



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>CLAS - Humanities</u>	Department	<u>School of International Letters &amp; Cultures</u>
Subject	<u>HEB</u>	Number	<u>313</u>
Title	<u>Advanced Modern Hebrew</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>No</u>	If so, list all academic units offering this course _____	

**Requested designation:** Literacy and Critical Inquiry-L  
*Note-- a separate proposal is required for each designation requested*

**Eligibility:**  
Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**  
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

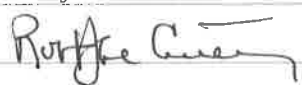
- Checklists for general studies designations:**  
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Fine Arts and Design core courses (HU)
  - Social and Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)
  - Cultural Diversity in the United States courses (C)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
  - Criteria Checklist for the area
  - Course Syllabus
  - Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name	<u>Judith Shemer</u>	Phone	<u>480-727-7724</u>
Mail code	<u>0202</u>	E-mail:	<u>judith.shemer@asu.edu</u>

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	<u>Robert Joe Cutter</u>	Date:	<u>12/17/13</u>
Chair/Director (Signature):			



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### course catalog & class search

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Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1 [Collapse -](#)

Course	Title	Units	GeneralStudies
HEB 313	<b>Advanced Modern Hebrew</b> Continues developing speaking, reading, and writing skills in modern Hebrew, with a focus on different aspects of the Israeli culture studied in literature, cinema, and music. <b>Allow multiple enrollments:</b> No <b>Primary course component:</b> Lecture <b>Repeatable for credit:</b> No <b>Grading method:</b> Student Option <b>Offered by:</b> College of Liberal Arts and Sciences -- School of International Letters and Cultures Pre-requisites: HEB 202 with C or better	3	

Feedback

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="margin-left: 20px;"><b>C-1</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="margin-left: 20px;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="margin-left: 20px;"><b>C-3</b></p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b>			
<p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p>			
C-4			

Course Prefix	Number	Title	Designation
HEB	313	Advanced Modern Hebrew	Literacy and Critical Inquiry - (L)

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1 & C2	60% of the course grade is devoted to substantial writing assignments.	At the end of each unit there is an assigned writing topic, worth 30% of the grade. The final project is a research project resulting in a paper and an oral presentation. It is worth 30% of the grade.
C2	All of the writing assignments involve gathering, interpretation, and evaluation of the evidence.	For each unit assignment, students are required to gather evidence concerning the background and subject of the movie, using traditional textual methods, but also innovative sources, such as online sources. Interpretation and evaluation are assisted by in-class discussions of the material. For the final project, more traditional research is required and students are asked to evaluate the material in an independent context and then present it to the class.
C4	Each written assignment requires multiple drafts with feedback from the instructor.	Each assignment and the final project require 4 individual drafts. Each one reviewed by the instructor (and sometime peer reviewed as well). Grading of the final draft will encourage changes based on comments made on the series of rough drafts.

HEB 313- Advanced Modern Hebrew

Fall 2013 Syllabus

# ברוכים הבאים

Lecturer: Judith Shemer יהודית שמר מורה:  
E-mail: [judith.shemer@asu.edu](mailto:judith.shemer@asu.edu) אי-מייל:  
Office: LL Building room 173F משרד:  
Office Hours: שעות קבלה: בימים רביעי ושישי בין השעות 8:40 ל-9:40 בבוקר

COURSE PREREQUISITES: ENG 101, 107 or ENG 105 and HEB 202 or a placement test for heritage or Hebrew speakers.

REQUIRED BOOK:

Any ENGLISH – HEBREW; HEBREW – ENGLISH dictionary  
<http://morfix.mako.co.il/> או ניתן להשתמש ב:

COURSE DESCRIPTION:

- The course will be conducted in Hebrew.
- This course is intended to:
  - Help students improve their speaking, reading, and writing skills in Modern Hebrew.
  - To broaden and deepen the students' knowledge of the Israeli history, people and its current culture.
- For each course unit, the students will learn new vocabulary that will enable them to watch an Israeli movie, in Hebrew, without subtitles. The movie relates to the subject matter. At the end of each unit the students will gather and evaluate evidence, and write a summary essay on an assigned topic, to show understanding of the subject matter and mastering of its vocabulary. **C1, C2, C3**
- Assigned time will be devoted for free speech on Israeli current affairs and subjects relevant to the students, in Hebrew.
- Students, who are part of Barrett, The Honors College, are encouraged to take the Honors Contract in this course.

