

## 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-24	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	HEBREW IV		
<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>	Hebrew I, II & III		
<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:

- produce written speech (descriptive essays and advertisements)
- handle various speech acts, e.g. "first day at the university", "flat rental", "at the post office" etc.

- handle past tense structures in written and oral forms
- identify and use the construct state of the nouns.

### 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?

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

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

### (3) SYLLABUS

During the spring semester, we focus on the teaching of the following phenomena:

- construct state of the noun
- the present tense of group הַתְּפַעֵל in regular verbs
- the past tense of the first two active groups (פִּיעַל, פִּיעַל) in the category of regular verbs and their equivalent sub-categories
- the inflexion of the prepositions אֶצֶל, עִם
- speech acts: "first day at the university", "flat rental", "at the post office" etc.

### (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. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials,</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	65 hrs (2.6 ECTS)
	Personal study	57 hrs (2.28 ECTS)
	Final examination	3 hrs (0.12 ECTS)
	Course total	125 hrs (5 ECTS)

<p><i>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>	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>				
<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>Greek language</b></p> <p>Instructor's own grammar notes.</p> <p><b>Foreign language</b></p> <p>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>
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