Intermediate Hebrew II

Class code  
HBRJD-UA 9004

Instructor Details  
Ruth Livne

Prerequisites  
Intermediate Hebrew I, or those who have been placed at this level through the placement examination.

Class Description  
Improving all Hebrew Language skills at the High Intermediate level. We will practice Composition and writing, and continue the study of The Hebrew verb with an emphasis on Future Tense conjugations. We shall read and discuss academic texts, poetry, and short stories about Jewish and Israeli culture and tradition and about day-to-day life in modern Israel.

Desired Outcomes  
This course has the following learning goals:

1. To improve students’ abilities to communicate in the Hebrew language, by increasing and broadening vocabulary, reinforcing knowledge of basic grammar and beginning study of advanced grammar.

2. To improve students’ fluency in readings and writing about various academic and popular subjects in the Hebrew language by strengthening reading comprehension, listening skills, and emphasizing self-expression in the language.

3. To provide students with a background on the cultural and sociolinguistic aspects of Modern Hebrew and sharpening the distinction between different registers of the language.

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. Attendance, preparation, class participation and homework [20%]
2. Quizzes [25%]
3. Midterm [25%]
4. Final [30%]

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

Assessment  
Grade A: Full attendance, thoughtful participation, assignments turned in on time and meet
Expectations

**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

Grade conversion

- A=94-100
- A-=90-93
- B+=87-89
- B=84-86
- B-=80-83
- C+=77-79
- C=74-76
- C-=70-73
- D+=67-69
- D=65-66
- F=below 65

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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**Late Submission of Work**

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.

**Academic Accommodations for Students with Disabilities**

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.

**Plagiarism Policy**

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.

**Required Text(s)**


**Supplemental Text(s)**

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.

**NYUTA’s Writing Center**

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).

Session 1

Week One

In the first week we will go through a review of the previous semester’s material, focusing on the Hebrew verb system.


Session 2

Week Two

In this week we will read about the Har Meron ceremony, the poetry of Y. Amichai and N. Zach, and practice dialogue on cultural events. We will study “PA’AL” conjugation, and both “PE-YOD” and “PE-NOON” classifications. We will also learn syntax of adverbs and final clauses, review nouns in the abstract state, and the preposition “IN,” including its declension and use.


Session 3

Week Three

In this week we will read the story Breaking the Piggybank, by E. Keret, we will create family trees using new vocabulary, and we will read both excerpts from research papers and newspaper clippings on the economy (thus acquiring new vocabulary). We will also study the future tense of “HITPAEL” conjugation, presenting the passive participle and gerunds of reflexive verbs, and the syntax of the preposition “MYSELF” and its variants.


Session 4

Week Four

In this week we will review weeks 1-3 and have a quiz.

Session 5

Week Five

In this week we will read about wisdom and stupidity through the Passover Agada and we will read commentary on the definition of “stupid” in Western society and in Israel. We will study the future tense and conjugation of “HIF’IL,” as well as the syntax and sentence structure surrounding “NOT” and “BUT RATHER.” We will also study declining the preposition “BETWEEN” and the copula-linking verb “HAOGED.”

Session 6

Week Six
In this week we will review lessons 7-10 and hold the midterm examination.

Session 7

Week Seven
In this week we will read excerpts from the newspaper Sha’ar La’Mathil, texts about the behavior of animals. We will also study the preposition “EL” and it’s conjugation.

Session 8

Week Eight
In this week we will study the conjugation of “NIFA’AL” – explanation of the passive and active forms of the conjugation, and we will talk about the Holocaust by reading and discussing stories of survivors.

Session 9

Week Nine
In this week we will read the story Every Man has a Name by Zelda, we will learn about the story of Masada by reading and discussing heroism in the past and in the present, and we will learn about Israel’s Independence Day through stories and discussions. We will also study the syntax of declension nouns.

Session 10

Week Ten
In this week we will review lesson 11-12 and take a quiz.

Session 11

Week Eleven
In this week we will read about dreams in philosophy and psychology, as well as a story by Y. Birstein. We will also study prepositions, summarizing the conjugations according to the singular and plural, as well as concessive conjugation and concessive clause.

Session 12

Week Twelve
In this week we will read about global warming, what causes people to laugh. We will study the “PIEL” conjugation and the “PEH-YOD” classification in all of the tenses. We will also study presenting the gerund in five conjugations, in the construct state and in the plural.

**Session 13**

**Week Thirteen**

In this week we will read the story *Bach without Bach*, study the two passive conjugations “POO’AL” and “HOOF’AL,” superlatives, comparative phrase, and comparative clause, and begin reviewing for the final exam.


**Session 14**

**Week Fourteen**

In this week we will review Lessons 9-16 and hold our final examination.

**Classroom Etiquette**

Please raise your hand before speaking in class.

Computers are acceptable in class, but please do not abuse this privilege by using them for non-class related activities.

Place all mobile devices on silent.

**Your Instructor**

Ruth Livne has been a senior lecturer of Hebrew Language at the Center of Hebrew Language Studies, Tel-Aviv University for 20 years, and has taught at The JTS, Columbia, Brandeis and Boston Universities. She completed her graduate degree from the Department of Education at Boston University, and her BA in Hebrew Language and Literature from Tel-Aviv University.