

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 2
Course Title	Elementary Hebrew II
Department(s)	Foreign Languages
Discipline	Language and Literature
Subject Area	Enter one Subject Area from the attached list. Hebrew
Credits	3
Contact Hours	3
Pre-requisites	Hebrew 1; or two years of high school Hebrew or its introductory level of instruction; or acceptable Language Placement Examination score; or permission by the Department.
Catalogue Description	Further development of language skills; comprehension, speaking, reading, and writing. Prerequisite: Hebrew 1; or two years of high school Hebrew or its equivalent introductory level of instruction; or acceptable Language Placement Examination score; or permission by the Department. (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
Waivers for 4-credit Math and Science Courses All Common Core courses must be 3 credits and 3 hours. Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

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.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Information is gathered from class instruction, exercises and readings from the text and supplementary hand-outs, internet programs, especially the Davka Dikduk program, contemporary miscellaneous media including modern Israeli music and film. Cultural knowledge and realia are integrated into the lesson to make language competence more effective and enjoyable. Thus, for example, grammatical structures are embedded within a reading passage that focuses on Israel's geographic areas and landmarks; a map of Israel is distributed to the students for study; a global map is brought into class and students explain in the target language where they have visited and their countries of origin; a video of Israeli songs is shown that encompass major landmarks and geographic sites. Authentic print materials as classified advertisements from Israeli newspapers or photographs contribute to genuine exposure.	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
The students will develop the reading, writing, and oral communicative skills to synthesize and integrate information. Students will recognize, analyze and decode Hebrew verb constructions in various verb patterns and actions. They will also be able to recognize and decode composite words that are contractions of nouns and possessive pronouns and decode composite words in <i>semikhut</i> construction (possessive contractions with nouns). They will be able to infer grammatical principles of various verb constructions and verb actions and apply them to other verbs. Students will analyze and evaluate verb constructions in past and present tenses in the Hebrew verb actions using regular verbs (<i>shelemim</i>) and various irregular verb roots, including <i>lamed-hay</i> , <i>geroniyot</i> , <i>lamed-alef</i> , and <i>ayin-vov</i> . Students will be capable of critically and analytically responding to arguments concerning the immediate environment and functional themes. To stimulate critical thinking, real-life situations are presented with which students can identify and respond: for example, use of the internet to access sites as the Israeli IKEA furniture site to discuss furniture displays, or simulations of real-life situations as a dialogue between a student and a real-estate agent concerning apartment rentals.	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.

<p>This course focuses on the achievement of the conversational facility as well as the reading, writing, and listening skills that will allow the student to express himself about his immediate environment and daily functions, and to independently comprehend passages on immediate, functional themes. Students will achieve an understanding of the structures of the Hebrew language, with a stress on modern usage, will progress towards the comprehension of literary passages, and will gain a greater understanding and appreciation of Israeli life and culture. The teaching strategy is basically communicatively oriented interaction: using the communicative approach, stressing interaction between students. There is a progression in level of difficulty, culminating in oral interaction/dialogues and required writing assignments.</p> <p>As cultural appreciation is intrinsic to language learning, students are additionally required to present a documented oral presentation on a cultural, political, historical, or linguistic theme relating to Hebrew and/or to the 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.
<p>Students will analyze the historical development and origin of the Ashkenaz and Sfardi population, particularly relevant because the Sfardi pronunciation is used for modern Hebrew. The various theories concerning the origins of the Sfardi and Ashkenaz community are explored, as well as the reasons for the choice of Sfar pronunciation for modern Hebrew.</p>	<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.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
<p>Students will analyze the significance of Zionism as it relates to the development of the State of Israel and the revival of the Hebrew Language. Students will become acquainted with the development and objectives of modern Zionism (the political Zionism of Herzl and the spiritual Zionism of Ahad Ha'am), its interrelationship with the social and political structure of Israel as well as the modernization and expansion of the Hebrew language.</p>	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<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>As the primary objective of Hebrew 2, students will develop the communicative skills in Hebrew required to express himself about his immediate environment and daily functions, and to independently comprehend passages on immediate, functional themes. Specifically, the student will be able to discuss topics of study and career aspirations; they will be able to exchange information relating to country of origin and places of residence; exchange information about employment and recreation; express time and synthesize time expressions with topics of transportation; express possession; discuss and obtain information on topics relating to family, marital status; exchange descriptions of people, possessions, and tangible products of the culture; express location; convey emotions, feelings, wants, needs, and ability; survive in a restaurant, or supermarket; request and apologize.</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.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Syllabus – Hebrew 2

