

עברית למתחילים (סמסטר א) *Elementary Hebrew I*

HEBR 001: Fall 2006

M, W, F — 10:10 a.m.-11:05 a.m.

DAVISON 0017

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"Every true innovation is connected to language, and if one changes the language one changes matters."—S. Y. Agnon
"כל חידוש אמיתי קשור בלשון, ואם משנים את הלשון משנים את הענין."—ש.י. עגנון

Required Texts:

- (1) *Hebrew From Scratch (Part I)*. Shlomit Chayat, Sara Israeli, Hilla Kobliner. Jerusalem: Academon, 2000. ISBN: D-397
עברית מל ההתחלה חלק א. שלומית חייט, שרה ישראלי, הילה קובלינר. ירושלים: אקדמון, 2000.
- (2) *Signet Hebrew-English/English-Hebrew Dictionary*. Dov Ben-Abba. New York: Penguin, 1994. ISBN: 0452011213

Texts have been ordered for purchase through the Hofstra University bookstore, or can be found at various on-line retailers.

Highly Recommended Language CDs:

- (1) *Hebrew From Scratch (Part I)--CDs*. Shlomit Chayat, Sara Israeli, Hilla Kobliner. Jerusalem: Academon, 2000. ISBN: D-405
עברית מל ההתחלה חלק א--תקליטורים. שלומית חייט, שרה ישראלי, הילה קובלינר. ירושלים: אקדמון, 2000.

These CDs have been ordered through the Hofstra Language Learning Center and at this time are only available for students to use in the lab. However, students may find that they benefit from having their own set of CDs at home for reference and practice.

Aims & Philosophy:

This course is structured to pursue 2 major goals:

- To provide an intensive introduction to modern Hebrew through the development of basic reading, writing, listening and speaking skills
- To contextualize language acquisition within the broader framework of Israeli society and culture

This course exposes new learners to a series of comprehensive exercises that move students from the **mechanical**, to the **meaningful**, to the **communicative**. Each class session is individually designed to introduce and drill basic grammar and syntax (mechanical), interpret texts and recognize speech (meaningful), and engage in dialogue and written expression (communicative). Class will be conducted for the most part **in Hebrew** in order to provide a concentrated, immersive environment that accustoms students to the language. Through grammatical instruction, written and verbal exercise, oral review, and regular homework, students will gradually acquire language fundamentals. Additionally, elements of Israeli society and culture will be introduced as appropriate to illuminate language instruction. **No prior knowledge of Hebrew or familiarity with Israel is assumed or necessary to succeed in this class.**

Fluency in a foreign language is one of the most sought after skills, and beyond the practical benefits of studying a foreign language, students may find that thinking in another language aids in developing self-understanding. English is written from left to right, Hebrew from right to left. This course aspires to help students think in a different direction.

Students should expect to devote a **significant** amount of their weekly study time to acquiring the basic skills this class aims to impart. Regular homework, language learning center review (see below), and self-

study are necessary for success. Classroom participation is essential for developing speaking and listening skills and will therefore be emphasized. Students should expect to be called upon regularly to demonstrate their progress. Likewise, students will regularly take quizzes and tests that will gauge their progress. You will be responsible for keeping up with the material and completing all assigned exercises and homework on time. I conduct class based on the assumption that students already possess the necessary self-discipline to enable their success.

Homework, Quizzes and Exams

At least **ten** homework assignments will be assigned. **Seven quizzes** are currently scheduled for this class, as are **three tests**. Please refer to the “reading schedule” for the dates of these quizzes and exams.

Students must complete all homework assignments, all tests, and at least 6 of 7 quizzes to pass the class, or they will **fail the course**. My standards are high; if you do not feel that you have developed the self-discipline necessary to dedicate yourself to the study of a foreign language as outlined in these policies, please consider enrolling in a different class.

I will endeavor to return all homework assignments, quizzes, and tests in a timely fashion and with explanations or comments where appropriate. I am happy to go over any comments or questions you have based on my feedback, but please refer to my re-grade policy (below) should you want me to reassess your work.

