

Talpiot College English Department Courses

	<i>Proficiency</i>
	<p>Proficiency 1</p> <p>This is an introductory course, which aims to help students improve both their spoken and written English language proficiency. Proficiency 1 is designed to give students practice writing English sentences (the basic building blocks of all writing), and to progress from the sentence level to writing paragraphs. By starting "at the beginning" of the writing process students have opportunities to both increase their proficiency and their confidence as writers. The course also helps students improve their oral skills, and places a strong emphasis on developing the ability to confidently present information about the English language in their future classrooms.</p>
	<p>Proficiency 2</p> <p>Written Proficiency: This course is designed to guide students through the writing process. It will cover key types of academic writing to understand as well as create effective narrative, descriptive, comparison and contrast, opinion, and cause and effect essays. Important grammar structures will be reviewed in order to improve writing proficiency.</p> <p>Spoken Proficiency: This course is also designed to help students improve their oral discourse. It will focus on small activities designed to develop fluency in asking and answering questions, describing items and events. Leading up to a sustained 5 minute oral presentation.</p>
	<p>Proficiency 3</p> <p>Written Proficiency: This course is designed to guide students through the writing process. It will cover key types of academic writing to understand as well as create effective narrative, descriptive, comparison and contrast, opinion, and cause and effect essays. Important grammar structures will be reviewed in order to improve writing proficiency.</p> <p>Spoken Proficiency: This course is also designed to help students improve their oral discourse. It will focus on small activities designed to develop fluency, leading up to a sustained 5-10 minute oral presentation.</p>

	<p>Oral Presentations</p> <p>This course is the first step of the first year students in their attempt to master the English language. This course will provide the students with practice and opportunities to speak and to improve their communication skills, presentation style and fluency.</p> <p>The students will become more competent in expressing themselves on a variety of topics in English, using varied platforms. The student will develop skills needed for effective oral presentations and social interaction in English in the 21st century.</p>
	<p>Academic Writing</p> <p>The goal of this course is to enable you to complete the kinds of writing assignments that you will encounter over the course of your academic career, especially the seminar paper.</p> <p>The course is predicated on the assumption that writing is a skill and that any skill can be improved through guided practice. Academic writing is designed to give you that guidance and practice so that you can increase the writing ability you already have and become a better, more confident writer. You will learn what it means to identify or construct an issue to write about, to consider and reconsider that issue as you investigate it further, and to craft the best available means of support and expression, given your audience and purpose.</p> <p>Students will be able to write a seminar paper; know how to correctly incorporate academic research into their own work; correctly cite sources and construct a bibliography; be able to organize and plan their writing.</p>
	<p>Basic Vocabulary - Online</p>
	<p><i>Language and Linguistics</i></p>
	<p>Grammatical Structures - Online</p> <p>This course is intended to prepare student teachers to teach grammar in a wide variety of EFL contexts. Through recorded lectures, readings, videos, forum discussions, and self practice assignments, student teachers will gain an understanding of major grammatical structures as listed in the English Curriculum. Student teachers will be exposed to a variety of pedagogical methods for teaching grammar.</p>
	<p>Syntax</p> <p>This course is intended to familiarize student teachers with English syntax. Through lectures, readings, videos, discussions, workshops, and assignments, student teachers will gain an understanding of the main grammatical categories and the structure of the</p>

	<p>English sentence. Student teachers will analyze sentences using different methods. Student teachers will learn about grammatical categories; understand the structure of the English sentence; analyze different syntactic structures; introduced to online tools and use them.</p>
	<p>Applied Linguistics - Child Bilingualism</p> <p>Bilingualism is a widely spread phenomenon around the world, although its nature is still not completely understood and has been extensively debated in the literature. The aim of this course is to shed some light of this phenomenon with specific emphasis on bilingual language acquisition in children. Some topics to be covered are bilingual language acquisition, language representation in bilinguals, cognitive and linguistic aspects of bilingualism, how languages are represented in bilingual mind, bilingual identity and family language policies in Israeli context.</p>
	<p>Introduction to Linguistics</p> <p>This is an introductory level course that examines the field of linguistics, a study of the various aspects of language structure and language use. It introduces main areas of linguistics: phonetics/phonology, morphology, syntax, semantics, and pragmatics and also addresses some issues of applied linguistics. The course will stimulate curiosity about language and what it reveals about the human mind as well as provide the students with the necessary tools to develop a level of language awareness required by a teacher of English in the classroom.</p> <p>Students will develop basic linguistic awareness; understand and work with the basic concepts and methodologies of linguistic science; discuss language issues in an informed way with both linguists and non-linguists.</p>
	<p>Aspects of Language</p> <p>This course will provide students with the necessary tools to develop an advanced level of Language Awareness required by the “Professional Standards for English Teacher” (Ministry of Education, Culture and Sport, Jerusalem, 2004). This course is an important step in the promotion of the TEFL Standard: “Teachers are proficient in English and are aware of and can explain its structure.”</p> <p>This course will deal with rudiments of language awareness. It will provide students with insights into the nature of different aspects of language, language change and language use. Attention will be paid to historical, semantic and pragmatic aspects of language – sentences, words and phrases.</p>

	<p>Phonetics, Pronunciation and Spelling</p> <p>Speakers of Hebrew, planning to become English teachers, need to be aware of any deficiencies they may have in their pronunciation of English and to learn ways and means to improve so that they can serve as suitable models for their pupils.</p> <p>“Teachers are proficient in the English language, aware of its structure and are able to teach it to learners.”</p> <p>“Teachers will meet this standard when they demonstrate proficiency in oral, written, social and academic English and serve as good language models for their learners.” (“Professional Standards for English Teacher”, Ministry of Education, Culture and Sport, Jerusalem, 2004)</p> <p>In order to have a better understanding of the inconsistencies between sounds and spelling in English, this course will include a brief history of the English language.</p> <p>This course includes essentials for teaching phonics and improving reading skills and fluency.</p>
	<p>Models of Reading</p> <p>This course is intended to familiarize student teachers with theoretical models of reading. Through lectures, readings, videos, discussions, workshops, and assignments, students will gain an understanding of various tools and methods which help teach reading in the EFL classroom. Students will take part in a class debate focused on reading instruction.</p> <p>Students will be given background information about Physiology, Neurology, Phonology, Orthography, Memory and the Lexicon; exposed to different models of reading; learn about practical tools and methods of reading instruction; prepare for a class debate on reading instruction.</p>
	<p><i>Methodology</i></p>
	<p>Introduction to English Classroom</p> <p>This course is an introduction for first year students to the basic concepts of language learning. It encompasses general curriculum knowledge and, more specifically, the Revised Israeli English curriculum. It will deal with both theoretical and practical aspects of EFL teaching in the elementary as well as Junior High grades.</p> <p>Students will become aware of the principles behind the Israeli curriculum and how these are applied in lesson planning for the English language classroom. Students will learn the basic language concepts according to the curriculum and begin implementing them in their lesson plans.</p>

