

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.6, 2.5, 6.1, 6.2, 6.3, 6.4, 6.5
2. Write clearly and coherently**	1.2, 2.5, 3.5, 4.2, 6.5
3. Demonstrate literacy as appropriate within a given discipline**	2.5, 3.5, 4.3, 4.4, 4.5, 6.2, 6.3, 6.4, 6.5
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.3, 3.3, 3.5, 4.1, 4.2, 4.5, 6.2, 6.4, 6.5,
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	6.1, 6.2, 6.3, 6.4, 6.5
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	6.1, 6.2, 6.3, 6.4, 6.5
8. Speak and listen effectively.	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.5, 4.2, 4.3,4.4, 4.5, 5.2, 5.3,5.4, 5.5, 6.5

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	6.5
3. Research Papers	
4. Group projects	
5. Discussions (In class and online)	
6. Multiple Choice tests	
7. Presentations	3.2, 3.5
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	3 quizzes [units 1 & 2, unit 3, unit 4]
10. Take-home tests	
11. Summaries, critiques, and analyses	6.1, 6.2,6.3,6.4,6.5
12. Reaction papers	6.5
13. Surveys	
14. Performance	
15. Short answer tests	
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	1 Final Examination--cumulative

UNITS

Unit 1 Review and Reinforcement of Learning Outcomes of HBR 1120

General Outcome:

- 1.0 The student shall be able to demonstrate the ability to read fluently and the mastery of grammatical features learned in HBR 1120.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Read fluently and utilize basic vocabulary and grammar skills acquired in HBR 1120.
- 1.2 Describe everyday life and circumstances.
- 1.3 Use the present tense in the pa'al and pi'el stems.
- 1.4 Employ idiomatic usages and features of the Hebrew language that cannot be expressed by mere direct translation.
- 1.5 Express numbers correctly and understand the use of the dual.
- 1.6 Demonstrate the ability to read and respond to select readings.

Unit 2 Mastery of the past tense

General Outcome:

- 2.0 The student shall master the system of suffixes used to indicate the past tense.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Apply past tense suffixes to verbs in the pa'al stem.
- 2.2 Append past tense suffixes to verbs in the pi'el stem.
- 2.3 Alter weak lamed-hey roots in both the pa'al and pi'el stems so that the past tense suffixes may attached.
- 2.4 Employ the past tense to express aspects of daily life.
- 2.5 Use the knowledge of the past tense to begin an exploration of Hebrew literature reflective of a variety of eras, locations, and cultural contexts and respond to these readings both orally and in writing.

Unit 3 Expression of feelings and desires

General Outcome:

- 3.0 The student will be able to use auxiliary verbs with infinitives to express feelings and desires.

Specific Measurable Learning Outcomes:

Upon the successful completion of this unit, the student will be able to:

- 3.1 Employ vocabulary and idiomatic usages descriptive of a medical context.
- 3.2 Express desires and preferences for travel, recreation, entertainment and shopping.
- 3.3 Use 'et' as an indicator of the definite direct object.
- 3.4 Inflect 'shel' to show possession.
- 3.5 Create maps and itineraries, and be able to give and receive directions.

Unit 4 The Construct State

General Outcome:

- 4.0 The student shall be able to create and employ the construct state, 'semihut', in which a noun is used to modify another noun.

Specific Measurable Learning Outcomes:

Upon completion of this unit, the student will be able to:

- 4.1 Recognize the construct state for all noun forms-masculine or feminine and singular or plural.
- 4.2 Create and utilize the construct state both orally and in writing.
- 4.3 Use the construct state with both definite and indefinite nouns.
- 4.4 Apply pronominal suffixes to both singular and plural nouns.
- 4.5 Distinguish between suffix patterns that various prepositions require .

Unit 5 Mastery of the Future Tense

General Outcome:

- 5.0 The students will be able to recognize and employ the future tense in both oral and written communications.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Master the pronominal prefixes used to express future time.
- 5.2 Communicate future time for verbs in the pa'al and pi'el stems.
- 5.3 Formulate the Imperative to express commands.
- 5.4 Employ the future in conditional clauses.
- 5.5 Inflect the hiphil stem for sound roots in all tenses

Unit 6 Cultural Readings

General Outcome:

- 6.0 Students will expand on their understanding of issues confronting the Middle East. Readings and multimedia presentations will exhibit increasingly complex syntactic and grammatical forms.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Know the geography of Jerusalem: its walls, gates, quarters, and historical sites
- 6.2 Appreciate the social, religious, and psychological issues that had to be overcome in transforming urbanized settlers into farmers and agriculturalists
- 6.3 Understand the cultural, religious, and ethnic diversity found within Israel; not just between Arab and Jew, between East and West, but also the wide range of diversity that exists within these two major communities.
- 6.4 Explain how the diverse cultures and ethnicities found within Israel is a microcosm of the global experience; how within the very small area that is Israel the wide range of political, social, economic and ethnic issues that confront world can be seen and studied.
- 6.5 Recognize and react to the tension that exists between sustaining millennium old traditional cultural and ethnic identities and values and adapting to the realities of multiculturalism, internationalism, and technology that are the hallmarks of life in modern times.