

Hebrew 1131: Beginning Modern Hebrew 2

Sections: 1E54, 3904, 3914

Malka Dagan, Senior Lecturer and Hebrew undergraduate coordinator.

M-F- 1E54 4th period, 3904 6th period, 3914 7th period

Turlington: B-310

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Course Description:

This semester we will continue to study verb constructions, grammatical rules and idiomatic expressions in Hebrew. We will also explore written texts, songs and videos that will tell you more about Hebrew culture and tradition. But more importantly, you will be encouraged this semester to express through your essays, group assignments and oral presentation your own approach to Hebrew as a language of further study, research, career opportunities or cultural exploration. I would like to encourage you to imagine how you might wish to use Hebrew in the future – and to use this Hebrew course as an opportunity for thinking about language and culture in general. At this point you have already devoted a great deal of effort to studying Hebrew – this is a good opportunity to think how you might want to apply the knowledge that you acquire in this course later on.

Course Objectives:

Our goal is to develop further the skills and knowledge that you acquired last semester while challenging you and encouraging self-expression on your part:

1. Speaking:

- a. Regularly and naturally use basic vocabulary and common phrases
- b. Steadily incorporate new vocabulary into speech
- c. Start formulating more complicated sentences with an eye on self-expression
- d. Instruct the class through group dramatization and a game that you will create (see “group assignments” below).
- e. Present a monologue to the class (“oral presentation”).

2. Writing

- a. Submit your essays in print
- b. Begin creating more complex and varied sentences
- c. Double check and correct your own homework prior to turning it in to instructor
- d. Submit short essays up to 400 words (see “essays”)

3. Reading

- a. Work through more difficult texts
- b. Use a dictionary on regular basis
- c. Read Israeli text from simplified newspaper articles
- d. Read and listen to stories on the computer and answer questions
- e. Record a paragraph/dialogue from a newspaper or a book

4. Listening Comprehension

- a. Understand basic dialogues and simple texts without relying on a written copy
- b. Understand class instruction in Hebrew
- c. Understand fellow students in conversation
- d. Engage in conversation with the teacher and fellow students

Required Materials:

Brandeis Modern Hebrew. Vardit Ringvals, Bonit Porath (From last semester)

Kernerman/Lonnie Kahn Oxford Hebrew-English/English-Hebrew Dictionary

Requirements:

Attendance. **REGULAR ATTENDANCE IN CLASS IS REQUIRED.** If you have no absences, your final grade will increase by a half a point. 6-8 absences will result in lowering your grade half a point. 9 – 12 absences will result in lowering your with one point. 13 absences will result in failing the class. Since class meetings are short and typically involve active student’s participations, tardiness is especially disturbing. Being tardy three times is equivalent to one absence.

Participation. **YOUR HOMEWORK AND PARTICIPATION THROUGHOUT THE SEMESTER WILL COUNT FOR 5% OF YOUR FINAL GRADE.** Full participation means that students come to class fully prepared and ready to work. You must prepare all written and oral homework and be ready to engage with the material covered in class in an alert and enthusiastic manner. Students who do not prepare oral homework (by learning vocabulary and reviewing structures covered in class), students who do not participate fully in group activities or speak only English in class will receive a greatly reduced participation grade. Homework is given daily but graded for a grade remedially

N.B. Active participation in class is essential. Factors considered in this portion of your grade include: a) attendance b) punctuality c) preparation d) initiative e) volunteering in class f) use of spoken Hebrew g) positive attitude, and i) in-class assignments. There is no make-up for class participation.

Make-up Policy. If a student cannot take an exam due to a documented emergency, written proof of the circumstances must be presented to the instructor no later than the day after the student returns to class. Medical excuses must be on a physician's letterhead, must include a statement that says that the student "could not attend class", and must state the dates on which the student could not attend. A receipt from a visit to a physician is not acceptable. If documentation is satisfactory, the instructor will arrange a time and date for the make-up.

Final Grade.

- Participation (includes attendance, written and oral homework preparation, pop quizzes) 5%
- 3 quizzes – 15%,
- 2 group assignments – 10% (see further details below)
- 3 tests-30%
- 4 essays – 20%
- oral presentation 5%
- final exam- 15%

Grading Scale.

A 100-93, A- 90-92, B+ - 87-89, B 83-86, B- -89 -82, C+ - 77-79, C 73-76, C- -70-70-72, D+ - 67-69, D - 63-66, D- -60-62
S-U - 75%

Essays and Group Assignments:

Essays (20% of your final grade):

During the course you will be required to submit 4 essays of 150, 250, 350 and 400 words. All essays will be typed- double space. Essays will be graded for content, grammar, and professional presentation. Each essay is worth 5% of the final grade.

Group Assignments (10% of your final grade):

The class will be divided into groups. Each group will be given a date on which they will perform the following tasks (5% each):

1. A song – You will be assigned a grammatical theme that is appropriate to the class, and choose (I can help you if you are having trouble) a Hebrew song to demonstrate this theme. Two days before your presentation, please send me the following materials:
 - a. The text of the song.
 - b. A vocabulary list explaining new words.
 - c. Either a video or an audio file (or link, usually through YouTube...) contains the song.

