



## Syllabus

### Elementary Modern Hebrew

**Hebrew 101 (Session I Course #41172) & 102 (Session II Course #41173)**

**Critical Languages Institute: Summer 2022**

**Classroom:** L1-07 Durham Hall (Lower Level) **Meeting times:** M–F 8:30am–12:35 pm PDT

**Instructor:** Alvina Hovhannisan

**Office hours:** TBD

**E-mail:** alvina09@gmail.com

**Website:** canvas.asu.edu

#### **Required Textbook:**

*Brandeis Modern Hebrew*, Brandeis University Press, 2015, ISBN-13 978-1611689181

#### **Recommended:**

*Oxford Hebrew English/ English Hebrew Dictionary*, Kernerman-Lonnie Kahn, 1995, **ISBN-13:** 978-9653070271

**ISBN-10:** 9653070274

#### **Recommended Materials:**

A set of 5 CDs may accompany the Brandeis textbook. The set contains a recording of all the reading passages and dialogues in the book in authentic Israeli accent. It is recommended that the students will purchase the CD set and listen to the relevant passages outside of class in order to enhance their reading and pronunciation skills. The book and CDs are available through several online vendors.

By the completion of this course, all students are expected to acquire a proficiency level of “Novice High” in listening, speaking, reading, and writing. Some students may achieve “Intermediate Low” or better in one or more area.

Students at this level should be able to:

- Read and write the language and comprehend short conversations on everyday topics.
- Write and translate simple texts, write short essays, letters, and advertisements.
- Make polite requests, ask for information, respond to requests and descriptions, impart personal information, have simple discussions on familiar, everyday topics, and make apologies.

In addition, the course will help students recognize common knowledge, beliefs, attitudes, and behavioral patterns of the Israeli people, and to detect and conform to fundamental verbal and nonverbal cultural norms.

#### **Program Structure:**

This class is divided into two sessions. The first session covers the material normally included in the fall semester. The second covers the material normally included in the spring semester.

You will receive two grades; one for each session.

Session I: May 31 —June 22 (final exams on June 22)  
Session II: June 23—July 15 (final exams on July 14)  
\*No class July 4<sup>th</sup>

**Grading system per session:**

Class participation	15%
Homework	15%
Weekly tests, quizzes, presentations	50%
Final examination	20%

Grade	Percent
A+	98–100
A	93–97
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	70–76
D	60–69
F	0–59

**Auditing and Incompletes:**

Since CLI courses are tuition free, they **cannot be taken for audit**. There is no not-for-credit option. All students will receive a grade for their class. CLI does not issue grades of **Incomplete**. Students who do not complete coursework by the end of CLI will be graded normally, with a grade of zero for any assignment not completed.

**Class Time versus Homework:**

This intensive course relies heavily on work performed outside the class.

Class time concentrates on activities that you cannot perform effectively without the immediate feedback of an instructor, for example: conversation, structured oral drills, active listening comprehension, etc.

Activities for which no instructor is necessary will typically be performed as homework, for example: reading, writing, and composition; grammar, etc.

In particular, you will be expected to **read ahead** and to **work with material that has not yet been covered in class**. It is your responsibility to learn assigned material before class, then

come to class prepared to apply what they have learned. Instructors will not necessarily go over every homework topic in class. Instead, they will concentrate on topics that are particularly difficult or particularly important. Nonetheless, you are responsible for mastering every topic assigned, **including topics not emphasized in class**.

With a course moving at 5 times the usual speed, preparation is critical. Students who come to class unprepared will find it difficult to succeed.

### **Attendance and Class Participation:**

Since the course relies so heavily on listening and speaking practice, attendance and participation are mandatory and count toward your final grade.

Class participation will reflect your daily preparation and active participation in class discussions. A student who is chronically late to class, leaves early, or is not prepared to participate will not receive full attendance and participation credit.

Students who miss more than **two classes** over the course of the 7-week session **without prior consent** of the instructor or CLI administration will **receive a zero** for class participation and will be asked to **withdraw** from the course. Absences may be excused on a case-by-case basis. Extenuating circumstances should be discussed with the instructor. However, that does not guarantee that an exception will be made.

Students who need to be absent from class due to religious observances ([ACD 304–04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304–02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

### **Homework Grading:**

Homework is your opportunity to practice new structures. It is expected that you will make mistakes; you will not be marked down for doing so. As long as you complete your homework and turn it in on time, you will receive full credit.

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

### **Drop/Add and Withdrawal Dates**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Students should consult with their assigned academic advisor and notify their instructor to add or drop this course. If a student is considering a withdrawal, please review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

### **Communication and Technology Requirements**

Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to students via their ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive ([Microsoft 365](#) and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. may not be sufficient for completing work in ASU courses. While students will be able to access course content with mobile devices, students must use a computer for all assignments, quizzes and exams, and virtual labs.

### **Technical Support**

This course uses Canvas to deliver content. It is accessible through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

### **Language Tutoring and Other Campus Resources**

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (scroll down to find the schedule for tutors in for the student's target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](#) (tutoring)
- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

### **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course

failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity>.

### **Accommodating Students with Disabilities**

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthew Center Building. SAILS staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: <https://eooss.asu.edu/accessibility>.