## CULTURAL COMPONENTS:

- Through the course the students will get familiar with aspects of contemporary Israeli culture by studying, discussing and writing papers about Israeli unique issues.
- Throughout the course the students will listen to contemporary Israeli songs.
- On a regular basis the students are required to listen to Israeli radio broadcasts and read about current affairs and news via internet and other resources, and report to the class.
- For a final project, the students will choose an Israeli cultural aspect, research it independently, and write a significant essay in Hebrew concerning the topic. The final project will be presented, in Hebrew, to the class. **C1, C2, C3**

## THE COURSE UNITS

1. The first unit of the course covers the issue of immigration to Israel. Israel encourages immigration of Jews from all over the world. During the years 1948 -1958, there was a mass immigration to Israel that doubled the population in three years. A snap shot of the Israeli society at that time shows three groups: those who lived in Israel before its independence, immigrants from European countries (the Ashkenazi Jews, which were mostly Holocaust survivals), and immigrants from Arab countries (the Sephardic Jews). The division of these two groups, Ashkenazi and Sephardic, still exist in the Israeli society.  
We will learn each group's history, characteristics, and culture.  
To understand the Immigrants from Arab countries, we will watch the movie *Salaha Shabati*. Through this movie, we will also learn and see the unique Israeli communal settlement, the Kibbutz.  
The story of Jewish survivors of the holocaust, who moved to Israel suffering from emotional and psychological problems, and their interaction with Israelis who weren't in the holocaust, will be learned and presented by the movie *The Summer of Aviah*.  
After watching the two movies, we will discuss and compare the two immigrant societies, and analyze the sprouts of future social tension between the two groups. As for the veteran Israelis, we will discuss the Kibbutz, as a socialist representative of the new country. The unit will end with a written assignment.
2. The second unit focuses on the issue of religious Jews versus the secular Jews in Israel. The unit will start with the examination of the different components of the Israeli society, Jews and non Jews. Then we will concentrate on one segment of the society, the Ultra Orthodox community. For this unit we will watch the movie *Ushpezin*. At the end of it we will discuss the values the movie portrayed and their unique customs.
3. The third unit deals with the mandatory army service in Israel. In Israel, youth between the ages of 18 and 21 serve in the army. After service of three years they go to universities. We will learn the structure of the Israeli army. As part of this unit we will, watch the movie *The Band*, which tells the story of a military band during the War of



Attrition. Apart from the questions of service in the army, war, friendship, loyalty, and more, the movie includes many of the period's songs that became classic in Israel.

**WRITING ASSIGNMENT PROCESS:**

**C4**

- First draft: bullet points of the essay question.
- Second draft: a short paragraph for each bullet point - peer reviewed
- Third draft: full paragraphs – individually reviewed by lecturer.
- Final draft

**GRADING POLICY:**

Class Participation.....40%

Written Assignments .....30%

**C1, C3**

Final Project .....30%

EXTRA CREDIT OPPORTUNITY – attend “MEDABRIM” מַדְבְּרִים, the Hebrew club, on a regular basis.

**GRADING SCALE:**

100 - 97 = A+

96 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 and under = E

**COURSE RULES:**

1. Students are expected to attend all classes and arrive on time, attendance will be taken. Please notify the instructor in advance if you know you will be absent or late. If a student misses more than three classes the final grade may be dropped by 5%. Fifteen minutes tardiness will be counted as an absence.
2. All assignments have to be prepared for the date they are assigned and students are expected to take active part in the class discussions.
3. The students will use pencil in class and for all assignments.
4. Students will turn off their cell phones and electronics during class.

## ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

## DISABILITY POLICY

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>
- Disability resources: <http://www.asu.edu/aad/manuals/ssm/index.html#700>. NB: Students requesting accommodation for reasons of a disability must be registered with the Disability Resource Center and submit the appropriate documentation from the DRC.
- **Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. For more information, see: <http://www.asu.edu/aad/manuals/ssm/index.html#700>.
- **Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

If you have any questions or concerns about the course material, I strongly suggest that you ask me for clarification. I look forward to a mutually challenging and enjoyable semester.

אני מאחלת לכולנו סמסטר מהנה ומאתגר,

טורה קטן

(Be advised that the syllabus is subject to change during the semester.)