Brandeis University – The Hebrew Program

Hebrew 121b Ê♭ испрягет Conversation- Let’s converse in Hebrew

The Israeli family through the lens of a special needs kid in a famous Israeli T.V Show

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Office hours: Mon. 1:00-2:00, Wed 11:00-12:00
Abraham Shapiro Academic Complex (ASAC) 326

Course Description:

The course will present the Israeli family through the lens of a special need kid in a famous Israeli drama television program. The course will present a family that raises an autistic child in a rural village lacking any therapeutic resources.

The student will be able to speak, discuss, and analyze the Israeli award-winning TV series “Yellow Peppers”. The course will address topics of intergroup relations, self and society awareness, life challenge, disabilities, diversity and inclusion, identities, conflict and dilemmas through exploration of a family with an autistic spectrum kid.

This course will inspire the notion as a unique experience and a challenge to tackle for a better understanding of diverse culture and society. The concepts will be discussed in small groups and will enable students to define their own core values versus other community values.

Speaking skills are a crucial part of a language. Students will be able to develop their oral communication skills through the famous T.V series “Yellow Peppers”.

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פמָרְחֵת הַקורֵס:
Improve oral expression in the Advanced-Intermediate level.

The learner will acquire tools to improve conversational skills in areas such as:
- Dialogues
- Description
- Narration
- Expressing opinion
- Comparison

Reading, writing and listening skills will be practiced as means to enhance speaking.

Israeli culture and Israeli society will be discussed. Understanding, analyzing, discussing, comparing Israeli culture and Israeli society to develop and enhance cultural literacy.

Entry-level language proficiency: Intermediate Mid:

| Speaking | Successfully handle a variety of uncomplicated communicative tasks in straightforward social situations. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. They are able to express personal meaning by creating with the language. |
By the end of the semester students, most students successfully completing this course will emerge with a proficiency level of Intermediate High in all four-language skills depending on motivation, effort, and diligence.

Students will be able to:

| Speaking | Narrate and describe activities and situations in connected speech using a variety of the more frequent conjunctions and successfully handle most straightforward communicative tasks and social situations. They will be able to retell the content of the T.V chapters in detail, using sentences that employ the proper tense and the vocabulary learned in the context of this unit. They will be able to describe characters (appearance and characteristics) and compare them using comparative words learned in the context of this unit and express their opinions regarding the quality of the plot and evaluate the cinematic quality of a film using complete sentences. Accuracy of expression is increased through correct use of of verbs in the past tense and future tense. Students will be able to express opinions in simple terms and handle situations with complications. |

Course learning goals:

- The student will be able to speak, discuss, and analyze the Israeli award-winning TV series “Yellow Peppers”.
- The student will be able to use a variety of public speaking techniques when communicating in Hebrew (such as tone, voice, linguistic utterances etc.)
- The student will be able to critique the quality of class performance by using his/her knowledge about different models and guideline of speech
- The Student will discuss the challenges of integration in the Israeli mosaic.
- The student will be able to overcome speaking obstacles such as anxiety, fear of public speaking, lack of confidence, self-image and low self-esteem by using a variety of rhetorical techniques.
- The student will acquire tools to improve conversational skills such as: dialogues, description, narration, expressing an opinion, comparison. Writing and listening skills will be practiced as means to enhance speaking.
- Understanding, analyzing, discussing, comparing Israeli culture and Israeli society to develop and enhance cultural literacy.
• Modes of communication, what are speech act characteristics. How do we define our modes of communication?

**Specific oral Communication learning goals:**

a. Definition of your core values versus your community values.

b. Understand the individual and group culture, identity, language, beliefs and differences.

c. Develop critical skills, interpret, analyze, and evaluate evidence in the context of a community with disabilities. Share the differences and create a class community that respect diversity.

d. Build self-confidence, authenticity.

e. Use experiential learning model as a public speaker: do, reflect, feedback, modify.

f. Learn to use and modify body language, facial expression, natural voice, memorization, time management, repetitions.

g. Work on group projects, learn to give and get feedback from your peers.

h. Learn to share your arguments effectively, share your critical comments on our Cultural products.

This course is a discussion-based class.

**Course requirements:**

Each class will start with 15 minutes group discussion based on warm-up activities to foster speaking skills.

Students are expected each week watch an episode on LATTE prior to class meeting. The students will work in small discussion groups throughout the class to report about the main subject of the chapter.

Each week student will watch an episode and will orally share/critically report the episode they watched in small groups for 2-3 minutes.

After getting feedback from their group, students will revise, record themselves and upload their report on Latte.
Throughout the semester, there will be 2 Face to face meetings with me for feedback and reflection on your public speaking. You will also meet your peer tutor to revise your midterm project and for final assignment.

**Midterm presentation:** Students will use their oral skills to perform/report a script, or make your own “Ted Talk”, share an episode/scene of the T.V series. A group project (3 in a group). Choose a character from the series; analyze one of the characters according to specific criteria. Share and present, get feedback, revise and perform for 15 minutes, followed by 5 minutes Q &A about the character (at least 5 minutes of speaking per student).

Writing assignment: Choose one of the options from your oral presentation and write a monologue. (4-5 pages).

After the mid-term project- students are required to complete self-reflection upon their performance; particularly their speaking and performing skills, confidence, and public speaking.

Each group will receive a copy of a written feedback given to the presentation by another group. The groups will use the same format for reviewing one another.

**Final project:** In small groups, students will create a presentation/video clip for an imaginary episode number 13. The presentation/video will be 20 minutes long, and will be followed by 5 minutes of Q&A about your project (At least 7 minutes of speaking per student).

Writing assignment: Write a script you wrote for another episode/scene of the series.

Suggested reading and class topics will be posted on Latte.

After the final project, students are required to complete self-reflection upon their performance; particularly their speaking and performing skills, confidence, and public speaking.

步伐的同事, 修订的简介

**speed date**

-current events

- Current Events  

- 海报, 公告, 项目
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<thead>
<tr>
<th>Component</th>
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<td>Attendance and participation, including</td>
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<td>individual meetings</td>
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<tr>
<td>Preparation</td>
<td>20%</td>
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<td>2 vocab quizzes</td>
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<td>Final exam (Oral and/or written)</td>
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**Disabilities:**

If you are a student with documented disability on record at Brandeis and wish to have a reasonable accommodation made for you in this class please see the instructor immediately.

**Preparation time:**

Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

**Academic Honesty:**

You must complete all assignments alone. In your writing, you must follow rules of attribution, meaning that you must cite all sources consulted in preparing your papers. As stated in the Student Handbook, “Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort.” Examples of penalties for a student found responsible for an infringement of academic honesty are no credit for the
work in question, failure in the course, and the traditional range of conduct sanctions from disciplinary warning through permanent dismissal from the University. The use of any online translator will be considered as cheating.

בהצלחה!