

# 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.

<b>College</b>	Kingsborough Community College
<b>Course Number</b>	Hebrew 3
<b>Course Title</b>	Intermediate Hebrew 1
<b>Department(s)</b>	Foreign Languages
<b>Discipline</b>	Language and Literature
<b>Subject Area</b>	Enter one Subject Area from the attached list. Hebrew
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites</b>	Hebrew 2, or three years of high school Hebrew, or a passing grade on the New York State Regent Examination, or permission by Department.
<b>Catalogue Description</b>	Progressive development of language skills, based on the foundations established in elementary Hebrew. Grammar reviews supplemented by readings of Modern Hebrew Literature. Prerequisite: Hebrew 2; or three years of high school Hebrew, or a passing grade on the New York State Regent Examination, or permission by Department.
<b>Syllabus</b>	Syllabus must be included with submission, 5 pages max
<p><b>Waivers for 4-credit Math and Science Courses</b></p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>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.</p>	
<b>If you would like to request a waiver please check here:</b>	<input type="checkbox"/> Waiver requested
<b>If waiver requested:</b> Please provide a brief explanation for why the course will be 4 credits.	
<b>If waiver requested:</b> 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.

<b>C. Life and Physical Sciences: Three credits</b> 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"> <li>Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>
<b>II. Flexible Core (18 credits)</b> 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.	
<b>A. World Cultures and Global Issues</b>	
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, supplementary literary readings of Modern Hebrew Literature, the Davka Dikduk II internet 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.	<ul style="list-style-type: none"> <li>Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
The students will develop the reading, writing, and oral communicative skills to express themselves in a clear, somewhat sophisticated manner and to progress towards the comprehension of literary passages. On a linguistic level, they will be able to recognize, analyze and decode Hebrew verb constructions in most verb patterns in the seven verb actions in past, present, and future tenses. They will be able to synthesize verb forms with the corresponding objective pronouns; they will be able to infer grammatical principles of the various verb constructions and verb actions and apply them to other verbs	<ul style="list-style-type: none"> <li>Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Students will be capable of critically and analytically responding to arguments that exceed the immediate environment to include social and cultural topics. Hebrew 3 equips the student towards progress in the comprehension of literary passages and promotes the transition towards literary interpretation and analysis. They will achieve the facility in more advanced, extensive conversation that includes complex grammatical structures: use of <i>binyan kal</i> (simple verb action) in all <i>gezarot</i> (verb patterns) <i>binyan nif'al</i> (passive action), and the intensive, causative and reflexive verb actions, <i>binyan pi'el</i>, <i>pu'al</i>, <i>hif'il</i>, <i>haf'al</i>; and <i>hitpa'el</i> in various <i>gezarot</i>.</p> <p>In addition to writing assignments, 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"> <li>Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

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:	
	<ul style="list-style-type: none"> <li>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.</li> </ul>
Our reading excerpts of Modern Hebrew Literature, analyze the culture of life in the Land of Israel spanning the second Aliya (wave of immigration) through the fifth wave of immigration(1905-1914; 1919-1923; 1924-1929; 1929-1939) and culminating in the foundation of the State of Israel. Thus, readings from Agnon's <i>Tehilah</i> portray a lament for the Old City lost to the Jews in the Israeli War of Independence of 1948 and Old City types, personified in a pious old lady; excerpts from Amos Oz portray the pathetic alienation and lack of communication of a declining poet towards his loving and sensitive abnormal son; while our excerpts from Meged explore the generation gap between a grandfather who survived the holocaust and his insensitive granddaughter.	<ul style="list-style-type: none"> <li>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
During the course of our readings we analyze the role played by belief and religion in the shaping of Israeli society. Focus is on the conflicting and complex role of Jewish Orthodoxy in the nationalist movement. Students learn that Zionism wanted to leave religion out of the national revival; and while a few orthodox rabbis gave Zionism their blessing and established a religious faction within the Zionist movement, orthodoxy in Germany, Hungary, and Eastern Europe fought the national movement and founded Agudat Israel to promote this aim. Students analyze the complicated doctrinal position of the orthodox inasmuch as the Torah states unequivocally that it is a duty for the faithful to settle in the Holy Land. The realities that contributed to the modification of the anti-Zionist approach of Agudat Israel are explored (the riots of 1929, Nazi rule and the Holocaust), as well as the extreme position of the Neturei Karta.	<ul style="list-style-type: none"> <li>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.</li> </ul>
The primary objective of Hebrew 3 is to master the ability in writing and speech to express oneself in a clear, somewhat sophisticated manner and to interact harmoniously with the speakers of the target language.	<ul style="list-style-type: none"> <li>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

<b>B. U.S. Experience in its Diversity</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>

<b>D. Individual and Society</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<b>E. Scientific World</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

Kingsborough Community College  
of

Language skills are progressively developed based on the foundations established in Hebrew 2.

In Hebrew 3 students achieve the ability in writing and speech to express themselves in a clear, somewhat sophisticated manner that exceeds the immediate environment and includes social and cultural topics.

The course aims as well at equipping the students towards progress in the comprehension of literary passages and promoting the transition towards literary interpretation and analysis

### **Syllabus – Hebrew 3**

1. Course Number and Title Hebrew 3 Intermediate Hebrew I
2. Group and Area Language and Literature Foreign Languages
3. Bulletin Course Description  
Progressive development of language skills, based on the foundations established in elementary Hebrew. Grammar reviews supplemented by readings of Modern Hebrew Literature. Prerequisite: Hebrew 2; or three years of high school Hebrew; or a passing grade on the New York State Regents Examination; or permission by the Department.
4. Number of Weekly Class Hours Three hours per week
5. Number of Credits Three credits
6. Pre or Co-requisites  
Hebrew 2; or three years of high school Hebrew; or a passing grade on the New York State Regents Examination; 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 3 is offered during the Fall and Spring semesters of the academic year.
8. Necessitated Course Withdrawals: N/A
9. Remedial, Compensatory, or Developmental: N/A
10. CPI Requirements

Hebrew 3 fulfills one CPI unit for the area of Foreign Languages

(#6) or for an elective.

