

HEB 116A - Hebrew
Monday/Wednesday/Thursday
Time: 14:00 – 14:50

AJU Mission Statement

Learning and Scholarship: We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

Culture: We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

Ethics: We recognize that ethics is the language of Judaism and its most important link to the world at large.

Leadership: We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

Peoplehood: We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible

to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

A. Examination Behavior: Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

B. Fabrication: Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

C. Plagiarism: Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

D. Other Types of Academic Dishonesty: Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

Course Objectives:

Hone conversational, reading and writing skills so that students are prepared to enter the Israeli workplace. Become further acquainted with Israeli culture.

Course Methods:

Text- and topic-based open discussion. Writing assignments, such as professional email correspondence. Writing lab.

Assessment/Grading:

Formal testing will take place at least twice a semester, and quizzes will be administered frequently.

Grades will be based on class attendance and participation (20%), completion of out-of-class assignments (25%), quizzes (25%) and exams (30%).

The following is the grading scale:

A – 90-100%

B – 80-89%

C – 70-79%

D – 60-69%

F – under 60%

Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.

Course Schedule:

Week 1: source text: מגילת העצמאות

Week 2: source text: “הנה אני בא”, “ירושלים של זהב”, TBD by instructor; theme: Jerusalem and/vs. Tel Aviv

Week 3: source text: Israeli newspaper

Week 4: source text: “פִּלּוּרְנֵטִין”, “אוהב להיות בבית”, TBD by instructor; theme: the Israeli home

Week 5: source text: Israeli newspaper

Week 6: source text: “אהבת נעוריי”, “ממעמקים”, TBD by instructor; theme: love

Week 7: source text: Israeli newspaper

Week 8: source text: “מחזקים לעולם”, “מחכה”, TBD by instructor;

theme: personal power

Week 9: source text: Israeli newspaper

Week 10: source text: “בלדה לחובש”, “מנעי קולך מבכי”, TBD by instructor; theme: the Israeli army

Week 11: source text: Israeli newspaper

Week 12: source text: “חורשת האקליפטוס”, “כינרת”, TBD by instructor; theme: the land of Israel

Week 13: source text: Israeli newspaper

Week 14: source text: “שיר פרידה”, “כשחיכיתי לך על הספסל”, TBD by instructor; theme: goodbyes

Week 15: course summary