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 Number</td>
<td>102</td>
<td>Title Elementary Modern Hebrew</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No
If so, list all academic units offering this course

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, 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>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>◯</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>◯</td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</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>
</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>
</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>
</tr>
<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>
</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>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>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>The radio’s programming schedule in Israel represents the diversity of the population (Lesson 1). Types of museums: House of Ticho (Lesson 2), Museum in the Negev (Lesson 3), House of Bialik (Online Lesson) Unique places in Israel: Cesarea (Lesson 2), Hostel (Lesson 3), The Wailing Wall (Lesson 4), Kibbutz Harduf (Lesson 6), Kibbutzim through Pictures (Lesson 6) See Course Schedule with Cultural Topics for full details on textbook’s coverage of cultural topics. Students will be evaluated on their understanding of contemporary Israeli society and culture by performance on written assignments, presentations and oral discussions. All will be accounted 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>The Israelis: An apartment in Tel Aviv in 1950 (Lesson 3), Every Saturday (Lesson 3), From New York to Israel in El Al Airlines (Lesson 4), A Volunteer in the Kibbutz (Lesson 6), Typical Israeli Breakfast (Review B), Folklore: I See in the Coffee... (Lesson 7) See Course Schedule with Cultural Topics for full details on textbook's coverage of cultural topics. Students will be evaluated on their culture-specific understanding of contemporary Israel in their independent work (lab assignments) such as reading a short story from contemporary Israeli author in translation and writing, among other things, about the Israeli cultural and social unique aspects in it.</td>
</tr>
<tr>
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</tr>
<tr>
<td>2b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
<td>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, to express negation, you need to use a double negative, to be sure that your audience understands the message, that when you say &quot;no,&quot; you mean &quot;no!&quot;</td>
<td>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, the students to prepare a trip to Israel, to the holy sites and modern cities and present it to the class, accompanied by pictures.</td>
</tr>
</tbody>
</table>

**Course Description:**

**HEB 102: Elementary Modern Hebrew**

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

**Translation of Table of Contents:**

Note: In this section (pp. 4-8), morphology and syntax sections of the textbook are translated into English in the book. Below is a translation of the “Texts” section that appears at the beginning of each lesson.
Lesson 1 (pp. 111-123)
Texts: Hello, I,…
   Excuse Me, Information 144, Information 188, Where is Mira?
   Radio in Israel
   Restroom, Public Phone, Shop, Bus
   This and That
   Slang

Lesson 2 (pp. 124-138)
Texts: An Apartment in Street…
   Yes or No?
   The House of Ticho
   Cesarea
   Slang

Lesson 3 (pp. 139-151)
Texts: How Much Does It Cost?
   An Apartment in Tel Aviv in 1950
   Every Saturday
   Every Morning, Every Evening
   Every Book – 2 Shekels
   In a Hostel
   Excuse Me
   This Chair …
   A Museum in the Negev
   Slang

Lesson 4 (pp. 152-165)
Texts: In a Bookstore
   I Like…
   From New York to Israel in El Al Airlines
   To the Wailing Wall
   Hi! What’s New?
   Work, Work, Work / Having Fun
   In the Beginning, God Created…
   Slang

Lesson 5 (pp. 166-178)
Texts: What to Read? What to Eat? What to Wear?
   I Want to Study…
   The Cairo Geniza (Archive)
   Something / Someone

Lesson 6 (pp. 179-190)
Texts: Don’t Want to Get Up, Don’t Want to Come, We Want to Sing
   Why, Why, Why
   The Kibbutz
   Kibbutz Harduf
   A Volunteer in a Kibbutz
   Math Questions
Slang

Review B (pp. 191-198)
Texts:  Review of Lessons 1-6
        A Good Breakfast  Reading Text
        Coffee with a Book  Fill-in-the-Blank

Lesson 7 (pp. 199-208)
Texts:  A Movie and Coffee  Conversation
        I Read in the Coffee…  Reading Text
        The Israeli in Israeli Movies  Reading Text
        He Studies the Whole Time  Conversation
        Slang

Lesson 8 (pp. 209-221)
Texts:  A Postcard to Danny  Reading Text
        Why Does John Come to Israel?  Exercise
        The Dead Sea Hotels  Reading Text
        I Like to Walk  Conversation
        Rami Doesn’t Want a Thing  Conversation
        In Shanken Street in Tel Aviv / In a Coffee Shop in Jerusalem  Conversations
        People in Tel Aviv  Fill-in-the-Blank
        Slang
Spring 2013

Elementary Modern Hebrew 102 - 26735 Syllabus
Hybrid: Tuesdays & Thursdays, 10:30-11:45 a.m.
& weekly online labs

ברוכים הבאים לכתה של עברית

Lecturer: Judith Shemer
E-mail: judith.shemer@asu.edu
Office: LL room 173F
Office Hours: Tuesdays & Thursdays: 9:15-10:15 a.m. and by appointment.

