Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>CLAS - Humanities</th>
<th>Department</th>
<th>School of International Letters &amp; Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>HEB</td>
<td>Number</td>
<td>101</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course description:</td>
<td></td>
<td></td>
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</tbody>
</table>

Requested designation: Global Awareness-G
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/Statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name | Judith Shemer
Phone | 602-570-5934
Mail code | 0202
E-mail: judith.shemer@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter
Date: 4/11/13
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</th>
<th>Syllabus, textbook, table of contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td></td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
<td>Syllabus, textbook, table of contents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
<td>Syllabus, textbook, table of contents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
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<tr>
<td></td>
<td></td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The course examines Israeli geography and culture, including studying Israeli movies, songs, national holidays and customs, through teacher’s online presentations and YouTube clips.</td>
<td>Modules 1, 2, 7 and 8 introduce Israeli culture through different types of people in various sectors of Israeli society (religious, secular, Kibbutznik, new immigrants), including discussing naming conventions, the education system, the military, and Israeli slang. Students will be evaluated on their understanding of contemporary Israeli society and culture by grades given for their written assignments, presentations and oral discussions, as part of their participation grade.</td>
</tr>
<tr>
<td>2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td>The course examines Israeli geography and culture, including studying Israeli movies, songs, national holidays and customs, through teacher’s online presentations and YouTube clips.</td>
<td>Modules 3 and 4 explore the geography of Israel and its main cities and dining, leisure and entertainment. Modules 5 and 6 explore social life in Israel, including the immigration culture, national holidays, getting around Israel, and formal and informal Israeli greetings. Students will be evaluated on their culture-specific understanding of contemporary Israel by receiving grades for</td>
</tr>
</tbody>
</table>
### Course Description:

**HEB 101: Elementary Modern Hebrew**

Reading, writing, speaking, and understanding of basic Modern Hebrew, with emphasis on pronunciation and grammar.

### Table of Contents (see attached):

Note: For the beginning part of the text, the Table of Contents only lists the letters, vowels, morphology and the syntax.

### Translation of p. 4 from CONTENTS, overview of pp. 100-110:

- **Review A:**
- Review on Units 1-7
- Texts: Hillel, Dan, Dina, Rivka, Gal  
  Reading Texts
- Slang Expressions

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| independent work (lab assignments) such as watching an Israeli movie and writing about the Israeli cultural and social unique aspects in it. |
|---|---|---|
| The course is a course in Modern Hebrew Language that includes significant cultural components, through an Israeli-published textbook, native Hebrew-speaker instructor, Israeli-produced Hebrew movies, and other online resources. Aspects of a language are a reflection of the culture of the people who speak it. For example, Hebrew is a very specific language, with direct and clear speech. If we look at the English word "you", we will find that Hebrew has four specific equivalents: "at" (feminine, singular), "ata" (masculine, singular), "aten" (feminine, plural), and "atem" (masculine, plural), to remove any ambiguity in understanding who is being addressed. | All modules in this course explore aspects of the Hebrew language (introducing new Hebrew letters and vowels, vocabulary, and grammar) and culture. Student learning is reinforced through reading, writing, and speaking Hebrew. Although testing is primarily language based, all examinations include a significant cultural component in the students’ grades. For example, in evaluating conversational skills, role playing assignments are based on typical Israeli youth scenarios. |
| 2b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | |
WELCOME TO THE HEBREW PROGRAM
Lecturer: Judith Shemer
E-mail: judith.shemer@asu.edu
Office: LL, room 173F
Office Hours: Tuesday & Thursday, 9:15 - 10:15 a.m. and by appointment.

REQUIRED TEXTBOOK and RESOURCES:
• "עברית מן ההתחלה," "HEBREW FROM SCRATCH, PART I", Shlomit Chayat, Sara Israeli & Hilla Kobliner, Academon, Jerusalem 2007
• Various handouts on Blackboard
• Weekly online lessons, prepared by instructor

COURSE DESCRIPTION:
Reading, writing, speaking, and understanding of basic Modern Hebrew, with emphasis on pronunciation and grammar.

COURSE OBJECTIVES:
By completion of Hebrew 101, students will be able to:
• Read Hebrew in print and script in correct pronunciation.
• Write in Hebrew script.
• Identify markers of gender and number.
• Converse in basic Modern Hebrew in a variety of settings, as well as ask and answer questions. Be able to tell the time and day.

CULTURAL ASPECTS OF THE COURSE:
By the end of the course the students will enrich their knowledge of the Israeli geography and the Israeli culture.

Students will be exposed to Israeli movies, Israeli songs, holidays and customs.

The course will include presentations on unique Israeli features such as old and modern cities, the Israeli mentality, natural phenomenon, national symbols and more.

Additional cultural material, beyond the textbook, will be introduced by the instructor in class and through weekly online lessons.

Students are encouraged to attend “MEDABRIM” the Hebrew club on a regular basis.

(Be advised that the syllabus is subject to change during the semester.)
Students will be expected to incorporate cultural aspects of the course in their written assignments, presentations and oral discussions that will be part of the class participation and daily work grade. Some labs concentrate on cultural aspects, such as analyzing unique Israeli culture in an assigned movie.

Students will be required to be familiar with characteristics of Israeli cultural and society, directly and indirectly, in every test.