	<p>Microteaching</p> <p>This course is the first step of the first year students in their attempt to discover their strengths and weaknesses as teachers standing in front of an audience. This course will provide the students with practice and opportunities to speak and begin to improve their grammatical structures, vocabulary, pronunciation, accuracy and fluency.</p> <p>The students will be exposed to different teaching styles and discover their personal preferences, strengths and weaknesses.</p> <p>The course will present different teaching techniques used in the English classroom.</p> <p>The student will develop skills needed for more effective oral presentations and social interaction in English; build up their self-awareness and self confidence in presentation and activation of their peers; build up their initial toolbox of teaching strategies; be able to find independently sites on the internet to aid them in their teaching; be able to micro teach through encountering their first teaching experience.</p>
	<p>Teaching Reading</p> <p>This course will deal with the issues and practicalities of beginning literacy and progress to comprehension strategy instruction which helps students become purposeful, active readers who are in control of their own reading comprehension. In this course, participants learn about comprehension strategies and tools that they can introduce, model and practice in their classrooms.</p> <p>Students will learn about effective reading comprehension strategy instruction; study a variety of reading strategies that will enable their pupils to think actively while they read; practice reading strategies and activities individually and in groups; share their experiences in practice teaching with colleagues.</p> <p>The aim of this course is to cover all aspects of the requirements of the domain, standards and benchmarks of Access to Information as presented in the National Curriculum for English, Ministry of Education, English Inspectorate, 2013.</p> <p>[Learners access information in English from oral and written texts from a wide range of printed and digital media and make use of that information for a variety of purposes.]</p>
	<p>Bridging Theory to Practice</p> <p>This is an introductory course dealing with foundations of TEFL in Israel. It encompasses general curriculum knowledge of foreign and second language learning and the Revised Israeli English curriculum. It deals with both theoretical and practical aspects of EFL teaching in the elementary and secondary school levels.</p> <p>In addition, the course develops a practical, effective and low-stress approach to classroom management. The course focuses on a classroom management system with three main components: classroom structure, limit-setting and responsibility training.</p>

	<p>Through course readings, reflective writing, class discussion and simulations, students will develop effective classroom management practices and establish a positive classroom setting that maximizes time on learning and minimizes classroom disruptions.</p>
	<p>Advanced Methodology for JH</p> <p>The aim of this course is to help students implement creativity within their everyday practice in accordance with the Israeli standards-based revised curriculum. Through effective lesson planning, creative teaching techniques, and appropriate adaptation of materials, students will acquire the means to enhance and design engaging and authentic learning contexts using differentiated instruction to support all learners in the English classroom .</p>
	<p>Classroom Dynamics</p> <p>This course develops a practical, effective and low-stress approach to classroom management. The course focuses on a classroom management system with three main components: classroom structure and atmosphere, limit-setting and well planned lessons. Through course readings, class discussion, activities and simulations, students will develop effective classroom management practices to meet the challenges of class management in the 21st century and establish a positive classroom setting that maximizes time on learning and minimizes classroom disruptions.</p>
	<p>Spaced Classroom Interactions</p> <p>During the early childhood years children gain knowledge and skills that provide the foundation for later learning. Young children learn many of these skills through the interactions they have with their teachers and peers in different classroom interaction situations. This course is intended to increase teachers' knowledge about specific types of classroom interactions that promote students' development and their ability to interact in English for different purposes. Through this course students will practice and experience the different types of classroom interaction and gain creative ideas for their individual classes.</p>

	<p>Differentiated Instruction</p> <p>This course will focus on effective teaching styles to teach in a heterogeneous class. You will be exposed to varied teaching and learning styles, classroom management strategies and ideas to create the optimal teaching environment for heterogeneous teaching of EFL.</p> <p>Using this knowledge, students will be able develop varied differentiated tasks and lesson plans that will address multiple learning styles to effectively teach EFL. Students will acquire basic knowledge and concepts necessary in regard to different teaching, learning styles and Multiple Intelligences; plan differentiated instruction in the lesson; plan differentiated tasks and group work.</p>
	<p>Theoretical Assessment</p> <p>Formative and Summative assessments are an essential part of the instructional process.</p> <p>The aim of this course is to introduce a variety of assessment tools and methods in the second language classroom including both traditional and alternative tools. The students will experience hands on construction of assessment instruments relevant to the Israeli English curriculum.</p> <p>Students will foster comprehension of the assessment principles and its role in the language teaching - learning process; familiarize themselves with the purposes and forms of classroom assessment, strategies for constructing good test items; experience the assessment process: planning, composing, administering and analyzing the results and discuss what should be done with these results.</p>
	<p>Practical Assessment</p> <p>Teachers are expected to design their own assessment tools in their teaching practice. In this part of the course the students will implement the theoretical knowledge they gained in the Theoretical Assessment part. Practical Assessment tools such as tests, PBT and PBL will be introduced and practiced. In addition students will be familiarized with the Ministry of Education Assessment tools and resource sites.</p>
	<p>Pedagogical Grammar</p> <p>This course is intended to prepare student teachers to teach grammar in a wide variety of EFL contexts. Through lectures, readings, videos, discussions, workshops, and assignments, student teachers will gain an understanding of major grammatical structures (as listed in the revised English Curriculum). Student teachers will be exposed to a variety of pedagogical methods for teaching grammar. Teaching grammar in the English lesson will be discussed as a means of communication.</p>