This course focuses on the achievement of the conversational facility as well as the reading, writing, and listening skills that will allow the student to express himself about his immediate environment and daily functions, and to independently comprehend passages based on immediate, functional themes. Students will achieve an understanding of the structures of the Hebrew language, with a stress on modern usage, and will gain a greater understanding and appreciation of Israeli life and culture.

Specifically, students will develop the communicative skills required to discuss topics of study and career aspirations using the present and past tenses, synthesizing these with the infinitive; to exchange information relating to country of origin and past and present places of origin; to exchange information about employment; to express time and time expressions and synthesize these with topics of transportation; to describe possession in present and past; to discuss and obtain information on topics relating to family and marital status; to express location and obtain direction; to survive in a restaurant and/or supermarket; and to convey emotions, feelings, wants, needs, and ability.

The prerequisite is Hebrew 1; or two years of high school Hebrew or its equivalent introductory level of instruction; or acceptable Language Placement Examination score; or permission by the Department.

1. Course Number and Title: Hebrew 2 – Elementary Hebrew II
2. Group and Area: Language and Literature Foreign Languages
3. Bulletin Course Description

Further development of language skills, comprehension, speaking, reading, and writing. Prerequisite: Hebrew 1; or two years of high school Hebrew or its equivalent introductory level of instruction; or acceptable Language Placement Examination score; or permission by the Department. (Not open to heritage students or to students who have completed intermediate or advanced levels of Hebrew instruction.)

4. Number of Weekly Class Hours: Three (3) hours per week

5. Number of Credits Three (3) credits

6. Pre or Co-requisites
Hebrew 1, or two years of high school Hebrew or its equivalent introductory level of instruction, or acceptable Language Placement Examination score, or permission by the Department.

7. Course Justification

Hebrew is a living, foreign language that occupies a prominent position in our modern world and which is invaluable for its literary, cultural, historical, and communicative content. Hebrew 2 is offered in the Fall and Spring semesters of the academic year, and has had a steady enrollment of approximately twenty students per semester. This level of enrollment is projected to continue in the future.

8. Remedial, Compensatory, or Developmental: N/A

9. Textbook Wiederkehr-Pollack, Gloria. Reading, Writing, and Rudimentary. New York. Sepher-Hermon Press. 2005.

10. Open to students who have completed Hebrew 1; or two years of high school Hebrew or its equivalent introductory level of instruction; or acceptable Language Placement Examination score, or permission by the Department.

11. Course Objectives

- a. To acquire proficiency in communication skills.
- b. To achieve conversational facility that will allow the student to express himself about his immediate environment and daily functions.
- c. To strengthen the student's comprehension of Hebrew reading material and to develop his skills so that he can independently comprehend passages based on immediate, functional themes.
- d. To achieve an understanding of the structures of the Hebrew language, with a stress on modern usage.

12. Method of Teaching

Emphasis is on the communicative approach to language learning, where language is seen as a dynamic process of interaction. In the classroom, language learning is made active and participatory, with students discussing and role-playing, simulating and dramatizing, within the level of language they control. An atmosphere of cooperative learning is encouraged through integration of group tasks and establishment of interaction with the members of the class.

