and Script letters), Greetings, and Pronunciation Communications/Function: Introduce yourself and others, ask/answer patterned questions: names, residence, where from. Structure and Grammar: The Hebrew Script (Block and Script letters), Singular pronouns, present tense of verbs, inflection of nouns, short sentences, prepositions – from, in/at, questions – what? where from? Who? Conjunctive- and. Culture: Names, biblical and modern, dates, idiomatic expressions, numerical value of the letters,

	Jewish holidays.
Week 2 [Insert DATE]	Week 2 Unit 1 (continue) Contents: Cognates (Foreign words), Singular nouns and pronouns, Numerical value of Hebrew alphabet, Jewish Holidays Quiz 1: 2.5% / Lab 1: 1% / HW1: 1%
Week 3 [Insert DATE]	Week 3 Unit 2: Learning Environmental: School environment – place of study, classroom objects, subjects of study. Contents: School/University, Plural nouns and pronouns, Verbs: Binyanim tenses, infinitive types, and Comprehension exercises Communications/Function: List of places and objects, simple descriptions of people and places, ask/answer questions. Structure and Grammar: Indicative pronouns – this, these, plural pronouns, the root and the verb system, numbers until 10, there is/isn't, adjectives – singular and plural, nouns – S,P, regular Pa'al verbs in present tense, the definite direct object et, the verb "to speak" in piel, the preposition in and in the. Culture: Idiomatic expressions related to classroom, school system in Israel, song, movie. First Presentation (self-introduction): 5% Quiz 2: 2.5% / Lab 2: 1% / HW 2: 1%
Week 4 [Insert DATE]	Week 4 Unit 2 (continue) Contents: Present tense, Pa'al regular, Numbers 0 - 10, Declension of adjectives Quiz 3: 2.5% / Lab 3: 1% / HW 3: 1%
Week 5 [Insert DATE]	Week 5 Unit 3: Living Environment: apartment, dorms, city, stores, rooms, furniture. Communications/Function: Tell about your living environment, list rooms, furniture, nearby places, asking for price, count 10-1000. Contents: Housing, Rooms, furniture, Go/Walk to, How much?, and Comprehension exercises Structure and Grammar: Construct phrases (smichut), possessive – have, have not, I have, I don't have, prepositions – to/to the, from/from the, of, et, numbers, verbs with vav or yud. Culture: Apartment, house in Israel, songs, places of interest – Tel Aviv. Quiz 4: 2.5% / Lab 4: 1% / HW 4: 1%
Week 6 [Insert DATE]	Week 6 Unit 3 (continue) Contents: Preposition "et", Numbers 11 - 1,000, Verbs: Pa'al present, and infinitive Quiz 5: 2.5% / Lab 5: 1% / HW 5: 1% Midterm: 20%
Week 7 [Insert DATE]	Week 7 Unit 4: Content/Context: food, grocery store, restaurant, eating habits, meals and recipes. Contents: Shopping at the Grocery Store, Fruits, Vegetables, Meals Communication/Function: telling about eating habits, shopping for food, ordering food at a restaurant. Structure/Grammar: the verb to need, to have, infinitives, give me. Culture: Israeli food, eating culture, receipt, advertisements, song. Quiz 6 : 2.5% / Lab 6:1% / HW 6 : 1%
Week 8 [Insert DATE]	Week 8 Unit 4 (continue) Contents: Meals, Need/must/have to, Can/able to, and Comprehension exercises Quiz 7: 2.5% / Lab 7: 1% / HW 7: 1%
Week 9 [Insert DATE]	Week 9 Unit 5: Content/Context: Family, life cycle (birthday, child birth, weddings). Contents: The family, Telling age, and Common expressions in the family Communication/Function: tell about your family, describe family members.

	Structure/Grammar: how old, I was born, possessive suffixes, past tense. Culture: idiomatic expressions in the family, places, announcements. Quiz 8: 2.5% / Lab 8: 1% / HW 8: 1%
Week 10 [Insert DATE]	Week 10 Unit 5 (continue) Contents: Pronominal possessive declension, singular, and Verbs : Pa'al regular past Quiz 9: 2.5% / Lab 9: 1% / HW 9: 1%
Week 11 [Insert DATE]	Week 11 Ch.6: New vocabulary and Comprehension exercises Contents: Days of the week, The calendar (leap year), the Hebrew months, Before, After Quiz 10: 2.5% / Lab 10: 1% / HW 10: 1%
Week 12 [Insert DATE]	Review of Ch.1-Ch.5 Presentation (campus life):10%
Final [Insert DATE]	Week 13 Final exam: 20%

### Policies

**Classroom policies:** The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

**Valuing LaGuardia's Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The student attendance policy:** As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete:** As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).