

## *The Hebrew University of Jerusalem*

### *Syllabus*

### *Works in contemporary Hebrew literature and their teaching - 34058*

*Last update 22-08-2022*

*HU Credits:* 2

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

*Responsible Department:* Teaching Training - Diploma

*Academic year:* 0

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Morsie Badir

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*Coordinator Office Hours:*

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Teaching Staff:

Mr. Morsie Badir

Course/Module description:

The course will deal with topics and questions related to the teaching of literature as a second language. We intend to combine methods dealing with teaching texts from the beautiful Hebrew literature and refer to the structure and function of the text. Also to arouse in them curiosity about the status of literature as a work of art. The goals below should directly or indirectly serve this overarching goal. They also come to strengthen the trend underlying the concept of teaching literature today: cultivating students as self-directed readers, who are able to ask questions about the creation of literature and maintain an active interpretive dialogue with it out of personal interest and pleasure. Acquiring interpretive tools is without a doubt an important part of cultivating the students' literary sensitivity and independence as readers who are aware of the subtleties of literary expression and its modes of reception

Course/Module aims:

1. They will show interest in reading beautiful literature as an enriching and enjoyable experience that may stimulate thought and emotional involvement in them.
2. They will acquire regular reading habits of books (novels for teenagers or novels and storybooks for adults) in accordance with their age and level of development throughout the school years.
3. Combining a heritage approach with a multicultural approach in the teaching of literature.
4. Understanding the teacher's role in developing unique skills in each student and cultivating him as an independent and critical reader.
5. Acquisition and practice of diverse teaching skills in teaching literature in high school.
6. They will understand and interpret positions embodied in works on interpersonal, national or all-human issues in their historical and cultural context. They will also acquire tools for critical thinking about such positions from a contemporary or even personal point of view.
7. They will expand their cultural horizons through cumulative familiarity with the works of master writers, central stations in Hebrew and general literature and major literary genres.
8. They will develop an aesthetic sensitivity and explain the functions of the means of expression unique to the literary work as a complex and ambiguous text (means of expression such as: figurative language, structural characteristics, tone, rhetorical devices).

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

At the end of this course, the students will be able to understand literary texts in Hebrew at an in-depth level.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: The course will be conducted as a classroom lecture, and discussions will be held as time permits.

Course/Module Content:

Introduction: Teaching literature at school

Exposing the students to the old and new curricula operating in the Arab schools - aspects and components with a critical review.

The insights behind the analysis for the curriculum

The aims of teaching literature

Knowing the concept map (typology) of the structure of the verbal domain - spoken, written language, receptive and productive. The real writer versus the real reader

Watching and deriving insights from the film - to the senior with love or to follow him in love.

Planning lesson plans - getting to know types of goals and practicing writing them.

Ways of dealing with discipline problems.

Who is responsible for the fate of students?

Hebrew studies in the sixty years of the state - retreat or progress

The professional, social and personal approach in teacher development.

How to use a successful methodology for teaching literature

Developing alternatives in the teaching of literature

The literary text as a reflection of a dynamic occurrence and cultural dialogue between two cultures. (For example: the meeting between Muslim and Jewish culture in Spain - a meeting between works)

The development of the new Hebrew literature (Tashnichovsky-The Idyllia-Lavivos, YH Brenner- Nerves, SH Agnon-Givat Hul, Alterman-Kochabim outside, Natan Zach-various poems)

Bodies and Names - Reading in New Jewish Literature (Introduction)

Discourse analysis and strategies for learning language and literacy.

How to read a poem and teach it in all its aspects.

How can you read a text and a poem in depth and at different levels - the gaps between the text and the author's intention.

Cognitive functions in reading and reading comprehension at four levels: superficial

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reading of the text &eq; visual perception, reading words &eq; lexical retrieval, reading a passage &eq; morphological awareness and inference, reading comprehension &eq; verbal memory

The autobiography as a tool for the interpretation of a literary work

Knowing the analytical orientation focused on the structure of the work and its components versus the imitative orientation focused on the creator.

Teaching literary genres in the curriculum:

The short story, the folk tale and poetry

Building tests and indicators - how? Open questionnaire versus closed questionnaires + who needs homework?

Integration of linguistic phenomena in the teaching of literature

Values and education as a cipher in the literary creation - the place of aesthetic judgment in teaching literature.

The planning and the reflective teaching as a tool for the development of the literature teacher

Guidelines and practice of reflective lesson planning

A review of examples of literature tests in middle schools - and instructions for building a test according to Bloom's taxonomy

Learning and analyzing achievements in linguistic literacy among the Arab sector

#### Required Reading:

Moss, C. M., Brookhart, S. M., & Long, B. A. (2011). Knowing your learning target. *Educational Leadership*, 68(6), 66-69. (2373603)

#### Additional Reading Material:

#### Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 50 %

Assignments 40 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

#### Additional information: