Elementary Hebrew I

Class code: HBRJD-UA 9001
Instructor Details: Tali Rozen
Prerequisites: None

Class Description:
This course provides a comprehensive introduction to the Hebrew language and culture while ensuring a solid command of the fundamental grammatical structures. The emphasis of the instruction is on enabling students to develop basic communicative skills in standard Modern Hebrew. Class will be conducted for the most part in Hebrew in order to provide a concentrated, immersive environment that accustoms students to the language. Through grammatical instruction, written and verbal exercise, oral review and regular homework, students will gradually acquire language fundamentals. Additionally, elements of Israeli society and culture will be introduced as appropriate to illuminate language instruction.

Desired Outcomes:
This course has the following learning goals:

1. Engage in basic communicative exchanges in a variety of situations: provide personal information about one’s self and others, ask and answer questions about school and academic subjects, places of residence, the campus, schedule, type of food they like. Briefly describe one’s family, people, places and actions.

2. Identify and utilize the following parts of speech: nouns, pronouns, adjectives, verbs, infinitives, possessives and prepositions.

3. Develop proficiency for basic tasks in Israel while using Hebrew language skills, and building a platform for advancement through gaining an understanding of verb structures.

Assessment Components:
Students are expected to attend class regularly and arrive on time. Students must complete all assigned readings before the class meeting and be prepared to participate actively in discussions of the readings and current events. Students are required to turn in all written assignments on the dates scheduled. Late work will be penalized.
Students will be evaluated on the following basis:

1. Weekly Homework (20%)
2. Quizzes (20%)
3. Midterm Examination (30%)
4. Final Examination (30%)

Failure to submit or fulfill any one of the required course component results in failure of the class.
**Assessment Expectations**

**Grade A:** Full attendance, thoughtful participation, assignments turned in on time and meet assigned grading criteria

**Grade B:** Full attendance, thoughtful participation, assignments turned in on time but partially meet assigned grading criteria

**Grade C:** Partial attendance, little participation, assignments turned in late and/or partially meet assigned grading criteria

**Grade D:** Partial attendance, no participation, assignments turned in late and/or do not meet assigned grading criteria

**Grade F:** Poor attendance, no participation, assignments turned in late and/or do not meet assigned grading criteria

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<tr>
<th>Grade</th>
<th>Conversion</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
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<td>B</td>
<td>84-86</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>65-66</td>
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<td>F</td>
<td>below 65</td>
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**Grading Policy**

No-shows for in-class presentations and assignments submitted after the deadline without requesting an extension will receive zero grades.

If a student believes an inadvertent error was made in the grading of an individual assignment or in assessing an overall course grade, a request to have the grade re-evaluated may be submitted. To appeal an assigned final grade, the student should first email the course instructor requesting clarification about how the grade was determined. If the student is not satisfied with the outcome of the discussion and wishes to appeal the grade further, a formal written appeal should be submitted to the site director. **This appeal must be submitted within 30 days after the grade has been posted; appeals that are submitted after this deadline will not be considered.**

**Attendance Policy**

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and **unexcused absences will be penalized with a two percent deduction from the student’s final course grade.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

All medical-based absence requests MUST be presented to the Manager of Student Life and Housing (MSLH). In the case of illness, contact the MSLH within seven (7) days of the absence or as soon as practicable and provide medical documentation. Non-medical requests should be made to the Assistant Director for Academics (AD/Academics) and in advance of the intended absence. Your instructors will be informed of any excused absence; they are not authorized to approve your absence, and they are required to report
any absences to the AD/Academics.

**NYU Policy on Religious Holidays**

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty and the AD/Academics in advance of such anticipated absence.

2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of his/her religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days. In the event that examinations or assignment deadlines are scheduled on a religious holiday, any student who is unable to attend class shall be permitted the opportunity to make up any examination or to extend any assignment deadline missed on that day or days.

3. That no adverse or prejudicial effects shall result to any student who avails him/ herself of the provisions of the resolution.

4. A violation of these policies and principles shall permit any aggrieved student to bring forward a grievance, provided under the University Grievance Procedure.

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<th>Late Submission of Work</th>
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All works must be submitted on time, unless you have received an explicit extension. Any late submission may result in grade deduction at the sole discretion of the instructor.

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<tr>
<th>Academic Accommodations for Students with Disabilities</th>
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Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

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<th>Plagiarism Policy</th>
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Plagiarism is the presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. Plagiarism constitutes an academic offence for which you can be disciplined. Punishment may include a failing grade, suspension or expulsion. In all confirmed cases, a report will be sent to the student’s Dean at NYU or, in the case of a non-NYU student, to the home institution.

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<th>Required Text(s)</th>
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<th>Internet Research Guidelines</th>
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It is hard to overestimate the importance of the internet to the build up of contemporary knowledge of the world around us. But it needs to be used wisely. This means that one must be selective and careful when relating to internet-based sources, identifying and distinguishing opinions from facts, and journalism from academics. One should make clear reference to internet sources, allowing the reader the opportunity to consult these resources as and if required. As with all sources of information, use the internet critically.

Please also note that the ‘world-wide web’ exists in many languages. Many sources about Israel in English, for instance, will be aimed at tourists or readers living primarily in English-speaking regions of the world. Sources might differ when reading them in other languages.
Established in coordination with NYU’s Expository Writing Center, NYUTA’s Writing Center is available to help you with all genres of writing, from senior theses to smaller response papers; from personal statements to cover letters; from PowerPoint presentations to creative assignments. The Center can help you at any stage of the writing process, from figuring out the demands of an assignment, to working with or researching sources, to brainstorming a thesis and outline, to finalizing a project or reviewing a draft. However, please note that writing sessions are held as a joint session, an active exercise between the student and writing advisor – this is not a proofreading service!

Please view the Writing Center as an opportunity, not a punishment. It is meant equally for student-writers who are not confident in their skills as well as students who are quite talented and strong, but recognize the value of a second look. Moreover, rest assured that your instructors will value and appreciate your initiative to visit the writing center.

For more information or to schedule an appointment, please contact NYUTA’s AD/Academics, Edan Raviv (room 201; edanr@nyu.edu).

Week 1

**Introduction to Hebrew: Arrival in Israel**

Students will work through units one to seven, with the first week focused on mastering basic Hebrew for survival and integration within Tel Aviv and Israel more broadly, thus gaining key conversational skills.

Week 2

**Introduction to Hebrew: Writing System**

Students will continue to work through units one to seven, with this week having a stronger focus on the alphabet and writing system. Students will learn the Hebrew alphabet, and its use in writing.

Week 3

**Introduction to Hebrew: Pronunciation**

Students will continue to work through units one to seven, with this final week being focused on pronunciation in the Hebrew language, mastering the basics from single letters and words to phrases, to prepare for deeper learning.

Week 4

**Simple Sentences and Introduction to Number System**

Students will learn the singular and plural feminine suffixes, the feminine cardinal numbers, and then delve into the basic stem pa’al conjugations in present tense including singular masculine and feminine combination. Students will learn to form a simple sentence using a plural verb without a pronoun.


Week 5

**Adjectives and Pronouns**

Students will learn singular and plural adjectives, and then interact with personal, both singular and plural, and demonstrative pronouns.


Week 6

**Present Tense, the Number System and Noun-Adjective Agreement**

Students will examine the masculine cardinal numbers, between one and ten, the definite article, developing a mastery of noun-adjective agreement, negation in the present tense. Students will also begin to learn telling the time in Hebrew.
Week 7

Prepositions and Sentence Structures
Students will learn the preposition ‘et’ and the definite direct object in Hebrew, as well as learning sentence structure highlighting the role of nouns, pronouns and adjectives and their use. Students will also learn the days of the week.


Week 8

Present Tense and Infinitive
Students will learn the pa’al conjugation, in both present tense and infinitive.


Week 9

Review: Weeks One to Nine
Students will have an opportunity to review the material covered in the class so far, as well as direct troubleshooting of specific areas challenging to the class – both at a group and individual basis. Students will have individual access for a needs consultation this week.

Week 10

Present Tense and Weak Verb, Causal Clauses and the Number System
Students will examine the pa’al conjugation in present tense, and the weak verb, go into more depth on telling the time in Hebrew, master causal clauses and learning the numbers between twenty and one-hundred.


Week 11

Present Tense, Negative Clauses and Possessives
Students will review pa’al, introduce object clauses with question words, learn and use negative clauses, enhance their knowledge of prepositions and introduce the possessive participle.


Week 12

Present Tense and Infinitive and the Number System
Students will examine the conjugation of pi’el in both present tense and infinitive forms, and introduce the feminine cardinal numbers between eleven and twenty, as well as being able to use age in both statements and questions.


Week 13

Verb Overview
Students will participate in workshops to master the verbs taught in Elementary Hebrew I.

Week 14

Review: Weeks Ten to Fourteen
Students will have an opportunity to review the material covered in the class so far, as well as direct troubleshooting of specific areas challenging to the class – both at a group and individual basis. Students will have individual access for a needs consultation this week.

Please turn off, or place on silent, all mobile devices. Laptop computers may only be used for directly class related activities. Students are expected to be courteous and engage in the topics and classes.

### Classroom Etiquette

Tali Rozen has taught Hebrew courses at a variety of respected institutions, including George Washington University in the Semitic Languages Department, and also works as a translator of books and articles from English to Hebrew.

### Your Instructor