

Louchheim School of Judaic Studies
Hebrew 1 JS 120
Fall 2006

Course Guide

INSTRUCTOR:

Professor Rivka Dori, Director of Hebrew Studies
rdori@huc.edu
(213)749-3424 ext. 4266 (office)
(213)747-6128 (fax) *Please do not submit assignments by fax.*
www.huc.edu

OFFICE HOURS AND LOCATION:

Monday through Thursday - 12:00 to 12:45 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 about to begin learning Hebrew and the first thing you should be aware of is that the term “Hebrew” has many meanings. 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 the acquisition of contemporary communicative skills and a window into the past.**

This course is the first of a three-part language sequence in which students are introduced to linguistic and cultural elements that are essential for entering “Hebrew reality” (present and past). After the three semesters of Hebrew language acquisition, we offer one semester of text study (Biblical Literature).

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 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; and
- 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.

**go to <<http://www.brandeis.edu/departments/hebrew>> and then to <Hebrew Proficiency Guidelines>*

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

Textbooks:

Brandeis Modern Hebrew (with a CD) / Vardit Ringvald, Bonit Porath, Yaron Peleg, Esther Shorr, and Sara Hascal
(required)

Can be purchased through University Press of New England:

www.upne.com

800 - 421 -1561 X103 (Toll-free)

603 - 643 -1540 (F)

University.Press@Dartmouth.edu

Note that all orders must be prepaid.

If sending a check: University Press of New England
 Order Department
 37 Lafayette St.
 Lebanon NH 03766-1405

Rav-Milon Hebrew / English Dictionary
(Required)

Can be purchased through Israel Connection:

www.isrconn.com

(310) 274-6657 (O)

(310) 274-4272 (F)

office@isrconn.com

Modern Hebrew for Beginners - A Multimedia Program for Students at the Beginning and Intermediate Levels / by Esther Raizen, published by the University of Texas Press
ISBN #0-292-77104-5
(optional)

The tutorial program is free on line:

<<http://www.laits.utexas.edu/hebrew/heblang/tutorials.shtml>>.

The textbook can be purchased through Amazon:

<http://www.amazon.com>

Toll-free 1-800-201-7575

ISBN 0-292-77104-5

About Modern Hebrew for Beginners:

This textbook is part of a multimedia program that includes written exercises, vocabulary lists, reading selections, discussions of cultural topics, illustrations of grammar points, suggestions for class and individual oral and written activities, and a glossary. The text is complemented by an Internet site (<http://dhamma.lamc.utexas.edu/hebrew/>) which provides a set of tutorials and other material. The technology is simple for the most part and special Hebrew systems and/or fonts are not necessary for using the site. Both Macintosh and PC computers, and either Netscape Navigator and Internet Explorer, may be used.

In order to complete the exercises, you might need to download Quicktime and Hyperstudio player, which are available at the textbook site. There are full instructions at the site but if you need help please contact the HUC-JIR office of Distance Education at 213-749-3424.

Course Requirements:

- 1) Attending at least 90% of the sessions
- 2) Handing in quality work on time
- 3) Taking and passing all exams
- 4) Turning in (by Nov. 27) a personal portfolio with all dated journals, exams, written homework, and final project.
- 5) Completing the final project (see below)

Final Project

Choose one topic out of the following four topics that we studied:

- My friends and I
- Surviving in Israel -
Finding a place to live, furnishing it, and shopping for food
- Interesting, funny, and/or important families
- In the past and today

Write a paper about the topic in Hebrew. Be creative!
(3-5 pages, double-spaced, typed or clearly handwritten).

Prepare an oral presentation (3-5 minutes) based on your written paper. Use visual aids (powerpoint presentation is preferred)

Grading System :

Attendance* (10%)					
Homework* (30%)			A	A+	90 - 100
Exams* (40%)		B-	B	B+	80 - 89
Journals* (10%)		C-	C	C+	70 - 79
Final Project* (10%)		D-	D	D+	60 - 69

* Students must pass (70% or above) in each category

Daily Class Schedule:

1:00 - 1:15 p.m. In-class Journal writing in Hebrew (each class session).
1:15 - 1:50 p.m. Discussions, topic and concept presentations, and reinforcement.