### **Policy Against Threatening Behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

### **Reporting Title IX Violations**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eooss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

### **Policy on Sexual Discrimination**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

### **Copyrighted Materials**

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

### **Daily Schedule (subject to change):**

### **Course Outline:**

#### **SESSION I**

<b>Week</b>	<b>Chapters &amp; Tests</b>	<b>Material covered</b>
0		Using online materials and/or the assigned book, learn the print alef-bet and vowels, and be ready to be quizzed on them the first day of class
1	<b>Friday: Test One</b>	<p>General:</p> <ul style="list-style-type: none"><li>- The first two days will be devoted to the Hebrew sounds and letters (print &amp; script).</li><li>- Practice exercises will be assigned to reinforce the alphabet.</li></ul> <p>Grammar:</p> <ul style="list-style-type: none"><li>- Pronouns (singular and plural form), <i>Ani, Ata, at ....</i></li><li>- Demonstrative Pronoun, <i>Zeh, Zot, Eleh</i></li><li>- Singular noun (masculine and feminine),</li><li>- The definite article and indefinite article</li><li>- Verbs in present tense and infinitive form (PAAL Shlemim)</li><li>- Basic Adjectives</li><li>- Opposites</li><li>- Preposition words – from, to, at / in</li><li>- Question words – who what where why</li></ul> <p>Topics:</p> <ul style="list-style-type: none"><li>- Introductions</li><li>- Hebrew names</li></ul>

		<ul style="list-style-type: none"> <li>- Days of the week</li> <li>- Questions and Answers</li> <li>- Describing things using adjectives and nouns</li> <li>- Fields of study/ professions</li> </ul> <p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- Who are you?</li> <li>- Where do you live? – what do you study?</li> <li>- Where are you from? - I am from.....</li> <li>-</li> </ul>
Week 2	<b>Friday: Test Two</b>	<p>General: Sentence structure and daily lives</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Numbers (feminine form)</li> <li>- Suffixes of feminine and Masculine nouns</li> <li>- Agreement of noun and adj.</li> <li>- This is/ these are</li> <li>- Present tense and infinitives (PAAL ayin-yud/ ayin-vav</li> <li>- Sentence Structure</li> <li>- There is/ there isn't (yesh/ ain)</li> <li>- Present tense and infinitives (Piel shlemim)</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Places - university / work / home / apartment/ library</li> <li>- Weather/ Seasons</li> <li>- Classroom objects</li> <li>- Personal description using numbers, nouns and adj</li> <li>- Telling Time</li> </ul> <p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- Description of people and places</li> <li>- Making request and responding to questions</li> <li>- Asking and telling the time</li> <li>- Talking about the weather</li> </ul>
Week 3	<b>Friday: Test Three</b>	<p>General: Functional interactions – medical, shopping, household stuff</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Possession – yesh le/ ein le</li> <li>- Present tense verbs - Pa'al Lamed-hey</li> <li>- Hazeh/ hazot/ haeleh</li> <li>- Prepositions – to, to the, with</li> <li>- Definite article and et</li> <li>- Possession - Sheli/ Shelcha</li> <li>- Causal clauses - <i>Lama.... Ki</i></li> <li>- Adverbs</li> <li>- Numbers - masculine</li> </ul>

		<p>Topics:</p> <ul style="list-style-type: none"> <li>- House and furniture</li> <li>- Parts of the Body</li> </ul> <p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- The use of slang</li> <li>- Reading/ creating ads (including movie/ tv)</li> </ul>
Week 4	<b>Tuesday:</b> <b>Session I Final</b>	<b>Course review</b> <b>Final Exam</b>

## SESSION II

Week	Chapters	Material covered
Week 4 (cont.)	<b>Friday:</b> <b>Test Four</b>	<p>General:</p> <ul style="list-style-type: none"> <li>- Review for the FINAL EXAM</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Helping Verb + infinitive</li> <li>- Possessive Noun declension</li> <li>- To know v. to be familiar with</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Food</li> <li>- Family</li> </ul> <p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- Food – restaurant and grocery store dialogues</li> <li>- Cooking activity</li> <li>- Family tree</li> </ul>
Week 5	<b>Friday:</b> <b>Test Five</b>	<p>General:</p> <ul style="list-style-type: none"> <li>- Past tense, order of events, travel</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Past Tense Pa'al Shlemim and Pa'al ayin-yud-ayin-vav)</li> <li>- Before/ after/ beforehand/ afterwards</li> <li>- When/ as, during/ at the same time as</li> <li>- Early/ Late</li> <li>- Ordinal numbers</li> <li>- Stative verbs, present and past tense</li> <li>- Pa'al Lamed-Hey past tense</li> <li>- Construct State (<i>Smichut</i>)</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Seasons and months</li> <li>- Clothes</li> <li>- Travel</li> </ul>

		<p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- Ethnic groups in Israel</li> <li>- Phone messages</li> </ul>
Week 6	<b>Friday:</b> <b>Test Six</b>  <b>July 5: No class</b>	<p>General: Object pronoun suffixes, Israeli politics</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- With + pronouns ('<i>iti</i>, etc)</li> <li>- <i>Et+pronoun (oti)</i></li> <li>- Nominal sentences – past tense</li> <li>- To (<i>le</i>) + pronoun suffixes</li> <li>- Worth it, forbidden, allowed</li> <li>- Adverbs</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- History of Israel</li> <li>- What I love about Jerusalem</li> </ul> <p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- History lesson</li> <li>- Israeli Cities</li> </ul>
Week 7	<b>Thursday:</b> <b>Session II Final</b>	<p>General:</p> <ul style="list-style-type: none"> <li>Hifil verbs</li> <li>Hitpael verbs</li> <li>Exam review</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>- Present tense verbs <i>Hifil</i></li> <li>- Past tense verbs <i>hifil</i></li> <li>- Possible/ Impossible</li> <li>- Present tense <i>Hitpael</i> verbs</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Cause and effect</li> <li>- Israeli music</li> </ul> <p>Speech Acts and Dialogues:</p> <ul style="list-style-type: none"> <li>- Israeli History presentations</li> <li>- Poem/ song</li> </ul>