Technology is integrated into the curriculum through use of audiocassettes both in the classroom and in the language lab, use of computer software, and videocassette programs

13. Assignments to Students

Textbook drills and practice exercises
Composition of dialogues and dramatizations
Repetition assignments outside of class using recorded tapes as a guide
Computer software assignments

14. Method of Evaluation: Grades will be determined as follows:

Preparation and Participation	20%
Exams and Quizzes	35%
Graded Assignments	15%
Final Exam	30%

20. Topical Course Outline

Weeks 1 &2 Communicative Skills: How to describe where you live
How to find out information about other people

Language Structure: Roots and root classification
"Where?" with its answers
The prepositions "in," "at" + nouns
Various adjectives, verbs, adverbs
Predicate adjectives
Contraction of nouns and possessive pronouns

Weeks 3 & 4

Communicative Skills: How to describe from where you are coming
And where you are going
How to describe what you like to do and where
You are going to spend the evening

Language Structure: Directional verbs: to go, to travel, to run, to fly

"To where?" "From where?"
"To" and "from" + nouns
Inflection of "with"
The direct object particle
Verb phrases with "to want," "to like"

Weeks 5 & 6

Communicative Skills: How to describe places of residence
How to count peoples and objects

Language Structure: Existential Statements
Noun adjective agreement
The numbers 1-100, masculine and feminine
"How much?" "How many?"
Some time expressions
Adverbs of quantity

Weeks 7 & 8

Communicative Skills: How to order food in a restaurant
Describing places and plans of entertainment
Expressing wishes and intentions

Language Structure: The verbs “to eat,” “to drink”
Expressions of possession
The verb “to order,” *hifil* (causative) verb construction
Past tense
Time adverbs
Nouns, adjectives of age and marital status
Verbs “to speak,” “to tell,” “to say”

Weeks 9 & 10

Communicative Skills: How to find out details about peoples’ families, residences, and more
How to take leave

Language Structure: Past tense of *ayin-vov* verbs
Verbs of language skills: “to read,” “to write,”
“to speak,” “to understand”
Expressions of permission
Past tense of the verbs “to learn,” “to meet,”
“to return,” “to work,” “to love,” “to travel,”
“to go.”

Weeks 11 & 12

Communicative Skills: How to request, thank, and apologize
How to ask for a reason and explain cause

Language Structure: Expressions of thanks, request, and apology,
Expressions of possibility
Past and present of “to help,” “to know”

21. Selected Bibliography

Band, Ora. *Ivrit, Shelav Bet*. NJ: Behrman House, 1983

Coffin, Edna Amir. *Lessons in Modern Hebrew, Level II*. Ann Arbor: University of Michigan Press: 1994

Hayyat, Yisraeli, and Kuvliner. *Ivrit Min Hahathalah*. Jerusalem: Hebrew University, 1990

Lauden E. and Weinbach L. *Everyday Hebrew Dialogues*. Tel Aviv: Tel Aviv University, 1990. Text includes tape.

Lifschitz and Yakubovski. *Be'al Peh U'Bekhtav. Part I*. Haifa, 1984

Reif and Levinson. *Mastering Hebrew: Hear It. Speak It. Write It. Read It*.

New York: Barron's Educational Series, 1988. Accompanying audiocassettes

Tirkel, E. *Everyday Hebrew. The Complete Course for Succeeding in Hebrew and Communicating with Confidence*. Chicago: Passport Books, 1991. Four accompanying 60-minute audiocassettes.

Software:

Wholly Hebrew. Davka Corporation. 1994.

Hooked on Hebrew. Living Israeli Hebrew. 1997.

VHS:

Richard Burton, narrator. *A Wall in Jerusalem*. Ergo Media, Inc.

Eli Cohen, director. *The Summer of Aviya*. Ergo Media, Inc.

Sarna & Komem. *Basic Hebrew 1& 2*. Arta Films, USA. Includes the alphabet, pronouns, days of the week, the daily schedule, the family, transportation, the seasons, months of the year, opposites, in the restaurant, the human body, the supermarket, clothing, verb review.

Sing Along with Israel (includes 22 Israeli folksongs). Ergo Media.