

**Louchheim School of Judaic Studies**  
**Hebrew 2 - JS 150**  
**Spring 2007**

**Course Guide**

**INSTRUCTOR:**

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(213)747-6128 (fax) *Please do not submit assignments by fax.*  
<http://www.huc.edu/faculty/faculty/dori.shtml> (faculty page)

**OFFICE HOURS AND LOCATION:**

Monday through Thursday - 12:00 to 1:00 p.m. (appointments needed)  
HUC-JIR - Lower Level (west wing)

**CLASS LOCATION:**

Hebrew Union College - Jewish Institute of Religion (HUC-JIR)  
3077 University Ave.  
Los Angeles, CA 90007  
Room 031

**About the Hebrew Program**

*Introduction, Goals and Objectives, Enrichment*

**Course Requirements**

*Daily Class Schedule, Textbooks, Requirements, and Grading System*

**Schedule of Topics, Assignments and Exams**

## About the Hebrew Program

You are in the process of acquiring Hebrew and by now you're aware that the term "Hebrew" has many meanings. Please be reminded that in our context, Hebrew is the official language of the State of Israel. Also, it is a window to understand the Israeli people and their culture(s). At the same time, Israeli Hebrew is just another stage in the evolution of the Hebrew language since ancient times and it contains linguistic and cultural elements from the past. **Thus, the study of Hebrew is both, acquisition of a contemporary communicative skills and a window into the past.**

This course is the second of a three-part language sequence in which you're introduced to linguistic and cultural elements which are essential for entering "Hebrew reality" (present and past). After the three semesters of Hebrew language acquisition, we offer one semester of text course, in which all Hebrew linguistic elements acquired so far are used to find meaning in Biblical narrative.

### Goals and Objectives:

Our classes are "Learner-Centered" and encourage interactive participation. The end goal of the Hebrew language program is to help individuals enter "Hebrew reality" with as many skills as possible. At the end of **three** semesters, the students will:

- be able to function (at the intermediate\* level of the ACTFL) in a contemporary Hebrew environment;
- have the basic skills needed to start reading Hebrew texts from other periods (e.g., Biblical narratives) comprehensibly and critically.
- appreciate the power of language as a key to understanding people and their cultures.

By the end of the **fourth** semester students will be able to 'cope' with classical Hebrew and read Biblical prose with comprehension.

*\*see Appendix I on page 9 for a description of the ACTFL standards.*

### Enrichment:

People acquire languages in many different ways. To accommodate as many learning styles as possible, the instructor will provide enrichment activities. They will range from traditional handouts and exercises to exploring new and emerging technologies (e.g., websites). Students will need to check their e-mail and the course's website for further information (*website information will be given out during the course*).

## Course Requirements

### Daily Class Schedule:

1:00 - 1:15 p.m.      Reading aloud (summary texts of class sessions and/or texts from the units)  
1:15 - 1:50 p.m.      Discussions, topic and concept presentations, and reinforcement.

### Textbooks, Dictionaries, Reading for Pleasure, and CD's:

**Brandeis Modern Hebrew** by Vardit Ringvald, Bonit Porath, Yaron Pelef, Esther Shoree, and Sara Hascal.

**(Required)**

Brandeis University Press/University Press of New England, Hanover and London. 2003

37 Lafayette St., Lebanon, NH 03766

ISBN: 1-58465-355-8

**Rav-Milon Hebrew / English Dictionary**

**(Required)**

It can be purchased at the Hebrew Union College book store (payable by cash or check only), or through Barnes and Noble bookstores.

**Reading for Pleasure - קריאה להנאה**

**(Highly recommended)**

**CD's:**

**Davka Dikduk Davka Dikduk II Modern Hebrew**

(Available at the reference Desk at HUC's Library, and also available for purchase at <www.davka.com>)

## Course Requirements:

- 1) Attendance and active class participation, including reading aloud five session summaries and five topic texts (one per topic)
- 2) Completion of quality work on time
- 3) Demonstration of skills in oral and written exams
- 4) Compilation of a personal portfolio (compositions, written assignments, exams, and the final project)
- 5) Presentation of the final project.\*

\* Choose one topic from the topics covered so far: **Personal Introductions, Schooling, Schedules, Dining, Families, Holidays, Survival, Travel, Health, and Interviews.**

• Write, in Hebrew, a paper (description, narration, comparison, recommendation, or debate) about the topic. (3-5 pages, double space, typed or handwritten).

\* Prepare an oral presentation, in Hebrew, (approx. 5 minutes) which is based on your written paper. Be creative and remember to use visual aids.

## Grading System :

Attendance & class participation* (10%)					
Assignments* (20%)			A	A+	90 - 100
Exams* (35%)		B-	B	B+	80 - 89
Compositions* (20%)		C-	C	C+	70 - 79
Final Project* (15%)		D-	D	D+	60 - 69

\* Students must get a passing grade (C- or better) in all of the above areas

## SCHEDULE OF TOPICS, ASSIGNMENTS AND EXAMS:

<b>Jan. 8 - Jan. 18</b>	<b>“In the Past”</b>	<b>“בעבר”</b>
<b>Jan. 22 - Feb. 1</b>	<b>“Daily Schedule”</b>	<b>“סדר - יום”</b> <b>(ט"ו בשבט)*</b>
<b>Feb. 5 - Feb. 22</b>	<b>“Seasons and Fashion”</b>	<b>“עונות השנה ואופנה”</b>
<b>Feb. 26 - Mar. 8</b>	<b>“Travel for Fun”</b>	<b>“בכיף - נסיעות וטיולים”</b> <b>(פורים)*</b>
<b>Mar. 19 - Mar. 29</b>	<b>“Health”</b>	<b>“נפש בריאה בגוף בריא”</b> <b>(פסח)*</b>
<b>Apr.2 - Apr. 19</b>	<b>“Places and People”</b>	<b>“מקומות ואנשים”</b>
<b>Apr.23 - Apr. 26</b>	<b>Presentations (Portfolios and Final Projects)</b>	
<b>May _____</b>	<b>הבחינה הסופית</b>	

### **Holidays (no class)**

January	15	- Martin Luther King Jr. Day
February	19	- Presidents' Day
March	12-15	- USC Spring break
April	2-3	- Passover
April	9	- Passover

Jan. 8 - Jan. 18		“In the Past”	“בעבר”
<p><i>Which skills are needed for past narration?</i>  <i>Does cultural context matter?</i></p>			
<p>Read all texts in pp. 215 to 234. Determine the context for the narratives. Read one text aloud. Analyze <u>three</u> of the texts. Write a composition about the topic.</p>			
January 8	Introduction to Hebrew 2		
January 18	Assignments (texts analyses, select exercises, and composition) - due		
January 18	<p><b>50% of Exam #1 is in the Dikduk CD (Past Tense) and is to be taken individually at HUC Library, printed in the library, signed and dated by one of the librarians). The other 50% of the exam will be taken in class.</b></p>		

Jan. 22 - Feb. 1		“Schedules”	“סדר-יום”
<p><i>What are the various systems people use to put order in their lives?</i>  <i>Which are personal systems, and which are public systems?</i>  <i>How to indicate future activities?</i></p> <p style="text-align: right;">איזה חג זה ט"ו בשבט?</p>			
<p>Read all texts in Unit 6. Identify personal systems and public systems in the texts. Read one text aloud. Analyze <u>three</u> of the texts. Write a composition about the topic. .</p>			
February 1	Assignments (texts' analyses, select exercises, and composition) - due		
February 1	<p><b>50% of Exam #2 is in the Dikduk CD (Future Tense) and is to be taken individually at HUC Library, printed in the library, signed and dated by one of the librarians). The other 50% of the exam will be taken in class.</b></p>		

