

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	HUMANITIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MEDITERRANEAN STUDIES		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΕΥ-21	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	HEBREW I		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	5	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and Hebrew		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	-		

### (2) LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

By the end of this course, students will be able to:

- handle semi-cursive script quite comfortably
- read short texts in the square print script
- conjugate verbs in the group as regular verbs as well as in - and sub-categories in the present tense

- structure the equivalent infinitive forms
- handle the cardinal and ordinal numerals (1-10) in the male and female gender
- form nominative clauses and simple verbal clauses in the affirmative, interrogative and negative.

**General Competences**  
*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Critical thinking
- Working independently
- Team work
- Production of free, creative, inductive and critical thinking

### (3) SYLLABUS

The primary aim of this course is to familiarize students with the semi-cursive handwriting system. Specifically:

- there is a detailed introduction to the family of Semitic languages as well as a diachronic and synchronic presentation of the Hebrew language itself. Semi-cursive is taught in detail and the basis is laid for the second script system, i.e the square print script.
- mention is made of the forms, the genders and the states of the noun and the students begin to structure, even from the first session simple nominative clauses.
- the Hebrew verb system is presented and the course focuses on the present tense of the first verb group in active voice.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	65 hrs (2.6 ECTS)
	Personal study	57 hrs (2.28 ECTS)

<p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Final examination	3 hrs (0.12 ECTS)
	Course total	125 hrs (5 ECTS)
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Hebrew</p> <p>Method of evaluation: written examination</p>	

#### (5) ATTACHED BIBLIOGRAPHY

<p><b>Foreign language</b></p> <p>אלף-בית, אקדמון, 1994  אלף-בית קליק, אקדמון, 2002  עברית מן ההתחלה, אקדמון, 1994</p> <p>Coffin, Ednan Amir &amp; Bolozky Shmuel. <i>A Reference Grammar of Modern Hebrew</i>, Cambridge University Press, 2005.</p> <p>Glinert, Lewis. <i>Modern Hebrew: An Essential Grammar</i>, Cambridge University Press, 1989.</p> <p>Orr-Stav, Jonathan. <i>Learn to Write the Hebrew Script</i>, Yale University Press, New Haven, 2005.</p>
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