



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *"What Do You Mean?": Experiencing Culture through Language - Online Intensive with FU Berlin - 31160*

*Last update 16-01-2024*

*HU Credits:* 4

*Degree/Cycle:* 1st degree (Bachelor)

*Responsible Department:* Language Center

*Academic year:* 0

*Semester:* 1st Semester

*Teaching Languages:* English

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Language Center

*Coordinator Email:* [languagehu@savion.huji.ac.il](mailto:languagehu@savion.huji.ac.il)

*Coordinator Office Hours:* By appointment

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Teaching Staff:

Ms. Chaya Fischer,  
Ms. Alix Glotz

Course/Module description:

*This joint online intensive course offers students from FUB and HUJI the opportunity to work in synergy towards further developing intercultural competencies and basic language skills in Hebrew/German. The course takes the approach that language and culture are deeply interwoven and, therefore, communication between cultures should be explored and practiced while also beginning to acquire basic language skills and reflect on underlying meaning; at the same time, language courses defined as such do not typically provide the opportunity for direct exchange with members of the target language/culture within the framework of the course itself. Hence, we invite you to join this blended, online module to work in Tandem with peers from diverse backgrounds, at both of our universities, in real-time.*

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:

*Language competencies in the target language (German or Hebrew) on level A1.1-A1.2 in accordance with the CEFR (Common European Framework of Reference for Languages)*

*In the target language (German or Hebrew) the student can*

- introduce oneself and others as well as conduct small talk by giving and asking for simple personal information and considering possibly delicate personal questions and social norms.*
- express basic needs in everyday life settings (e.g. for ordering food), by considering typical norms and expressions to meet social expectations.*
- express preferences and conduct simple comparisons related to likes and dislikes.*
- express habits and describe her/his weekly routine and personal/academic schedules.*
- access, understand and use an academic timetable of the partner university.*
- settle a meeting by considering the context, level of formality, medium and different time zones, schedules, meeting and contact details, etc.*
- describe and classify appearances and concrete situations by using simple*

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language structures and elements, complemented by non-verbal cues, e.g. pictures.

- make assumptions/ suggest simple hypotheses and justify them to interpret different situations and people's roles by using simple language structures and elements.
- identify and compare the communicative repertoire used in different academic settings/cultures, genres and mediums.
- describe different forms of relationships and family structures.
- identify and begin to use a gender sensitive language.
- build on skills, knowledge and attitudes acquired in order to conduct communication also in contexts outside of the classroom and in a more complex, novel situation.

Furthermore, the student

- knows that a basic set of language structures allows to create and express new meaning independently via scaffolding.
- recognizes that different meanings, perspectives and interpretations of language use are possible and how they may be constructed in the target language on the base of basic linguistic tools.
- has some knowledge about language diversity within the target language, esp. in the field of formality, dialects, styles, political correctness, gender sensitive expressions as well as unaware or historically derived meaning and implications.
- can use online resources for autonomous language learning effectively and accurately.
- can simplify or reformulate complex meanings/thoughts in order to facilitate communication.
- knows that communication is build from different elements and layers (underlying meanings, nuances, non-verbal, etc.) and that there is a co-dependency between the participants.
- knows that languages are continuously evolving in tandem with cultural developments, different mind concepts and the discourses of societies (e.g. in the context of different concepts of "family", partnerships and gender).
- reflects on some key cultural concepts (e.g. time) that might have an impact on different ways of communicating.
- knows that identity is constructed, amongst other things, in relation to one or more linguistic or cultural affiliations.
- knows about selected theories to define the term "culture" and can give a reflection and a structured definition about his/her understanding of culture.
- (further) develops a mutual respect and observative instead of judging attitude towards linguistic or cultural diversity.
- reflects the necessity of linguistic and cultural decentering and relativizing and (further) develops a self-awareness regarding stereotyping and over-generalization/simplification.
- can develop a third language to negotiate shared space and function as an ambassador, e.g. when it comes to critical incidents.

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Attendance requirements(%):

100

*Teaching arrangement and method of instruction: The contact hours are composed of three key elements, over the course of three weeks:*

*Monday-Thursday:*

*8.30-9.15 CET: Intercultural sessions (FUB and HUJI students together)*

*9.30-11.00 and 11.15-12.30 CET: language class Hebrew (FUB students)/ German (HUJI students)*

*13.30-14.30 CET: synchronous work (FUB and HUJI students together; (inter)cultural reflection/ language training in Tandem)*

*\* Note: time in Jerusalem is one hour ahead.*

Course/Module Content:

*Course themes include –*

- 1. Initial contact and first impressions*
- 2. Levels of formality and personal space*
- 3. Time*
- 4. Gender, age and family settings*
- 5. Communication and norms in academic settings*
- 6. What only locals know*

Required Reading:

*Will be posted on Moodle*

Additional Reading Material:

*Will be posted on Moodle*

Grading Scheme:

*Other 100 %*

Additional information:

*The course is intended for students with no prior knowledge of Hebrew/German; the language of instruction is partly English (please see the course description). FUB students will be asked to complete a self-study module to learn the Hebrew*

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*alphabet and basic pronunciation prior to the course.*

*Assessment:*

*1. Formative assessment throughout, as part of the required “active participation”, for both culture and language aspects of the course.*

*In keeping with FUB norms, several course requirements will be defined as “active participation,” meaning that no value grade is given however it is necessary to submit these course components in order to complete the course and be eligible for credit.*

*- Language course component (German/Hebrew): 60%*

*- Intercultural course component: 40%*