Additionally, students are expected to supplement their classroom work with practice using the textbook audio CDs.

Classroom Participation:

Although not every student enjoys speaking in class, all students will be expected to participate regularly. One cannot learn another language, just as one cannot learn one’s own language, without making errors. Mistakes, omissions, errors, and mispronunciations are a natural part of learning another language. You are free to make mistakes, because only by being free to err can you progress. Students in this class will respect one another’s freedom to make mistakes, and hopefully in so doing, support one another’s advancement. Students are expected to be polite and professional in voicing concerns or expressing disagreements with one another and with the instructor.

At various points in the semester, students will be asked to complete exercises in class. Students who do not focus their attention on doing these exercises will have points deducted from classroom participation (discussed below). In class exercises provide a chance for students to get immediate feedback on their work from the instructor.

Attendance:

Without active and lively participation from all students, language acquisition will be slow and halting. Regular attendance is crucial to student achievement, especially in an introductory course. Students are expected to come to every class **on time**. I intend to begin and end every class on time. **Do not arrive late**. If you find yourself arriving after class has begun, please enter quietly and unobtrusively. **Do not leave early**. If you must leave class early for one reason or another, please do me the courtesy of informing me at the beginning of class. Please inform me in advance of special circumstances such as religious holidays which may require you to be absent. If you are the victim of an emergency or serious illness that will require an extended absence, please notify me by e-mail or phone so that I can help you stay current with your obligations. I will take roll, but will only begin to deduct for **each absence exceeding four**. For the fifth and each subsequent absence, I will deduct 10 points from class participation (five absences ~ 15% of instructional sessions). This policy is designed to foster responsible student decision making. However, **be aware** that missing even one class can set you back significantly. Students who are absent are asked to review the notes of a classmate before coming in to speak with me about the material covered. Once a student makes this effort, I will be happy to meet and discuss specific

questions. I will not “reteach” the class during my office hours or serve as a personal tutor for students who are habitually absent or late. Students are responsible for their own success and should prepare before class, take notes during class, complete written exercises, and participate in oral review.

Plagiarism & Cheating:

Plagiarism is the intentional use of another’s words and/or ideas without citation. It is an admission that you have nothing to say. This class is designed to give you a whole other language in which to express yourself. Therefore, plagiarism undermines the fundamental goal of this class. Cheating is representing someone else’s work as your own to achieve unfair advantage or unearned success. Please be aware that if you copy another student’s homework, I consider you to be plagiarizing and/or cheating. While this may appear innocuous at first, as laziness rather than outright dishonesty, I believe that copying destroys the social network of a class and affects more than just the copier and the one copied. Every student is affected and therefore penalties will be stiff. If I find that you plagiarize and/or cheat, you will be subject to serious disciplinary measures which may include **failure, suspension, dismissal, or other penalty**. Please refer to the latest Hofstra Student Bulletin for further information on disciplinary procedures relating to academic misconduct.

Office Hours & Conferences:

I will be available during my office hours **Monday from 1:30-2:30**, and **by appointment from 4:30-5:30**. My office hours **Wednesday are from 12:40 until 2:40**, and **by appointment from 4:30-5:30**. I am also available on **Friday from 1:30-3:30 by appointment**. To schedule an appointment, you can speak with me before or after class or send me an e-mail with your requested slot. I will respond by e-mail to confirm or suggest an alternate slot should your preference already be booked. I am happy to schedule individual appointments at other times for those students unable to meet with me during my office hours due to legitimate scheduling conflicts. Students are encouraged to meet with me several times during the semester. I am available for academic advising and consultation, as well as additional discussion and review of course materials (provided you have sought out notes from a classmate if you have been absent). I will treat all conversations as confidential and will direct you to appropriate resources should I be unable to offer assistance. Students may also contact me with their academic questions by e-mail, or when appropriate, by phone.

Website:

The class website is available through the Blackboard system, accessible with your User ID and Password at <https://hofstra.blackboard.com/webapps/login/>. Students are responsible for familiarizing themselves with Blackboard, and for checking the course site for announcements, scheduling changes, and supplementary materials. Various graphic image links will be provided for many of our reading assignments and may be referred to in lectures, discussion, and exams. Descriptions of all assignments will be posted to Blackboard and all conceptual vocabulary words will be posted there for you

Grading:

I encourage students to spend their time reading, writing, speaking, and thinking in Hebrew. I do not believe that students should spend their time dwelling on their grades. However, I realize that it is necessary to establish how I will evaluate your work. There are a total of at least **900** possible points in the semester, though the precise values may change due to need or circumstance. **Ten** homework assignments will be worth 20 points each (total **200**). **Seven** quizzes will be worth 50 points each, but I will drop the lowest score or one missed quiz (total **300**). The **three** tests will each be worth 100 points (total **300**). Class participation will count for **100** points and will be awarded as follows: each student begins the semester with 100 participation points. Students are expected to be prepared for class when called upon and will be asked to answer questions, participate in written exercises, read, or engage in dialogue. Each time a student is demonstrably unprepared or inattentive when called upon, he or she loses 10 points. You will not be penalized for making mistakes, however you will be penalized, as in life generally, for being irresponsible.

Grades are not curved. I see no point in encouraging you to succeed due to another student's failure. Likewise, a grade reflects my sense of an absolute score, not a moving target to be decided on by your most successful peer. Your work will be evaluated solely based on whether or not it is correct. I strive to treat all serious work fairly and honestly. If you submit inappropriate or patently offensive work, please note that I will call this to your attention. I believe that grades only serve a purpose when they guide students toward improvement; grades should be evaluative, not punitive. To that end, I strive to provide clear comments in addition to a number grade on assignments where appropriate. My grading scale in the past has been:

A+ = 97+	A 94-96	A- 90-93	B+ 87-89	B 83-86	B- 80-82	C+ 77-79	C 74-76	C- 70-73	+D- 60-69
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Should you request me to **re-grade** your assignment, my policy is as follows: you must first write a civil, grammatically correct paragraph (in English) describing what you think I overlooked about your assignment. Once I receive your paragraph, I will also solicit from you the original assignment I handed back to you containing my comments. When this is received, I will review it to determine if the grade should be adjusted. Please be aware that grades can change both to your advantage and to your disadvantage.

THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THESE POLICIES AT HIS DISCRETION TO SUIT PEDAGOGIC AIMS OR SCHEDULING NECESSITIES, BUT HE WILL GIVE ADEQUATE NOTICE OF ANY CHANGES.

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איט איז דה לנגוויג' אוף דה פרופטס, אוף דה סיין אפ אוך דה וול, איט איז אולד, אנד סקרד, איט וויל אופן אפ יור סול. ספיק אפ, דה
לנגוויג' אוף דה היברומן, לאוד אנד קליר! –אהוד בנאי

WEEK 1	Introductions
Mon 9/4	<u>Labor Day / Classes Not in Session</u>
Wed 9/6	Description of course objectives, methods, materials, and responsibilities ➤ Hebrew language profile assigned & explained
Fri 9/8	Introductions Section 1: pp. 1-9 Topics: Introduction to consonants & vowels ➤ Hebrew language profile due
WEEK 2	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 9/11	Section 1: pp. 1-9 Topics: declarative & interrogative nominal sentences / interrogatives [מה? / מי?] / pronouns
Wed 9/13	Section 2: pp. 10-24 Topics: More consonants & vowels / morphology of singular nouns / declarative & interrogative nominal sentences / interrogatives [מאי?] / definite article [-ה] / more pronouns prepositions [-מ]
Fri 9/15	Section 1-2: Review ➤ Quiz #1
WEEK 3	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 9/18	Section 3: pp. 25-41 Topics: More consonants & vowels / morphology of plural nouns / basic verb conjugation present singular [פעל ע"ו-שלמים] / declarative & negative nominal sentences / positive & negative verbal sentences / demonstrative pronouns [זה / זאת / אלה]
Wed 9/20	Section 3: continued
Fri 9/22 [ערב ראש השנה] Erev Rosh HaShanah	Section 3: Review
WEEK 4	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 9/25	Section 4: pp. 42-59 Topics: More consonants & vowels / basic verb present plural [פעל ע"ו-שלמים-ל"ה] / prepositions [ל- / -ל] / interrogative [לא?] / עם]
Wed 9/27	Section 4: continued / independent pronouns complete
Fri 9/29	Section 4: Review ➤ Quiz #2
WEEK 5	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 10/2 [יום כיפור] Yom Kippur	<u>Classes Not in Session</u>
Wed 10/4	Section 5: pp. 60-74 Topics: More consonants / verb conjugation pi'el [פיעל] / declarative and negative nominal sentences [יש / אין] / prepositions [-ב / -ב]
Fri 10/6 [ערב סוכות] Erev Sukkot	Section 5: continued

