

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	Hebrew 1
Course Title	Elementary Hebrew 1
Department(s)	Foreign Languages
Discipline	Language and Literature
Subject Area	Enter one Subject Area from the attached list. <i>Hebrew</i>
Credits	3
Contact Hours	3
Pre-requisites	None
Catalogue Description	A beginners course for students with minimal or no previous training in the language; and/or for students who have completed not more than one year of high school Hebrew or its equivalent. (Hebrew 1 is not open to heritage students or to students who have completed intermediate or advanced levels of Hebrew instruction.)
Syllabus	Syllabus must be included with submission, 5 pages max

Indicate the status of this course being nominated:

x ☐ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- ☐ English Composition
- ☐ Mathematical and Quantitative Reasoning
- ☐ Life and Physical Sciences

Flexible

- x ☒ World Cultures and Global Issues ☐ Individual and Society
- ☐ US Experience in its Diversity ☐ Scientific World
- ☐ Creative Expression

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

A Flexible Core course must meet the three learning outcomes in the right column.

To achieve the conversational facility as well as the reading, writing, and listening skill that will allow the student to functionally express himself in Hebrew about his immediate environment and daily activities and to achieve an understanding of the structures of the Hebrew language, with a stress on modern usage, the student must gather information to understand how the Hebrew alphabet contrasts as well as compares with the Western alphabet; he must distinguish between the consonants and symbols that represent the vowels; he must distinguish between the Sfaradi and Ashkenazi pronunciations; and become accustomed to vocalized and unvocalized written Hebrew. This information is gathered from class

- Gather, interpret, and assess information from a variety of sources and points of view.

<p>instruction, the textbook, supplementary handouts, internet programs (especially the Davka programs with which our classroom is equipped), videos, cultural realia , authentic material, and information in the media.</p> <p>For instance, , a video of the alphabet is presented and students join in the repetitions of vocabulary; the internet is used to display alphabet charts, showing the difference between ancient Hebrew and current Hebrew scripts and to display the different fonts of Hebrew script. Song scripts are distributed and videos of these songs are shown. Slides are shown of signs in Israel for students to read. Other authentic realia are introduced to reinforce reading: T shirts, product labels, even baseball caps with Hebrew script.</p>	
<p>Students are introduced to the importance of Hebrew in the development of alphabets, and its influence on the Greek, Latin, and Western alphabets. New knowledge is built upon previous information that the student already has of some of the letters of the Greek alphabet, and comparisons are shown between the Hebrew <i>alef-beit</i> and the Western alphabet. Discussion of the influence of Hebrew on the Western alphabet, and how our letters actually evolved from the ancient Hebrew script is motivational and inspires critical thought. In addition, as students begin to master the language, they learn to decode composite contractions that are intrinsic to the Hebrew language, and analyze the composition of these structures. Interestingly, as students learn the use and position of diacritical marks, especially <i>dageshim</i> – dots that either change the pronunciation of the letter or double the letter, they are eager to apply this information to English cognates or biblical names or geographic terms with which they are familiar.</p>	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<p>The basic goal of this language course is to achieve communicative proficiency that will allow the student to functionally express himself in Hebrew about his immediate environment and daily activities. The students will develop the reading, writing, and oral communicative skills to synthesize and integrate information. Students construct introductory dialogues, inquire and gather information in the target language, describe peoples and places, give directions, express age and time, and apply their knowledge of the language to new contexts.</p> <p>In addition, as culture is intrinsic to this language class, students are required to present a documented oral presentation concerning any cultural, political, or historical, or linguistic item relating to the language or Land of Israel.</p>	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
<p>The historical development of the State of Israel is integral to our class lessons, especially in its relation to the revival of the Hebrew language. Our textbook includes a historical supplement from Ancient Israel to Modern Israel which students are required to consult during the course of the semester.</p>	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.

<p>One of the goals of this language class is to acquire a greater understanding and appreciation of the culture of Israel, and to recognize the invaluable literary, historical, philosophical, and cultural content of the language. Students analyze and discuss the influence of the Hebrew language on the Western alphabet and on our English language, and the importance of the role of the language of the Bible in our society. As students develop their reading skills they investigate and analyze the meaning of their biblical names, names of geographic locations and tangible products borrowed from the Hebrew language.</p> <p>Students are able to discuss the differences between Sfard and Ashkenaz pronunciation as well as the geographic and historical attributes of these two Jewish populations. Our lessons on cognates engage the student in the discussion of the expansion and modernization of the Hebrew language and its relationship to the history of the persecution and migrations of Eastern European Jews to the Land of Israel.</p> <p>Students in this class are required to give an oral presentation on any cultural item or political event relating to Hebrew and/or the State of Israel and to relate this knowledge to the contexts of the present.</p>	<ul style="list-style-type: none"> Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
<p>This is the focus and major import of this class. In Hebrew 1 students will be able to gather information about others and share information about themselves, thereby furthering harmony and cultural diversity.</p>	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.