

Cover Sheet: Request 12416

HBR1121

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Dror Abend dabend@ufl.edu
Created	3/20/2018 8:04:35 AM
Updated	4/2/2018 10:37:50 AM
Description of request	Continues HBR1120, Focusing on on reading, writing, listening, speaking and grammar, with special emphasis on Yiddish history and culture.

Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	Dror - Before I go ahead and approve this, could you please fix a couple of things: (1) Please select 'NO' under ROTATING TOPIC. (2) Change HBR1130 to HBR1131 under RATIONALE. (3) Delete 'will' from the third objective under OBJECTIVES.	3/20/2018
Class Participation Rubric.pdf					3/20/2018
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	Changes implemented.	3/20/2018
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		3/20/2018
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The CCC requests the following minor changes: 1) Under course objectives, replace with "have knowledge of" with "identify"; 2) finish the grading scale to "E".	3/30/2018
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Dror Abend	Changes implemented.	3/30/2018
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		3/30/2018
No document changes					

Step	Status	Group	User	Comment	Updated
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/2/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/2/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 12416

Info

Request: HBR1121

Description of request: Continues HBR1120, Focusing on on reading, writing, listening, speaking and grammar, with special emphasis on Yiddish history and culture.

Submitter: Dror Abend dabend@ufl.edu

Created: 3/30/2018 9:57:11 AM

Form version: 3

Responses

Recommended Prefix HBR

Course Level 1

Number 121

Category of Instruction Introductory

Lab Code None

Course Title YIDDISH LANGUAGE AND CULTURE II

Transcript Title YIDDISH LANG II

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 4

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 4

Course Description Continues HBR1120, focusing on reading, writing, listening, speaking and grammar, with special emphasis on Yiddish history and culture.

Prerequisites HBR1120

Co-requisites N/A

Rationale and Placement in Curriculum The course will be the second of two courses which together will satisfy CLAS foreign language requirements and will be added to the repertoire of courses that students majoring in FLL-Hebrew, majoring in Jewish Studies, or minoring in Hebrew Studies may take. This course is designed to introduce students to Yiddish Language and Culture. It provides skills for reading texts, grammar, and conversation in Yiddish. It also covers cultural, historical, and linguistic facets of Jewish life that are not covered in Hebrew courses. The prefix HBR is used because Yiddish does not have its own prefix in the Florida University System. HBR1121 will be a 4-credit Yiddish Language and Culture course to be distinguished for HBR1131, a 5-credit Hebrew Language course.

Course Objectives By the conclusion of the course, it is expected that students will:

- Identify major texts and historical developments in Jewish Culture and History
- Converse and Write in Yiddish at at the level of a second semester language student
- Read short texts in Yiddish and excerpts from original texts
- Develop further a personal project from HBR1120 to demonstrate their specific interests in Yiddish

Course Textbook(s) and/or Other Assigned Reading Sheva Zucker, Yiddish: An Introduction to the Language, Literature and Culture: A Textbook for Beginners. NY: Ktav, 1995.

Weekly Schedule of Topics Response:

Week 1: Introduction

Week 2:

- Topic: Hannukkah

- Material: Textbook Chapter 7
Week 3: Family
- Material: Textbook Chapter 8
Week 4: Clothing
- Material: Textbook Chapter 9A
Week 5: A Lecture - Shakespeare in Yiddish
Week 6: Clothing
- Material: Textbook Chapter 9B
Week 7: Food
- Material: Textbook Chapter 10A
Week 8: Group Presentation
Week 9: Sholom Aleykhem
- Material: Textbook Chapter 10B
Week 10: Lecture: The Feud between Hebrew and Yiddish
Week 11: Work
- Material: Textbook Chapter 11
Week 12: Lecture: Soviet Yiddish
Week 13: Romeo and Juliet in Yiddish
Week 14: Personal Project Presentations
Week 15: Yiddish Food
Week 16: Conclusion

Links and Policies Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Resources Available for Students

HEALTH AND WELLNESS

U Matter, We Care: umatter@ufl.edu; 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601