WEEK 6	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 10/9	Section 5: Review
Wed 10/11	Section 6: pp. 75-88 <u>Topics:</u> More consonants / basic verb [פעל ל"א] / prepositions + definite article / conjunction [אבל] / interrogative [איפה] ➤ Quiz #3
Fri 10/13 [ערב שימחת תורה] Erev Simchat Torah	Section 6: continued
WEEK 7	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 10/16	Section 6: Review
Wed 10/18	No Class [American Literary Translators Association Conference]
Fri 10/20	No Class [ALTA Conference]
WEEK 8	<u>Unit I: From Scratch—Sections 1-7</u>
Mon 10/23	Section 7: pp.89-99 <u>Topics:</u> More consonants / basic verb [פעל ל"ע-פ"י] / Time (introduction)
Wed 10/25	Section 7: continued ➤ Quiz #4
Fri 10/27	Time Out (Review of Sections 1-7): pp.100-110
WEEK 9	<u>Unit II: Lessons 1-3</u>
Mon 10/30	➤ Test #1 [Midterm]
Wed 11/1	Lesson 1: pp. 111-123 <u>Topics:</u> texts & dialogue / morphology of singular & plural feminine suffixes / impersonal verb / interrogatives [איך? / כמה? / מתי?] / feminine cardinal numbers
	Lesson 1: continued
WEEK 10	<u>Unit II: Lessons 1-3</u>
Mon 11/6	Lesson 1: Review ➤ Quiz #5
Wed 11/8	Lesson 2: pp.124-138 <u>Topics:</u> text & dialogue / morphology of adjectives—agreement / interrogatives [איזה? / איזו? / אילו?]
Fri 11/10	Lesson 2: continued
WEEK 11	<u>Unit II: Lessons 1-3</u>
Mon 11/13	Lesson 2: Review ➤ Quiz #6
Wed 11/15	Lesson 3: pp.139-151 <u>Topics:</u> text & dialogue / agreement of noun & adjective (definiteness) / masculine cardinal numbers / time continued
Fri 11/17	Lesson 3: continued
WEEK 12	<u>Unit II: Lessons 1-3</u>
Mon 11/20	Lesson 3: Review
Wed 11/22	<u>Thanksgiving / Classes Not in Session</u>
Fri 11/24	<u>Thanksgiving / Classes Not in Session</u>
WEEK 13	<u>Unit II-III: Test / Lesson 4</u>
Mon 11/27	Lesson 3 ➤ Test #2
Wed 11/29	Lesson 4: pp. 152-165 <u>Topics:</u> text & dialogue / preposition [את] / agreement of adj. and noun+preposition / days of the week
Fri 12/1	Lesson 4: continued

WEEK 14	<u>Unit III: Lesson 4 / Review</u>
Mon 12/4	Lesson 4: continued
Wed 12/6	Lesson: Review ➤ Quiz #7
Fri 12/8	Review UNIT I-III ➤ Practice for Test #3 [Final]
WEEK 15	<u>Review</u>
Mon 12/11	<u>Review UNIT I-III continued</u>
Wed 12/13	<u>READING WEEK—No Class (unless make-up or review session)</u>

The final for this class is scheduled for December 15th from 8:00 a.m.-10:00 p.m.