GRADING POLICY:

Class Participation and Daily Work .........................................................25%
(includes written assignments, presentations, and oral participation)
Lab assignments ........................................................................................................10%
Quizzes and Tests (includes oral proficiency) ...........................................45%
Final ..................................................................................................................20%

GRADING SCALE:

100 - 97 = A+
96 - 93 = A
92 - 90 = A-
89 - 87 = B+
86 - 83 = B
82 - 80 = B-
79 - 77 = C+
76 - 70 = C
69 - 60 = D
59 and under = E

COURSE SCHEDULE WITH CULTURAL TOPICS:

Module 1: Textbook Unit 1: 6 Letters, 2 Vowels – Revival of Israeli Names, Slang through Different Characters
Module 2: Textbook Unit 2: 6 Letters, 1 Vowel – Education System, Israeli Family Names
Module 3: Textbook Unit 3: 4 Letters, 1 Vowel – Geography of Israel
Module 4: Textbook Unit 4: 4 Letters, 1 Vowel – Israeli Food, Entertainment, Role Playing of Leisure/Dining
Module 5: Textbook Unit 5: 3 Letters – Holidays, Introduction to Ulpan (Hebrew Language Training for New Immigrants), Social Life of Youth in Israel, Experiencing Unique Places in Israel
Module 6: Textbook Unit 6: 3 Letters – The City of Jerusalem, Getting Around in Israel, Formal and Informal Israeli Greetings
Module 7: Textbook Unit 7: 3 Letters – Letters for Foreign Sounds, Time (Military Time as used in Israel)
Module 8: Textbook Review A: Summary – Profiles of Israelis, Life on the Kibbutz

COURSE RULES:

1. **Attendance:** Students are expected to attend all classes and arrive on time; attendance will be taken. Please notify the instructor in advance if you know you will be absent or late. If a student misses more than three classes the final grade may be dropped by 5%. Fifteen minutes tardiness will be counted as an absence.

2. **Homework and class work:**
   - Required supplies: a three ring binder with lined papers, for class notes and homework. The students will use only **pencil** in class and for all assignments.

   (Be advised that the syllabus is subject to change during the semester.)
• The date of the lesson will be written on the class notes and on the homework. Once the homework will be corrected and returned they will be placed in the binder, according to their date. This implies also to lab lessons and handouts.

• Homework will be assigned every lesson. It must be prepared before the next lesson and submitted at the beginning of each lesson. The assignments will be graded at the discretion of the instructor. It is the student’s responsibility to obtain any missing material from another student.

• Homework assignments will be accepted one day late at a grade reduction of 20%, two days late at a reduction of 50%. All assignments must be neatly written. Sloppy work will not receive credit.

• In addition, handouts and assignments will be posted, from time to time, on the class blackboard. Students should check the blackboard and follow the instructions, such as printing material for the coming lesson.

• It is the students’ obligations to follow their grades on the Blackboard on a regular basis and make sure all grades are posted. If a student gets back an assignment and cannot find its grade on the Blackboard, he/she should bring it to class so I can post the grade. A claim that an assignment was done and graded without the hardcopy of it won’t be excepted

3. The students will bring their textbook to every lesson.

4. Students will turn off their cell phones and any other communication device during class.

5. E-mails will be an important mean of communication between the instructor and the students. Students will make sure their ASU e-mail address receives mail.

6. Make sure your computer is enabled to read and type in Hebrew. You can download the Hebrew IME from Microsoft.com if you do not have it. If you have difficulties finding or installing the IME, please e-mail SILCLSS@asu.edu for support. You will be required to print out some worksheets from Blackboard from time to time. These can be printed in SILC Lab’s computers (rooms LL061 and LL065). Each students has automatically an account of 5$ printing value.

7. Labs are an integral part of the course, they will be online. The labs will be posted on the blackboard after Thursdays’ lessons and are due for Tuesdays’ lesson.

8. Quizzes/Testes will be given on these dates: Sep. 11, Oct. 2 &23, Nov. 8 & 27. They will cover all the grammatical material and all the vocabulary studied to date. The Final will be on Dec. 18, 9:50-11:40am.

ACADEMIC INTEGRITY

• Academic integrity is a fundamental expectation for the course, college, and university. Be sure that what you hand in as yours is really yours.

• Make sure to follow citation and quotation rules.

(Be advised that the syllabus is subject to change during the semester.)
You are expected to be familiar with The Academic Integrity Policy of the university, which you find at: https://provost.asu.edu/academicintegrity, and CLAS Academic Integrity guidelines, at: https://clas.asu.edu/node/17780.

If you have any questions or concerns about the course material, I strongly suggest that you ask me for clarification.

I look forward to a mutually successful and enjoyable semester,

JUDITH SHEMER

(Be advised that the syllabus is subject to change during the semester.)
PART I
FROM SCRATCH
HEBREWW
Example: Nouns

III

- Question word: **kwhyn**
- The preposition particles: **t**
- The definite article: **en**
- Syntax: Determiner and interrogative pronoun sequence (cont.)

II

- Question words: **kwhyn**
- Syntax: Determiner and interrogative pronoun sequence (cont.)

I

Initial


1. 

- **Question word**: 

  - **Syntax**: The question word - *question word*

2. 

- **Noun**: 

  - **Syntax**: *noun*

3. 

- **Verb**: 

  - **Syntax**: *verb*

4. 

- **Adjective**: 

  - **Syntax**: *adjective*

5. 

- **Adverb**: 

  - **Syntax**: *adverb*

6. 

- **Preposition**: 

  - **Syntax**: *preposition*

- **Example**: *example*