Implementation of HOTS

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge and experience and that promote continued growth in these and other intellectual skills.

Lessons involving higher order thinking skills require particular clarity of communication to reduce ambiguity and confusion and improve student attitudes about thinking tasks. Lesson plans should include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs.

This course introduces Bloom's Taxonomy and the variety of activities teachers can use in their teaching to promote their students' Higher Order Thinking Skills.

Dynamics of Tutoring

A tutor is an instructor who teaches a specific subject or skill to an individual student or small group of students. Such attention ideally allows the student to improve knowledge or skills more rapidly than in a classroom setting. The New Horizon program provides this opportunity in a school setting. Teachers have an opportunity to work with small groups of students for a period of 10 to 12 sessions. In this period of time the teacher should establish effective learning conditions which will enhance motivation, growth and development.

In addition the students will be introduced to recent evaluation tools and a variety of games that will assist them in promoting the learning in their small groups.

Students will be able create an effective learning atmosphere in their small groups; help students identify learning goals by assessing their initial knowledge and conducting personal short interviews; create a tutoring kit to implement in their small group interaction; reflect upon the two processes: their students' learning process and their own learning process.

Literature Seminar: Monstrousness in Literature and Culture

Why do we enjoy reading about monsters and watching them on film? How do monsters help us conceptualize our identities? What do monsters reveal about our cultural constructions of gender and race? Monsters are the ultimate “Other” and thus offer insight into the process of marginalization.

In this course students will examine the representation of the monster and monstrousness in Western literature. Students will focus on archetypal monsters, such as: *Beowulf*, Shelley’s *Frankenstein*, *Dr. Jekyll and Mr. Hyde*, and Stoker’s *Dracula*, as well as more contemporary interpretations of the monster, and continuing into twentieth-century works, such as Kafka’s “The Metamorphosis,” students will trace how the externalized monster becomes the monster within. They will analyze how these monsters enact and reify social tensions, giving us insight into our hopes, our fears, our dreams, and our passions.

Children with Special Needs (Family and School)

This course will provide the students with tools to help identify the child with special needs in the classroom and teach strategies that will help students work with this population. It will also familiarize the students with methods and help students develop an understanding of these pupils’ needs, as well as introduce them to basic tools to aid these pupils in their regular classes.

Students will become aware of the diversity of learners; show respect for all learners and learn to cater to those differences; adjust their demands to the needs of individual learners and make provisions for them; meet the Ministry of Education Standard for Learning and the Learner with regard to Individual Diversity: Teachers are aware how learners differ and cater to these differences in their teaching.

Literacy Development of English, an International Language, for Pupils with Learning Difficulties

This course will introduce the theoretical aspects of developing literacy in English, a foreign international language, specifically for learning disabled pupils. Students will examine the theories, models, methods, and latest research related to teaching literacy to children with learning disabilities. Emphasis will be placed on the changes that have taken place over the past decade making it necessary to learn English as it is an international language and the key to communication in our globalized world. Focus will be placed upon the cognitive aspects in lower level and higher-level processing. Lower level processing will be fully examined including word recognition, phonological awareness, fluency, semantics and syntax. In addition, higher-level processing which contributes to the comprehension process will be fully examined with emphasis on engagement, implicit and explicit learning, and schema. Social context, foreign language and specific tools will also be considered. Analysis of the research and different methods of intervention, diagnosis and correction will enable students to implement appropriate methods for pupils with learning difficulties.

Remedial Reading

This course prepares students to work with EFL readers who have attempted unsuccessfully to learn different skills in English. The focus will be on individuals and small groups of "at-risk" EFL learners, whether in a private or after-school framework . Course topics will be concerned with theories and strategies as well as activities which will be applied by the students with such learners. The course will address different ages of struggling EFL learners.

Integration into the Israeli School System - Online

The course focuses on integration into the Israeli educational system with specific focus on TEFL in Israel. It deals with the challenges and expectation of the English teacher within the system and the strategies, skills, pedagogical tools, norms and expectations needed to succeed with the Israeli student and system of education.

The course is in the form of a online course and incorporates individual learning, reflective learning and group based forum- based learning as the main methods of learning through students' experiences and theory learned in the course. Most of this aspect of their studies is problem-solving centered, including negotiation of different viewpoints and parallel thinking on the part of the students participating in the process using both blogs and forums.

	<p>To enhance the objectives of the course we employ modeling: simple modeling, and cognitive-reflective modeling. Thus, experiential learning and cognitive modeling are implemented in order to enhance reflection.</p>
	<p>Reading and Writing Strategies</p> <p>This course will enable students to use appropriate and varied background, vocabulary, comprehension and application strategies to promote reading and writing in their classes.</p> <p>Students will learn ‘best practice’ instructional strategies to promote pupils’ active engagement with content area text for increasing comprehension and maximizing learning. Students will learn and apply the appropriate instructional strategies at all stages of reading and writing. Students will learn to apply these strategies to aid both strong and struggling readers</p>
	<p>Teaching Writing in EFL Classes</p>
	<p>Effective Teaching Strategies (Scaffolding)</p> <p>This course is an introduction to scaffolding in an English as a foreign language classroom. It encompasses scaffolding in all the realms of language learning. It will deal with both theoretical and practical aspects of scaffolding in an EFL teaching referring to both the elementary and junior high grades. The course will relate to the various areas of classroom learning.</p> <p>Students will be able to scaffold assignments in the planning stages and as needed throughout the lesson. Students will be able to aid their pupils by successfully scaffolding materials to ensure the pupils' work. Students will do this with speaking, listening, reading and writing skills.</p>
	<p>Teaching and Learning Strategies and Skills - Online</p> <p>Education is experiencing a paradigm shift in teaching and learning. We are moving from traditional didactic pedagogies to an active learning approach based on collaborative, inquiry-based methods enhanced by technological tools whereby students become actively involved in their own knowledge acquisition.</p> <p>Over 13 meetings, the course provides a basic overview of traditional EFL teaching practice their reminiscences in today's EFL instruction. It then covers the innovative instructional methods, examining their applicability EFL instruction. It also introduces the perspective of learner and presents the latest research on effective learning strategies. The course puts a strong emphasis on self-reflection and the acquisition of practical skills and tips for future teachers. Finally, it creates a strong supportive professional environment that extends bey</p>

	<p>the classroom walls.</p>
	<p>The Science of Learning - Online</p> <p>Very often the ways we teach are based not only on our professional development efforts but also on our personal experience as teachers and students. As instructors, we feel naturally inclined to emulate the models that worked for us best, and are eager to try something new or at least adjust what we do if the potential innovation finds resonance in our present competency level. This creates a self-enforcing cycle of teaching experience and our individual teaching style.</p> <p>However, what we are used to - even if it works relatively well - may not utilize our own potential as instructors to the fullest, and it may only vaguely correspond to the needs of the 21st-century students. We need to find a way to leap into the future. How?</p> <p>The answer lies in the newest cognitive research and provides scientific evidence on how our brains work and what factors influence our learning experience. Being familiar with the latest research, we uncover the pathways through which we can pass knowledge and inspiration to the students, rationalize the intuitive insights acquired in the course of teaching practice, and most importantly, create teaching practices that are more aligned with our natural human ability to learn. And that means success, both for students and teachers.</p> <p>This is an online self-study course. It will present the latest research in cognitive science and on its basis will provide prospective teachers with practical tips and instruction strategy changes that will upgrade their pedagogical skills level.</p> <p>The course will be delivered in an online format, whereby teacher's podcasts and online materials will be interchanged with self-study and group activities. The course will be delivered in a spirit of collaborative learning.</p>
	<p>Practical Ideas that Work for JH - Online</p> <p>This online course will introduce and review a variety of new and old, effective hands-on classroom methodologies and ideas for teaching English in the Junior High and High School. In the course, we will both evaluate methods, activities and materials and learn to adapt them to suit our needs. Throughout the course, we will also be creating and sharing great ideas</p> <p>Students will understand the importance of using effective methodologies and materials; master a variety of strategies and practical ideas for teaching English as a second or foreign language; analyze, evaluate and adapt methodologies and materials</p>

	<p>to suit their needs; share and design effective strategies and methods for teaching English in Junior High; become aware of academic research which underlies the methodologies and ideas discussed in the course.</p>
	<p>Vocabulary in Context</p> <p>We will focus on vocabulary acquisition, both theory and practice. Examining the scholarly literature on this topic, we will discuss the conflicting stances of linguists on preferred modes for acquisition of the vocabulary of a second language. Then, we will engage with various methods of vocabulary acquisition: multimedia learning, semantic clustering, contextual learning from authentic materials, and promoting a deeper level of processing by studying roots and affixes.</p> <p>The course will develop students' ability to understand and retain vocabulary in context, using texts that have been approved for the ministry's literature log program; provide the students with effective tools and context-based strategies to facilitate reading comprehension; introduce the students to a variety of strategies for vocabulary acquisition; increase the students' understanding of morphology by studying roots and affixes; expand students' knowledge of available strategies for vocabulary instruction; develop students' ability to think critically and analytically about research and methodology.</p>
	<p>Games in the Classroom</p>
	<p>Teaching in the 21st Century - Online</p>
	<p><i>Literature</i></p>
	<p>Introduction to Literature</p> <p>This course will encourage students to appreciate literature in the target language and to be acquainted with a variety of genres, styles; encourage students to engage in strategies of prediction, awareness to language, writing styles, to literary devices. The course will familiar students with the cultural, historical and social backgrounds of the literary passages. It will encourage students to react to the literature from their own perspective and foster an appreciation of another culture and a variety of opinions in connection to the literary analysis.</p>

