

ברוכות הבאה

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Email is the best way to contact me. I try to respond to all messages within 24 hours during the week, except in the case of holidays. Email received after 5pm on Fridays will usually be answered by 5pm on the following Monday.

Office hours: Every Friday at 10:00am (Eastern Time)

Zoom link for office hours:

Zoom link for weekly meeting:

What are the benefits of attending Zoom meetings?

Although not mandatory, they are highly recommended because they are like a face-to-face class, during which students:

- practice the language via different interactive activities
- can ask questions on unclear concepts
- take advantage of the interaction with peers
- solidify grammar structures
- further learn and are exposed to cultural aspects
- build a stronger learning community to avoid feeling isolated: online classes may sometimes make you feel like you are learning on your own, but this couldn't be further from the truth. This online course is built around the concept of collaboration with your professors and peers. Build relationships with other students by introducing yourself and engaging in online discussion boards. Don't be afraid to turn to them to create a virtual study group.

Modality:

This course is taught asynchronously, which means there is no designated day or time assigned to the course (although there is one synchronous session with the instructor on Friday, as well as virtual office hours or discussion groups). Asynchronous instruction generally involves accessing content, such as recorded video lectures, readings, discussion prompts, assignments, and assessments during a flexible time frame, with due dates as specified. This course will have a

daily quiz, weekly tests, and a final project at the course conclusion. The project will be asynchronous, and the due date is in the course calendar.

Platforms:

- Moodle
- Zoom

Course Description:

This course sequence is designed for students with no previous classroom instruction or functional ability in Modern Hebrew. Most students completing this course sequence will be able to initiate, sustain, and close a conversation dealing with familiar topics, and will be able to write short narratives and read authentic texts based on specific reading strategies. The majority of students completing this level usually achieve Intermediate levels in all four language skills.

Course Objectives:

To acquire the fundamentals of grammar, to build vocabulary, to develop reading, oral and written skills, and to learn about modern Israeli culture.

The course teaches Hebrew in context, by using the proficiency approach.

Topics will include getting acquainted, living environment, food, family, shopping, the days of the week, etc.

It is anticipated that by completion of Hebrew 10, the students will be able to:

- recognize the Hebrew letters and vowels
- read Hebrew script and print
- engage in basic communicative exchanges
- introduce and provide personal information about oneself and others
- tell and ask simple questions about: places of residence, school and studies, family, daily schedule, etc.
- make short descriptions of people, places, and actions
- read and write short passages and dialogues
- count up to 1000, tell the time, state one's age, ask for a price, order food, etc.
- demonstrate knowledge of some aspects of the Hebrew and Israeli culture: modern and biblical names, Hebrew dates, idiomatic expressions, maps, songs, etc.
- identify and demonstrate control of the following grammatical terms: pronouns; gender and number agreement; prepositions; the root and verb system, present and past tense, infinitive, regular and irregular verbs; possessive, etc.
- look up words in a dictionary

Course Requirements:

Homework, quizzes and chapter tests are very important and constitute a major portion of the final grade.

The final exam will include three parts: reading, writing and grammar, and speaking.



Notice! Make the necessary arrangement at the beginning of the semester to complete.

Course Materials:

- Brandeis Modern Hebrew. Ringvald, Porath, Peleg, Shorr and Hascal. (Units 1-6)
- Dictionary for the Learners of Hebrew. Lauden and Weinbach.
- 4 folders on your computer for: grammar, homework, quizzes/ tests, and miscellaneous

Optional Dictionaries:

- English-Hebrew Hebrew-English Dictionary. Shimon Zilberman
- Weinbach, L. & Lauden, E. (1993). Multi Dictionary. Tel Aviv University, Tel Aviv
- Kernerman & Kahn Lonnie. (1995). Oxford English-Hebrew/Hebrew-English Dictionary. Keter Enterprises, Jerusalem.
- <http://milon.morfix.co.il/>

Student Expectations:

To be most successful in this course, students are expected to:

- Log in daily and make progress in their course.
- Be willing to put forth effort and complete weekly tasks.
- Attend regularly scheduled weekly meetings, and teacher office hours when requesting help.
- Receive regular instructor communication through email.
- Reach out to their instructor or peer tutor for help.
- Contact IT Support for any software issues.
- Complete student orientation.
- Complete their own course and maintain academic integrity at all times.

Required Technical Skills and Equipment:

All work in this course must be done and submitted online. Therefore, students must have the following:

- consistent, reliable access to a computer with a current operating system with updates installed
- an up-to-date Internet browser
- a high-speed Internet connection
- headphones, earbuds, and/or speakers
- microphone (optional, a separate microphone can be better than your device's built-in)
- web camera (optional, preferred for face-to-face connection)
- a phone, camera or other device to take photos and/or create short videos

Minimal technical skills are needed in this online course. Before starting this course, students must be able to comfortably perform the following technical tasks:

- use an Internet browser to access and search the Internet
- use email and attach files
- download and upload documents
- create, organize, save, and retrieve electronic files
- use Zoom

Technical Support:

For technical support with LATTE, please contact the Technology Help Desk by calling 781-736-HELP (x64357).