Feb. 5 - Feb. 22		“Seasons and Fashion”	“עונות השנה ואופנה”
<p><i>How to dress for all seasons?</i></p>			

**Feb. 5 - Feb. 22**

**“Seasons and Fashion” “עונות השנה ואופנה”**

Read all texts in Unit 7. Discuss fashion in context. Read one text aloud. Analyze three of the texts. Write a composition about the topic. Learn about סדר ט"ז בשבט

February 22

Assignments (texts analyses, select exercises, and composition) - due

February 22

**Exam # 3**

**Feb. 26 - Mar. 8**

**“Travel for Fun” “בכיף - נסיעות וטייולים”**

*How to travel? Where? With whom?*

איזה חג זה פורים?

Read all texts in Unit 8. Discuss ways to travel, destinations and travel buddies. Read one text aloud. Analyze three of the texts. Write a composition about the topic. Learn about, and celebrate פורים.

March 8

Assignments (texts analyses, select exercises, and composition) - due

March 8

**Exam # 4**

**Mar. 19 - Mar. 29**

**“Health-Body and Soul” “נפש בריאה בגוף בריא”**

What doctors and patients need to know?

Learn about פסח. Read from the הגדה

איזה חג זה פסח?

Read all texts in Unit 9. Read one text aloud. Analyze three of the texts. Write a composition about the topic.

March 29

Assignments (texts analyses, select exercises, and composition) - due

March 29

**Exam # 5**

**Apr.2 - Apr.19**

**“Places and People” “מקומות ואנשים”**

Which vocabulary from Unit 10 can be used in the context of פסח ?  
(professions, attributes and activities)

Read all texts in Unit 10. Read one text aloud. Analyze three of the texts. Write a composition about the topic.

April 19	Assignments (texts analyses, select exercises, and composition) - due <b>Jewish Holidays chart is due</b>
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April 19	<b>Exam # 6</b>
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**Apr.23 - Apr. 26**

**presentations (Portfolios and Final Projects)**

*Portfolio and Course Evaluations*  
*Final Project (Written and Oral)*  
*Celebration*

April 26	Portfolios are due, USC evaluations, and a discussion about the semester.
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April 23-26	Presentations (written and oral) of the Final Projects, and a Celebration.
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Final Exam - May \_\_\_\_\_

## Appendix 1

### **\*ACTFL Hebrew Proficiency Guidelines - Intermediate Level**

*Based on the Generic Guidelines of ACTFL (American Council on the Teaching of Foreign Languages)*

The Hebrew Proficiency Guidelines are divided into the following four areas:

#### **1. Listening:**

The Intermediate level is characterized by an ability to understand main ideas and some facts from interactive exchanges and simple connected aural texts.

The Intermediate level is characterized by the listener's ability to:

- understand complete sentences;
- understand compound sentences in familiar contexts which allow for a high probability of correct guessing from a minimum of word clues.

Comprehension is degraded when the listener is pressured by the need to provide a spoken response, or by listening to speech which cannot be repeated or altered (e.g. radio, telephone answering machine)

#### **2. Speaking:\***

The intermediate-level speakers are characterized by the ability to:

- participate in simple direct conversation on generally predictable topics related to daily activities and personal environment
- create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences
- obtain and give information by asking and answering questions
- sustain and bring to a close a number of basic, uncomplicated communicative exchanges, often in a reactive mode
- satisfy simple personal needs and social demands to survive in the target language culture

\*ACTFL Proficiency Guidelines for Speaking were revised in 1999 and it is a 'Top-Down' model, unlike the previous guidelines for speaking (see Foreign Language Annals Vo. 33, No 1 pp. 13 - 18)

**3. Writing:**

The Intermediate level is characterized by an ability to meet practical writing needs and by communicating simple facts and ideas in a loose collection of sentences.

**4. Reading:**

The intermediate level is characterized by an ability to understand main ideas and some facts from simple connected texts.