REQUIRED TEXTSBOOK:
“עברית מן ההתחלה” - "HEBREW FROM SCRATCH, PART I”, Shlomit Chayat, Sara Israeli & Hilla Kobliner, Academon, Jerusalem, 2007

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

COURSE OBJECTIVES:

- Strengthen and further develop communication skills in Modern Hebrew, including writing, speaking, listening and reading.
- review old aspects of grammar and introduce new ones, such as:
  - combinations of nouns with pronouns and adjectives,
  - verbs conjugation in the present tense and the infinitive forms,
  - sentences with direct object – הַאֶת
  - prepositions in conjugation,
  - object clauses with questions words, etc.

CULTURAL ASPECTS OF THE COURSE:

- Further familiarize the students with various aspects of Israeli culture. During the course, the students will be exposed to Israeli movies, Israeli songs, customs, and presentations on unique Israeli features such as old and modern cities, the Israeli mentality, natural phenomenon, national symbols and more.
- By the end of the course the students will enrich their knowledge of the Israeli geography and the Israeli culture.
- They will be exposed to Israeli movies, Israeli songs, holidays and customs.
- 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.
- 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 Homework ..............................................25%
(includes written assignments, presentations, and oral participation)
Lab participation and assignments .......................................................10%
Quizzes and Tests (includes oral proficiency) ........................................45%
Final .............................................................. ........................................20%

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

COURSE SCHEDULE WITH CULTURAL TOPICS:
Lesson 1 (pp. 111-123)
Texts: Hello, I,…  Conversation
                   Excuse Me, Information 144, Information 188, Where is Mira? Conversations
                   Radio in Israel Program Schedule
                   Restroom, Public Phone, Shop, Bus Conversations
                   This and That Conversation
                   Slang

Lesson 2 (pp. 124-138)
Texts: An Apartment in Street… An Ad
                   Yes or No? Conversation
                   The House of Ticho Reading Text
                   Cesarea Reading Text
                   Slang

Lesson 3 (pp. 139-151)
Texts: How Much Does It Cost? Conversations
                   An Apartment in Tel Aviv in 1950 Reading Text
                   Every Saturday Conversation
                   Every Morning, Every Evening Reading Texts
                   Every Book – 2 Shekels Conversation
                   In a Hostel Conversation
                   Excuse Me Conversation
COURSE RULES:

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

3. 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.

4. A quiz/test will be given on these dates: January 24, February 14, March 7, and April 11. The quizzes/tests will cover all the grammatical material and all the vocabulary studied to date.

5. The Final will be on May 7 2013, between 9:50 and 11:40 am.

6. The students will bring the textbook to every lesson. Handouts will be posted on the blackboard from time to time. The students are required to print them, bring them to class, and regard them as completion for the text book.

7. All class work and homework will be done on lined paper and organized in a folder. From time to time, the instructor will collect class work.

8. Students should save all graded assignments and are advised to go over the corrections, to learn from them. 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.

9. The students will use pencil in class and for all assignments.

10. Students will turn off their phones and any other electronics during class.

11. On March 19, 2013 there will be the Language Fair, participation is mandatory. There’ll be sign up time schedule for the event.

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.

- You are expected to be familiar with The Academic Integrity Policy of the university, which you find at: https://provost.asu.edu/index.php?q=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.

בְּחֵנָהָ (Good Luck!)
морה ש默
Judith Shemer

Be advised that the syllabus is subject to change during the semester.
Part I
From Scratch
Hebrew

Hilla Kobi
Sara Israel
Shomri Chayal
**Examples:**

- **Cf:**

  - 10.1-10.2
  - 1.2
  - 2.3
  - 3.4

- **Cf + wv:**

  - 5.6
  - 7.8
  - 9.10

**Syntax:**

- **Nouns:**
  - 1.2
  - 3.4
  - 5.6
  - 7.8
  - 9.10

**Summary:**

- **Sentence structures:**
  - 1.2
  - 3.4
  - 5.6
  - 7.8
  - 9.10

- **Examples:**
  - 10.1-10.2
  - 1.2
  - 2.3
  - 3.4

**Adverbs:**

- **Adverbs:**
  - 1.2
  - 3.4
  - 5.6
  - 7.8
  - 9.10
The combinations of a noun with a pronoun + an adjective.

Example: 업무 사무소

Days of the week

Example: 일, 월, 수, 목, 금,토,일

Syntax: The preposition

Example: 업무에 + 있나요

Morphology:

The combination of a noun with a pronoun + an adjective.

Examples: 키, 점

Verb: basic stem - 꼽는(주고) conjugation, short verb, initial form

Noun / pronoun

Noun

Morphology:

The combination of a noun with a pronoun + an adjective.

Examples: 키, 점

Verb: basic stem - 꼽는(주고) conjugation, short verb, initial form

Noun / pronoun

Noun

Morphology:

The combination of a noun with a pronoun + an adjective.

Examples: 키, 점

Verb: basic stem - 꼽는(주고) conjugation, short verb, initial form

Noun / pronoun

Noun

Morphology:
198-191

Samples: ይጋጆ

Example:

Verb: ይጋጆ

Morphology:

Examples:

Verb: ይጋጆ

Examples:

Verb: ይጋጆ

Examples:

Verb: ይጋጆ

Examples: