



The Hebrew University of Jerusalem

Syllabus

Skills in Reading Comprehension Written Expression and Teaching Methods - 34267

Last update 24-08-2023

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Morsie Badir

Coordinator Email: morrise.badir@mail.huji.ac.il

Coordinator Office Hours: Thursday, 2 P.M

Teaching Staff:

Mr. Morsie Badir

Course/Module description:

The first part of the course provides students with tools for understanding texts of various types and strategies for academic-academic writing. In the second part, the course deals with teaching writing in a second language using the writing strategies learned and other writing skills that are integrated in teaching Hebrew in the classroom.

Course/Module aims:

1. Learning reading strategies and improving reading comprehension of texts of different types
2. Training for academic-academic writing
Focusing on summaries in various circles, choosing information and presenting it in a logical and clear and reasoned structure, writing a position and more.
3. Improving the proper use of syntactic structures and understanding their place in the text.
4. Learning the ways of teaching writing to Hebrew students as a second language as an integral part of the language lessons and experiencing them.
5. Knowledge of the ways for a teacher's feedback on writing products in a second language.

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

1. Understand what is being read and reflect the understanding concisely.
2. Write a theoretical text in a logical structure, accurately and clearly.
3. Teach writing in Hebrew lessons as a second language: theoretical writing skills.
4. Combine different writing activities as part of learning Hebrew in class.

Attendance requirements(%):

Attendance is mandatory

Teaching arrangement and method of instruction: Presentations, reading texts, discussion, lesson writing workshop and practice, peer work

Course/Module Content:

1. a. Introduction b. The structure of the paragraph and ways of development.
2. Summary - A positional article

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3. Summary - An informative article
 4. Writing a position
 5. Definition
 6. Inclusion and sorting
 7. Models for theoretical writing
 8. Prepare a presentation for the article
 9. Expressive writing
 10. Functional writing
 11. Writing by model (imitation)
 12. Utilization of content in text teaching for theoretical writing: definition, argumentation, writing a biography and more
 13. Theoretical writing on a topic - guided writing in the class plenum.
 14. Feedback on writing
 15. Theoretical expression and emotional expression
 16. Types of texts
 17. Paragraph structure and paragraph components
 18. Rhetorical structures of text
 19. Rhetorical means
 20. The summary of its types
 21. Merger writing

Required Reading:

1. Texts from the textbooks of the Hebrew Teaching Unit, a school for students from abroad.
2. Articles from journals and from the press

Additional Reading Material:

Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.) *Handbook of research in language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates. pp. 471-483.

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 50 %
Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 10 %
Active Participation / Team Assignment 10 %
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Additional information:

Exposing students to matriculation questionnaires for assimilation and experience.