Your assignment is to teach the song to the class.

2. A dramatization/PowerPoint presentation, etc. – You will be assigned a grammatical theme that is appropriate to the class, and prepare a short dramatization or PP to demonstrate this theme. Two days before your presentation, please send me the script for your presentation.

Your assignment is to present your script to the class.

3. A game - You will be assigned a grammatical theme that is appropriate to the class, and prepare a game to demonstrate this theme. Two days before your presentation, please send me the materials that you preparing for the game.

Your assignment is to administer the game to the class.

Technical Support: For assignments that might require technical support (such as typing in Hebrew on the computer, downloading or accessing certain materials online), contact the Language Learning Center in TUR 1317, which is open Monday – Thursday from 8 a.m. - 8 p.m., and Friday from 8 a.m.-5 p.m.

Academic Honesty.

Students are expected to follow University of Florida Academic Honesty Guidelines. These can be found at <http://www.aa.ufl.edu/aa/Rules/4017.htm>

Students may also wish to consult The University of Florida Student Guide Standard of Ethical Conduct found at <http://www.dso.ufl.edu/stg/>

Students are also expected to follow the Department of Romance Languages and Literatures Academic Honesty Guidelines:

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an online translation service or the translation feature of an online dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Bribery, Conspiracy, Fabrication. For details see website below.

The UF Honor Code states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.a.ufl.edu/aa/Rules/4017.htm>

Students with Disabilities.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Spring 2016 Calendar – Hebrew 1131

	Monday	Tuesday	Wednesday	Thursday	Friday
Wk. I		1/5 Introduction and Review	1/6 Past tens sort verbs Pages 226-234	1/7 Past tens sort verbs, song Pages 235-239	1/8 Unit 6 The days of the week. 246-249
Wk. II	01/11 <u>Quiz 1 – past</u> שלמים ע"ו / ע"י	1/12 The Hebrew month 250-252	1/13 Before and after 253-254	1/14 First and afterwards 255-256	1/15 מתי, כאשר, (...כש) 257-258
Wk. III	1/18 Martin Luther King Jr. Day	1/19 Time, at what time... 259-262	1/20 Late/early/ לילה טוב, לישון 263-266	1/21 פעל- ל"ה זמן עבר 267-271	1/22 ה.י.ה. זמן עבר 272-275
Wk. IV	1/25 <u>Essay 1</u> 278-279	1/26 Unit 7 286-288	1/27 Group Project - Dramatization	1/28 Group Project - Game	1/29 Group Project - Song
Wk. V	2/1 <u>Exam 1</u>	2/2 בחנות נעלים 289-290	2/3 292-296	2/4 סמיכות 297-298	2/5 זמן עתיד (אפעול) 299-302
Wk. VI	2.8 זמן עתיד (אפעול) 303-304	2.9 מילת היחס אם - if 305-307	2.10 פעל ל"ה – עתיד 308-312	2.11 פעל ל"ה ה.י.ה.	2.12 פעל ע"ו/ע"י עתיד 313-318
Wk. VII	2/15 <u>Quiz 2</u>	2/16 Review and	2/17 Unit 8	2/18 335-339	2/19 340-334

		enrichment	Impersonal speech 332-334		
Wk. VIII	2/22 <u>Essay 2</u>	2/23 מילת היחס עם 345-348	2/24 מילת היחס "את" 352-354	2/25 ספורט 355	2/26 בנין פיעל 357-360
Wk. IX	2.29 Spring Break	3.1 Spring Break	3.2 Spring Break	3.3 Spring Break	3.4 Spring Break
Wk. X	3.7 <u>בנין פיעל - חזרה</u>	3.8 פיעל מרובעים - הוה 360	3.9 מדבר-מספר-אומר 361-363	3.10 פיעל - עבר שלמים- 363-367	3.11 פיעל - עתיד 369-374
Wk. XI	3.14 <u>Exam 2</u>	3.15 כמה פעמים/פעם ב..... 375-377	3.16 Unit 9 Human body 388-390	3.17 in order to 391	3.18 393-397
Wk. XII	3.21 <u>Essay 3</u> 398-399	3.22 כואב לי ה... 400-401.	3.23 יש לי כאבים 402-403	3.24 לסבול מ.... לטפל ב.... 404-405	3.25 מילת היחס ב..... 406
Wk. XIII	3.28 <u>Quiz 3</u>	3.29 Group Project Dramatization	3.30 Group Project - Game	3.31 Group -song	4.1 לבדוק את...לקחת/לתת
Wk. XIV	4.4 <u>Essay 4</u> סמיכות חזרה 410-412	4.5 Idiomatic expressions with body parts 413-415	4.6 בנין הפעיל 416-420	4.7 הפעיל (קוזאטיבי) 421-422	4.8 הפעיל עתיד 423-425
Wk. XV	4.11 <u>Exam 3</u>	4.12 Unit 10 440-442	4.13 חזרה מתי, כאשר, (כש...) שמות תואר 443-445	4.14 יותר מ.. פחות מ.. דומה ל.. שונה מ.. ממני, ממך 463-470	4.15 התפעל - הוה 473-475 & 477
Wk. XVI	4.18 Oral presentation	4.19 Oral presentation	4.20 Final		