	<p>Children’s Literature</p> <p>In this course students will survey the field of children’s literature, focusing on works that are of particular importance, both classic and contemporary. We will study picture books, poetry, novels, graphic novels, fantasy, and domestic fiction. They will develop an understanding of the history and development of children’s literature; identify the conventions and rhetorical structures associated with the genre; become familiar with a variety of children’s literature, both classical and contemporary; develop an appreciation for children’s literature; acquire techniques for the analysis of literature; learn to utilize children’s literature in their teaching practice; meet the following Ministry of Education standard: “Teachers are familiar with a range of literary texts and cultural aspects of the English-speaking world, and use their knowledge to promote learners' literary and cultural appreciation.</p>
	<p>Texts for Extensive Reading - Shakespeare</p> <p>In this course we will examine Shakespeare’s <i>The Merchant of Venice</i> through the medium of performance. Enacting the play in our classroom, we will compare and contrast our performance to the different film versions. In addition, we will study the historical context in which the play was written and performed, particularly in regard to the status of Jews in early modern Europe.</p> <p>This course will enrich students’ understanding and appreciation of English literature by introducing them to its iconic playwright. They will also have the opportunity to explore their personal, cultural, and religious connections to Shakespeare and the English literary tradition. Most importantly, I will give them the linguistic tools to demystify Shakespeare’s language so that they can continue to enjoy his works on their own.</p>
	<p>Dramatic Reading</p> <p>The purpose of this course is to enhance your ability to engage your students by reading texts dramatically and by using dramatic techniques in the classroom. Working with a variety of texts and genres, we will learn how to use dramatic methods in the EFL classroom, whether teaching children, adolescents or adults.</p> <p>Students will present a variety of classroom texts in an engaging and dramatic manner; develop your creativity in textual performance; introduce you to drama methodologies.</p>
	<p>Teaching Literature</p> <p>The course will allow students to achieve the benchmarks for the domain of Appreciation of Literature and Culture. The teaching of literature in EFL is given</p>

	<p>emphasis in the Israeli school system. The course will promote reading, appreciating and hopefully enjoying literature.</p> <p>The course will facilitate the interpretation and analysis of pieces of literature by integrating higher-order thinking skills with the teaching of literature, based on the literature program of the English inspectorate. In addition, the course will work towards raising students' awareness of the interrelationship between language, literature, and culture.</p>
	<p>American Literature - Online</p> <p>The course aims to provide an overview of select themes, motifs, and tropes in American literature. We will read a selection of different genres (poems, short stories, memoir, and the novel). The course is organized thematically and chronologically, and covers topics such as: The Idea of America, What is American literature, tales of progress, the American Dream, immigrant America, the melting pot, multiculturalism, and 9/11. Texts will be studied within socio-historical contexts and major literary movements (e.g. regionalism, social realism, naturalism, modernism, postmodernism). Students are expected to incorporate terminology related to specific texts, along with general literary terms into assignments and online forum discussions. By the end of the course, students will have expanded their literacy in the field of American literature and culture, and will be able to demonstrate their knowledge in written form.</p>
	<p>Personal Narratives - Online</p> <p>This course will familiarize students with the genre of personal narrative. It will explore the different ways the self is presented and shaped by different literary and narrative forms and considerations, probing the boundaries between fact, fiction, and non-fiction. Topics to be discussed include the limits of memory and the tension between invention and disclosure. During the course, students will be asked to reflect on the relationship between the texts and the historical, social, and cultural environments in which they were produced, and will read relevant critical texts which help shed light on one of the most popular genres in literature. The course is intended to expand the students' cultural literacy with regard to Western culture, history, and literature. Through reading, classroom discussions, and analytical writing, students will improve their English proficiency, develop grammatical awareness, gain experience using higher order thinking skills, and apply the elements of effective academic writing. These are all skills that will improve the students' efficacy as teachers in the ESL/EFL classroom.</p>
	<p>Anglo Israeli Literature</p>