Class participation expectations and zoom ethics:

- Attendance is optional in the weekly meetings.
- During the weekly meeting, turn off your mics and the volume to avoid a sound loop.
- Leave the camera on.
- Be mindful of how you present yourself on zoom (where you are and how you are dressed).
- Please sit at a table and in a quiet space where you are not distracted and where the ambient noise will not distract the rest of the attendees in the virtual classroom
- Turn off messaging on your computers; put away your phones (unless they are needed to complete a task).

Regular Class Meetings:

Regular class meetings will be for an hour, **once** a week (Fridays at 11:00am). Real-time (synchronous) attendance, online via *Zoom*, is highly recommended. Students who do not attend the online session are encouraged to view the recording. In general, the session will focus on language structure/grammar, review previous material, and provide more reading and listening/speaking practice. All recordings of the class sessions will be posted on Latte.

Assignments:

- Daily assignments will include: reading, writing, or speaking tasks.
- All assignments must be submitted **on time**.
- Assignments must be neat and legible. Please include date, name, title and/or page number.
- All written work must be **double-spaced**.
- Each student must submit his/her **individual work**.
- Some homework assignments will be graded unannounced, so make sure you take pride in your work and do it well!

Homework, Tests, and Quizzes submission:

Because of the asynchronous learning modality for Hebrew10, all quizzes and tests will be designed in a take-home format. Homework or assignments with the following symbol  should be turned in to Latte.

- Print out the homework quiz or test and complete it on the printed page.
- Scan the completed document as a .pdf file.
- Upload it to Latte with your complete name on the subject line.
- I will make corrections with an Apple pencil and return it via e-mail.

Composition of final grades:

Homework, Daily Activities	30%
Quizzes	30%
Chapter Exams	30%
Final	<u>10%</u>
	100%

Grading Scale with Corresponding Letter Grade:

A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	below 60

The entry level of our course, according to ACTFL is Novice low, the expected end of course level is Intermediate Low.

Novice Proficiency Level according to ACTFL proficiency guidelines:

Students begin level 10 having just arrived at the Novice low level. According to the ACTFL, students at this level cannot yet communicate. However, after two weeks of study, they will be at the Novice mid-level, and they will be able to convey short messages on highly predictable, everyday topics that affect them directly. Students do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level students may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

By the end of the course most students will emerge at the proficiency level of Intermediate Low, depending on motivation, effort, and diligence.

Based on the ACTFL proficiency guidelines students will be able to:

Speaking	Successfully handle a number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is mostly of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic preferences.
Listening	Understand most of the information from sentence-length speech, one utterance at a time, in personal and social contexts, though comprehension is often uneven.
Writing	Exhibit limited, practical writing needs. They can create statements and questions based on familiar material. Most sentences are recombination of learned vocabulary and structures. These are short and simple style sentences with basic word order. They are written almost exclusively in present/past tense. Writing tends to consist of a few simple sentences. Vocabulary is adequate to express personal needs related to personal contexts. There may be basic errors in grammar, word choice, punctuation and spelling,
Reading comprehension	Understand most of the information from the straightforward connected texts dealing with a limited number of personal needs related to personal contexts, although there may be some misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.
Reading Pronunciation	Students will be able to read accurately and fluently out loud familiar passages such as simple description, biographies, poems in an automated manner. Students will be able to decode unfamiliar texts that are similar to the learned material texts and most of the time to read it out loud with some degree of fluency.

General:

- Past experience has taught us that beginners will very quickly catch up with their classmates even though some of them may have studied Hebrew for several years.
- A Hebrew TA will be available to help with homework, oral practice and any other individual questions you may have. B.U.G.S - Brandeis University Group Study is open for all levels of Hebrew for any purpose, practice speaking, study for a test, grammar, etc.

- Please make sure your cellphone is turned off during class and refrain from surfing the web during class.
- Students are expected to meet with the instructor regularly.
- If you are a student with documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you, please see the instructor immediately.
- Students are recommended to participate in extracurricular events, suggested by the instructor, such as lectures and Israeli movies.

Time Commitment:

Success in this 4 - credit hour language course is based on the expectation that students will spend a minimum of 12 hours of study time per week in preparation for class (drills, homework, study, vocabulary review, etc.).

Academic Honesty:

You must complete all assignments alone. In your writing, you must follow rules of attribution, meaning that you must cite all sources consulted in preparing your papers. As stated in the *Student Handbook*, “Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort.” Examples of penalties for a student found responsible for an infringement of academic honesty are no credit for the work in question, failure in the course, and the traditional range of conduct sanctions from disciplinary warning through permanent dismissal from the University. **The use of any online translator will be considered as cheating.**

« The content of this list is subject to change during the semester »

בצלחה!