11. Ratio of Credits to Contact Hours: N/A

12. Field Work Component, Internship, or Independent Study: N/A

13. Textbook

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

Supplementary readings from current periodicals and Modern Hebrew

Literature

14. N/A

15. Open to students who have completed Hebrew 2, or three years of

High school Hebrew; or a passing grade on the New York State

Regents Examination, or permission by the Department.

16. Course Objectives

a. To master the ability in writing and speech to express oneself in a clear, somewhat sophisticated manner.

b. To achieve facility in more advanced, extensive conversation that exceeds the immediate environment and includes social and cultural topics.

c. To equip the students towards progress in the comprehension of literary passages and to promote the transition towards literary interpretation and analysis.

d. To master important functional items of Hebrew grammar.

17. Method of Teaching

a. 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.

b. An atmosphere of cooperative learning is encouraged through



integration of group tasks and establishment of interaction with the members of the class.

- c. Technology is integrated into the curriculum through use of audiocassett, and use of software and videocassette programs.
- d. Basic textbook chapters are supplemented with related periodical literature and/or modern prose and poetry to enhance and broaden the scope of immediate, functional conversation.
- e. To promote deeper analysis of textual meaning, various comprehension exercises are utilized: recall protocols, multiple choice questions that encourage textual analysis, teaching vocabulary in context.

#### 18. Assignments to Students

Drill and practice exercises; creative writing exercises; comprehension exercise; repetition assignments using recorded tapes as a guide; software exercises

#### 19. Method of Evaluation

Class 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 use polite expressions (review)
	How to inquire about prices
	How to tell where you were and what you did
	How to talk about eating, cooking, and diet

Language Structure: How much do things cost?

With or without?  
Prepositions for “for.”  
Past tense of *lamed hay* verbs  
Stative verbs  
Adjectives describing food  
Verbs of cooking

### Week 3

Communicative Skills: How to leave written and phone messages  
How to express obligation  
How to express need in an emergency  
How to give orders  
How to report a defective phone and request  
phone repair  
Vocabulary and expressions related to phones

Language Structure: Past and present tense of *shelemim* (regular)  
Verbs in *kal* (simple verb construction)  
Past and present tense of *lamed-alef* verbs  
in *kal*.  
Modal verbs (need, must)  
Adverbs of quantity, time, intensity  
Verbs of knowing

### Weeks 4& 5

Communicative Skills: How to describe your daily schedule  
How to order tickets  
How to rent a car  
Vocabulary and expressions related to

transportation

Language Structure: The verbs to rise, to sleep, to close, to start,  
To open, to finish, to leave  
New verbs of travel  
Past and present tense of *shelemim* verbs  
in *hitpael* (reflexive)  
Expressions of time

#### Weeks 6 & 7

Communicative Skills: How to go shopping for a birthday present  
How to find out age and date of birth  
How to write invitations to a party

Language Structure: Verbs of buying and selling  
Age and birthdays  
Verbs of starting, finishing, beginning, ending  
Past and present of verbs in the *hif'il*  
(causative) construction

#### Weeks 8 & 9

Communicative Skills: How to describe your neighborhood  
How to go shopping for clothes;  
sales and advertisements

Language Skills: Directional endings on nouns  
*Nifal* (passive) conjugation, past and present  
Verbs of location and adverbs of proximity  
References to place  
Adjectives: sizes and colors, quality

Verbs in *pi'el* (intensive construction), past  
and present

## Week 10

- Communicative Skills:      How to plan your free time  
                                      How to describe what you do in your free time  
                                      How to plan your vacation  
                                      How to plan the frequency of one's leisure  
                                      activities  
                                      Inquiring about and describing the weather
- Language Structure:        Expressions of frequency and time  
                                      The verb "to be" in past and future  
                                      Future tense of *shlemim*, *pa-gronit*, and  
                                      *lamed-hay* verbs in *kal*.  
                                      Past, present, and future of existential  
                                      and possessive statements

## Week 11 and 12

- Communicative Skills      How to express a dilemma and ask for advice  
                                      How to express surprise and refute      misconceptions
- Language Structure:        Verbs in *pi'el* (intensive construction)  
                                      Verbs of speech and request  
                                      The prepositions "from", "about", "on," with  
                                      inflected pronouns    The verbs "to seek," "to    find"  
                                      More time expressions

## 21. Selected Bibliography

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

\_\_\_\_\_. *Ivrit Shelav Gimmel*. NJ: Behrman House, 1986.

\_\_\_\_\_. *Reader: Modern Hebrew Prose and Poetry*. NJ: Behrman House, 1990.

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

Lauden and Weinbach. *Sihot Shel Yom Yom* (Everyday Hebrew Dialogues). Tel Aviv: Tel Aviv University, 1990. Text includes tape.

Reif and Levinson. *Mastering Hebrew: Hear it. Speak it. Write it. Read it*. NY: Barron's Educational Series, 1998. Accompanying audiocassettes.

Weinbach and Leodin. *Rav-Milon*. Tel Aviv: AD, 1993. (Recommended dictionary)

Software:

*Wholly Hebrew*. The Davka Corporation. 1994.

*Hooked on Hebrew*. Living Israeli Hebrew. 1997.

Davka Dikduk II. The Davka Corporation

VHS:

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

*Flames of Revolt: The Irgun.* Ergo Media.

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