	<p>This course will explore the phenomenon of literature written by Israelis in the English language. We will explore the growing trend of English-language writers in Israel, as well as the new body of literature in English being created by native-Hebrew and Arabic speaking Israeli writers, both in Israel and abroad. Topics will include the role of setting, the question of canon (to which "canon" do these works belong), themes, subject matter (e.g. identity, the Holocaust, history), the concept of transnationalism, and points of divergence and intersection. The course is intended to expand the students' cultural literacy with regard to American, Israeli, Jewish, and Arab culture, history, and literature. Through reading, classroom discussions, and analytical writing, students will improve their English proficiency, develop grammatical awareness, gain experience using higher order thinking skills, and apply the elements of effective academic writing. These are all skills that will improve the students' efficacy as teachers in the ESL/EFL classroom.</p>
	<p>Introduction to Rhetoric - Online</p> <p>We are immersed in a sea of rhetoric; social media, commercials, newspapers, YouTube all seek to persuade us. Indeed, the literary critic Wayne Booth has defined rhetoric as "all forms of communication short of physical violence: it includes gestures such as raising an eyebrow or giving the finger." In this course, we will seek to understand how rhetoric works by analyzing different forms and genres, from speeches to commercials to political cartoons.</p>
	<p>Exploring Cultures Written In English - Mofet Online</p> <p>Students will be exposed to different cultures; read and become familiar with literature written in English; become familiar with authors and poets who live in different geographical and political realities around the world; stimulate mutual discussions about the literature - in order to respond to and respect each other's voices, attitudes and cultures which emerge; become familiar with literary devices in order to gain more appreciation and understanding of the literature; become aware of the interaction between reader - writer and text; become familiar with the cultural contexts of the chosen literary pieces.</p> <p>Students will be working on assignments within heterogeneous groups, using technology in order to present assignments, creating discussion groups on topics common to all: family, home, identity.</p>
	<p><i>Technology</i></p>
	<p>Integrating Technology for the English Classroom</p> <p>This course is designed to give the students an initial overview of basic</p>

	<p>technological tools (Office and Internet) and educational technology tools available today. Furthermore, the course will deal with the integration of such technology in the EFL classroom as well as the development of computer literacy to enable easy integration of said tools. The participants will become familiar with a variety of educational technology platforms and their uses as well as getting hands on experience in their implementation. They'll also experience online learning via the online sessions in the course.</p> <p>Students will learn how to: Make the most of Microsoft Office; Use the internet effectively; Use a number of online tools in the EFL classroom; Create their own digital materials for use in class.</p>
50	<p>Integrating Technology with Special Need</p> <p>The aim of the course is to help teachers become more effective by integrating technology with their teaching individual EFL pupils who have learning challenges. Participants will gain understanding and practice in evaluating and using educational technology tools which enhance their teaching and their pupils' learning. Participants will apply tools with individual special needs EFL learners.</p>
51	<p>Advanced Technology - Let's Tec Together - Online</p> <p>Prospective EFL teachers completing this course successfully will understand key concepts and issues connected to learning and working collaboratively in digital environments, and developing intercultural relations. Participants will become acquainted with a wide range of technological tools which can be adopted for EFL teaching in the classroom.</p> <p>This course enables students to move beyond the boundaries of the college, and to meet future teachers from different parts of the country, who come from different cultures and speak different mother tongues.</p> <p>Experiencing online interaction with students from a variety of cultural backgrounds and collaborating online as a group is an integral component of this course.</p> <p>This course introduces prospective EFL teachers to the emerging possibilities of learning and teaching, alone and with others, in online environments.</p> <p>Students will have hands-on experience with a range of ICT tools designed to motivate and develop the speaking, listening, reading and writing of language learners of all ages. They will produce a variety of texts in English using web-based materials and digital tools.</p>
F	<p><i>Education in English</i></p>

52	<p>Multiculturalism - Online</p>
53	<p>Adolescent Psychology This course deals with many aspects about adolescence and how teachers can most effectively deal with adolescents. Topics will include changes that adolescents undergo, pressures they experience, and win-win intervention strategies in order to work well with this challenging and rewarding age group.</p>
54	<p>Innovation in Education Seminar</p> <p>The course focuses on how education has changed over the years and where we are today. The students will learn about some of the major changes in the field with a special focus on EFL. They will reflect on their teaching and try to understand how they can be the agents of implementation of change in the Israeli classroom in the 21st century.</p>
55	<p>Innovation in Education Seminar Writing Workshop</p> <p>The course follows the syllabus of the seminar on Meaningful and Innovative Teaching. Weekly writing assignments will take the student through a step-by-step writing process enabling the final writing of a research paper. Work will include summarizing, synthesizing, citations and referencing as well as the production of each section of a well written research paper.</p>