- Library Support: <http://cms.uflib.ufl.edu/ask>

- Teaching Center: Broward Hall; 392-2010 or 392-6420

- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Grading Scheme PARTICIPATION (10%): Your daily homework and class participation throughout the semester

will count for 10% of your final grade. Full participation means that students come to class fully prepared and ready to work. You must prepare all written and oral homework and be ready to engage with the material covered in class in an alert and enthusiastic manner. Students who do not prepare oral homework (by learning vocabulary and reviewing structures covered in class), students who do not participate fully in group activities or speak English in class will receive a reduced participation grade. Factors considered in this portion of your grade include: a) attendance b) punctuality c) preparation d) initiative e) volunteering in class f) use of spoken Yiddish g) positive attitude, and i) performance of in-class assignments.

QUIZZES (15%): There will be 3 scheduled quizzes over the course of the semester. These will focus on the specific linguistic and cultural content of the individual units of the textbook. Each quiz is worth 5% of the final grade.

ESSAYS (40%): During the course you will be required to submit 4 essays increasing in length during

the semester: 50, 100, 150 and 200 words. All essays should be typed and will be graded for content, grammar, and professional presentation. Each of the four essays is worth 10% of the final

grade for a total of 40%. Details of the specific topic for each essay will be provided in class.

GROUP ASSIGNMENTS (15%)

The class will be divided into groups. Each group will be given a date on which they will perform one of the following tasks:

- **Song:** you will be assigned a relevant grammatical theme and choose (with help from instructor) a Yiddish song to demonstrate this theme. 2 days before your presentation, please send the following materials: 1. A text of the song; 2. A vocabulary list explaining new words; 3. A video

or audio file (or link) containing the song. Your assignment is to teach the song to the class.

- **Dramatization:** you will be assigned a relevant grammatical theme and prepare a short dramatization to demonstrate this theme. 2 days before your presentation, please send me the script for your presentation. Your assignment is to present your script to the class.

- **Game:** you will be assigned a relevant grammatical theme and prepare a game to demonstrate this theme. 2 days before your presentation, please send me the materials you are preparing. Your assignment is to administer the game to the class.

PERSONAL PROJECT (20%): You will be expected to meet with the instructor during office hours and suggest a final project in line with your interests and relationship with Yiddish studies. Such a project could be an essay, a research paper, a translation, a creative text or even a performance in class. You will form the guidelines and goals of your project in consultation with the instructor. You will present your project to the class and will submit a written version including whatever materials were used to your instructor.

Grading Scale

100-93 A A - 4.0

90- 92 A- A- 3.67

87- 89 B+ B+ - 3.33

83- 86 B B - 3.0

80-82 B- B- 2.67

77-79 C+ C+ -2.33

73-76 C C - 2.0

70-72 C- C- 1.67

67-69 D+ D+ -1.33

0-66 E 0.00

Instructor(s) TBA

Participation grading rubric

Participation/ Engagement	25 points always came prepared to class and actively participated in all discussions and activities	21 points usually came prepared and participated in discussions without being called on	17 points showed some preparation for class, but needed more to fully participate	13 points showed little preparation for class	9 points showed no preparation for class	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
Respect/ Attention	25 points always listened attentively when others spoke; took initiative in discussions and promoted ongoing dialogue about the ideas under discussion; asked questions if uncertain	18 points listened attentively when others spoke; contributed to ongoing dialogue about the ideas under discussion	17 points occasionally inattentive to class discussion; participated briefly in discussions if called on, but was more passively attentive than active	13 points distracted, inattentive, or disengaged from class activities and discussions	9 points mostly inattentive to class discussions, the instructor, and peers	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
Impact on class	25 points actively made a positive impact on the class	18 points made a positive, although quiet and passive contribution to the class	17 points neutral impact on class process	13 points participated minimally in classroom activities; negative impact on class process	9 points failed to contribute to the class a/o detracted from the class with her/his negative attitude	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
TOTAL							_____/75
COMMENTS							