

## ELH102.xxxx Elementary Hebrew 2 (Elem Hebrew 2)

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

SEMESTER

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### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
**Homepage:** <http://faculty.lagcc.cuny.edu/instructor>  
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**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 is a continuation of ELH101 Elementary Hebrew 1. The course is designed to further develop listening, speaking, reading, and writing within a cultural context. While the main emphasis is on the spoken language, reading of the print and writing of the scripts, will be gradually reinforced.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:** ELH101 or Exemption exam

**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 command of the hiragana and katakana writing systems;
- demonstrate familiarity with new 50-70 essential kanji;
- communicate with a native speaker of Japanese using the vocabulary specified in the course outline;
- interpret graded texts in Japanese within the topical outline of the course using the 50-70 essential kanji;
- write coherent idiomatic Japanese sentences demonstrating control and understanding of syntax and grammar;
- communicate in Japanese using vocabulary words for topics such as greetings, nationalities, languages, housing, location, time, days of the week, the Japanese educational system, and college life;
- make presentations about aspects of Japanese 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 Review of Unit 1 - Unit 5
Week 2 [Insert DATE]	Week 2 Unit 6 (continue) Unit 6: Content/Context: daily schedule, days of the week, time, calendar. Communication/Function: description of daily activity, telling time, narrating in past tense, ask/answer scheduling questions. Contents: Daily schedule, Before, Afterwards, Poem "And this Kid is Me" (Yehuda Atlas), Telling time, Early, Late, The verb "To sleep", Poem: Don't want to sleep (Roma Samsonov) Structure/Grammar: time expressions, what's the time, hours and parts of hours, use of "when",

	<p>the verb "to be".  Culture: idiomatic expressions, Hebrew calendar, military time, story, poem.  Quiz 1: 2.5% / Lab 1: 1% / HW 1: 1%</p>
Week 3 [Insert DATE]	<p>Week 3  Unit 6 (continue)  Contents: Verbs Pa'al, Lamed He, The verb "To be", past tense  Quiz 2: 2.5% / Lab 2: 1% / HW 2: 1%</p>
Week 4 [Insert DATE]	<p>Week 4  Unit 6 (continue)  Contents: Review and enrichment, Song : "Twelve Months" (Naomi Shemer), Calendar of holidays, Story: "The Three Bears", Situations.  Quiz 3: 2.5% / Lab 3: 1% / HW 3: 1%</p>
Week 5 [Insert DATE]	<p>Week 5  Unit 7: Content/Context: weather, seasons and climate, clothes. Communications/Function: talk about the weather, shop for clothes, describe what people wear.  Contents: Weather &amp; Seasons: Summer, Summer clothes, At a shoe store, The verb "To put on shoes", Poem "Looking at flowers" (Pinhas Sadeh), Winter and winter clothes, Blind date, Traveling to South America  Structure and Grammar: future tense, construct form, verbs, if.  Culture: Israel weather and seasons, shopping culture, story and song, fashion magazines.  Quiz 4: 2.5% / Lab 4: 1% / HW 4: 1%</p>
Week 6 [Insert DATE]	<p>Week 6  Unit 7 (continue)  Contents: The construct form, Verbs: Pa'al regular, Future "Ef'ol", The verb "to be" future, Pa'al future  Quiz 5: 2.5% / Lab 5: 1% / HW 5: 1%  Midterm: 20%</p>
Week 7 [Insert DATE]	<p>Week 7  Unit 7 (continue)  Contents: Translation, Verbs, Story "The Green Man" (Yehonathan Gefen), My clothes, our clothes, Song "Come Wind", Song: "The Zebra's Pajama" (Ain Hillel), Situation writing, Essay topics.  Quiz 6: 2.5% / Lab 6: 1% / HW 6: 1%</p>
Week 8 [Insert DATE]	<p>Week 8  Unit 8: Leisure, travel, transportation, sport  Contents: Traveling the world; worth it, Worth it (personal), Allowed/Forbidden, Possible/Impossible Vacation, Easy/Hard/Difficult  Communications/Function: Get and provide travel information, talk about favorite sports, send/get mail, describe trips and sites.  Structure and Grammar: Impersonal speech, Piel verbs - all tenses, preposition, speech verbs, once, twice.  Culture: Places of interest, biographies, poems, sport events in Israel.  Quiz 7: 2.5% / Lab 7: 1% / HW 7: 1%</p>
Week 9 [Insert DATE]	<p>Week 9  Unit 8 (continue)  Contents: The preposition "with", declension, Travel Ads, Poem : Jerusalem (Yehuda Amichai), Verbs: "Pi'el" regular-present, "Pi'el" square roots-present, Speak/tell/say, "Pi'el" regular - past, Poem "Talk" (David Avidan)  Quiz 8 : 2.5% / Lab 7 : 1%</p>
Week 10 [Insert DATE]	<p>Week 10  Unit 9: Content/Context: human body, body parts, health, habits, visiting the doctor's office.  Contents: Body parts, Healthy Soul in healthy body, To check, examine, Construct form, review, Translation exercises.  Communication/Function: describe people appearance, talk to a doctor and complain about pain.</p>

	Structure/Grammar: construct form "smichut", verbs - "hifil", causative verbs, prepositions - inflection of "be". Culture: idiomatic expressions related to body parts - "besever panim yafot", yatza beshen veain", "lev" expressions and more. Quiz 9: 2.5% / Lab 8. 1% / HW 9 : 1%
Week 11 [Insert DATE]	Week 11 Unit 9 (continue) Contents: Body parts, Healthy Soul in healthy body, To check, examine, Construct form, review, Translation exercises. Quiz 10: 2.5% / Lab 10: 1% / HW 10: 1%
Week 12 [Insert DATE]	Week 12 Unit 10: Content/Context: people and places in the immediate surroundings, professions. Contents: People and Places, Professions, Adjectives, The family, 3 categories of the verb "to be", Verbs : "Hitpa'el" Present, past, future Communication/Function: name different professions, describe people and places, compare people, places. Structure/Grammar: when in a question and in a sentence - "matai, kaasher, kshe", patterns for professions - root + "an", verbs - "hitpa'el", the verbs "hayah" "yihiyeh", more than less than, preposition "me", similar/ different. Culture: "kibbutz", "moshav", advertisement, a scene from the play "I like Mike". Group or individual presentation (extended self-introduction): 15%
Final [Insert DATE]	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).