SCHEDULE OF TOPICS, ASSIGNMENTS, AND EXAMS:

August 21 - September 7 **Learning the Codes & “I and Thou”**
September 11 - September 28 **Learning Environment**
October 2 - October 19 **Living Environment**
October 23 - November 9 **Food**
November 13 - November 22* **Family**
November 27 - November 30 **Portfolios, Final Projects, Presentations, and Celebration**

Holidays (no class)

Monday, Sep. 4 Labor Day
Monday, Oct. 02 *Yom Kippur*
Thursday Nov.23 Thanksgiving Day

August 21 - September 7

Learning the Codes & "I and Thou"

- *How to make Hebrew sounds?* • *How to write Hebrew letters?*
- *When do Hebrew letters serve as numbers?*

- *What can I say about myself?* • *What do I know about my class peers and the teacher?*
- *What can I say about all of us?*

by Aug. 24

Read the Preface and the Acknowledgements at the beginning of Brandeis Modern Hebrew

by Aug. 31

Basic exercises of Unit 1 - **due** (pp. 4 - 38)
Summary and enrichment exercises - extra credit (pp. 39 - 43) (note: completion of all five extra credit assignments makes students eligible for a half of a letter grade increase (e.g., from a B+ to an A))

Sept. 7

Exam # 1

- Demonstrate proficiency of the Hebrew alphabet (block and script letters) and the Hebrew vowels
- Read with comprehension texts about yourself and others
- Answer questions about yourself and your peers

September 11 - September 28

Learning Environment

- *Where do students study?* • *What do students like to study?* • *What do students need?*
- *Where do I study?* • *What do I like to study?* • *What do I need?*

Sept. 21

Basic exercises of Unit 2 - **due** (pp. 50 - 98)
Summary and enrichment exercises - extra credit (pp. 99 - 106)
(note: completion of all five extra credit assignments makes students eligible for a half of a letter grade increase (e.g., from a B+ to an A))

Sept. 28

Exam # 2

- Demonstrate that you can read with comprehension texts about students and their learning environment
- Answer questions about yourself, your peers, and your learning environment
- Demonstrate your understanding of the concepts of gender (masculine and feminine) and number (singular and plural) in nouns, adjectives, pronouns, verbs, and numbers
- Demonstrate your understanding of the essence of the Hebrew verb: root, root category, paradigm, tense, and infinitive

October 2 - October 19

Living Environment

- *Where do students live?* • *What do students have in their homes / apartments / dorms?*
- *Where do I live?* • *What do I have in my place?*
- *What can be learned from the map of Israel?*
- *Which are the major cities in Israel?*

Oct. 12

Basic exercises of Unit 3 - **due** (pp. 114 - 150)
Summary and enrichment exercises - extra credit (pp. 151 - 155)
(note: completion of all five extra credit assignments makes students eligible for a half of a letter grade increase (e.g., from a B+ to an A))

Oct.. 19

Exam # 3

- Demonstrate familiarity with the map of Israel
- Read with comprehension about people's living environments
- Demonstrate that you know how to use the possessive forms
- Demonstrate that you know how to use the Hebrew expressions 'have' and 'don't have'

October 23 - November 9 Food

- *What is there to eat and to drink in Israel and in other places?*
- *Where can one find food and drinks in Israel and in other places?*
- *How does one get food and drinks in Israel and in other places?*
- *How does one pay for food?*
- *What are my food preferences?*

Nov. 2

Basic exercises of Unit 4 - **due** (pp. 162 - 191)
Summary and enrichment exercises - extra credit (pp. 192 - 197 (note: completion of all five extra credit assignments makes students eligible for a half of a letter grade increase (e.g., from a B+ to an A)

Nov. 9

Exam # 4

- Demonstrate that you have the skills to get food in Israel
- Answer questions about your eating habits
- Read with comprehension about food
- Demonstrate understanding of the infinitive form in Hebrew, and be able to use it correctly

November 13 - November 22* Family

*What can I say about my family, your family, and their family?
What are family milestones?
Who is nostalgic?*

Nov. 22 Basic exercises of Unit 5 - **due** (pp. 204 - 230).
Summary and enrichment exercises - extra credit (pp. 231 - 239).
(note: completion of all five extra credit assignments makes students eligible for a half of a letter grade increase (e.g., from a B+ to an A).

Nov. 22 **Composition - Write about one of the following topics (2-3 pages double space).** The composition is in leu of an exam and will be graded.

- Families today and in the past
- An ideal family
- Family milestones
- Family nostalgia

November 27 - November 30 Portfolios, Final Projects, Presentations, and Celebration

Bring your Portfolio (*Portfolios must be organized by categories*), ***Hand in your paper and give your oral presentation*** (*note that your presentation cannot be read from your written paper, or from any other written source*)