

Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

The Ohio State University
Near Eastern Languages and Cultures
Hagerty Hall, Hebrew Language Program
1775 College Road, 614-292-9255
Autumn 2017

HEBREW 1101, Meeting Time/Location:

Instructor:

Office:

Phone:

Office Hours:

E-mail:

Please Note: Class will not meet on Thursday, September 21 (Rosh Hashanah)

Course Description:

Developing the ability to use Hebrew functionally and communicatively in context; intensive oral interaction with instructor and fellow students; the basics of writing and reading.

Foreign language coursework cultivates students' skills in communication across ethnic, cultural, ideological and national boundaries, and helps students develop understanding of other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students demonstrate basic communicative skills (e.g. speaking, listening, reading and or writing) in a language other than their native language.
2. Students learn about the cultural manifestations of the peoples who speak the language they are studying.
3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

Specific Course Objectives:

1. Master the Hebrew alphabet and sound system. Be able to distinguish and pronounce all Hebrew sounds and write accurately from dictation.
2. Initial social interactions, ask for basic information and basic directions, introduce oneself and others, and be aware of basic cultural aspects of social interaction in Israel.
3. Be able to talk about oneself, one's education and family with native speakers. Write simple paragraphs about oneself and others.
4. Fill in forms with basic information about self and other learners.
5. Comprehend simple written texts on familiar topics.
6. Comprehend simple audio/ video clips on familiar topics.

Approach:

Teacher and student activities are geared toward developing functional abilities to use Hebrew accurately and fluently in listening, speaking, reading and writing. This involves intensive classroom interaction and out-of-class assignments.

Text book: *Brandeis Modern Hebrew*. Published by Brandeis University Press.

Recommended Dictionary: *The New Bantam - Megiddo Hebrew and English Dictionary*. (Not necessary for 1101 but will be needed in 1102 and thereafter.)

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

Disability Services: Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; <http://slds.osu.edu>

Student Responsibilities

1. Attending and participating in class activities. Most of the language skills to be developed cannot be acquired without effective participation and interaction with other students and with the instructor.
2. Doing homework assignments on time. This out-of class preparation is essential for reinforcement of classroom learning, reading and writing. Homework is due the day after being assigned.
3. Taking quizzes, the midterm, and the written final. A make-up quiz will be given if a valid excuse is provided.

Homework: Homework will be assigned daily and will be due the following class. Homework will be corrected in class and then submitted to the instructor who will check all assignments.

Quizzes and Tests: There will be five quizzes and five tests. These will be held on alternate Fridays.

Final Examination: Friday, December 8th, 2017, 10:00 AM -11:45 AM

Grade Breakdown. The final grade will be calculated on the following basis:

Participation and Homework:	10%
Quizzes (5):	30%
Tests (5):	30%
Final Examination:	30%

Grading Scale: A = 100 – 95; A- = 94 – 90; B+ = 89 – 85; B = 84 – 80;
 B- = 79 – 76; C+ = 75 – 72; C = 71 – 69; C- = 68 – 66; D+ = 65 – 63;
 D = 62 – 60; E = below 60.

Tentative Syllabus:

Week 1: Learning reading and writing the Hebrew Alphabet print and cursive.

Week 2: Learning the Alphabet reading and writing.

Week 3: Brandeis Modern Hebrew: Unit 1, pages 3-16.

Week 4: Brandeis Modern Hebrew Unit 1, pages 16-33.

Week 5: Brandeis Modern Hebrew: Unit 1, Unit 2, pages 34-51.

Week 6: Brandeis Modern Hebrew: Unit 2, pages 52- 64.

Week 7: Brandeis Modern Hebrew: Unit 2, pages 65-75.

Week 8: Brandeis Modern Hebrew: Unit 2, pages 77-87.

Week 9: Brandeis Modern Hebrew Unit 2, pages 88-95.

Week 10: Brandeis Modern Hebrew Unit 2, pages 99-107.

Week 11: Brandeis Modern Hebrew Unit 3, pages 114-125.

Week 12: Brandeis Modern Hebrew, Unit 3, pages 126-136.

Week 13: Brandeis Modern Hebrew, Unit 3, pages 137-145.

Week 14: Review.

How to do well in this class:

1. Prepare for active participation in class. Practice new vocabulary out loud until you can produce it easily; listen/read texts several times until you are ready to answer questions on them; practice new grammar by using the new vocabulary in sentences.
2. Study out loud. The only way to train your brain and your mouth to speak Hebrew is through performance. Reading silently is not enough. Repeat whatever you hear, pronounce whatever you write and learn to talk to yourself in Hebrew.
3. Think in Hebrew. While you are on your way from one class to another, think in Hebrew. Name all the objects whose name you know in Hebrew. Describe their location, size, shape, color, number, adding as much detail as possible.
4. Study in pairs/groups. This is a great way to prepare for class and review - as long as you do the work in Hebrew as much as possible! Ask each other questions; brainstorm about assignments; go over materials covered in class together. You are welcome to collaborate on assignments, as long as each student hands in his/her work.
5. Personalize vocabulary. Make words relevant by thinking of what you can say about yourself with them. Language learning is a process of programming yourself because the words that you memorize are those very words that you will use to express yourself. By spending fifteen minutes every day with words that you choose from the given vocabulary lists, you will be able to retain them for the rest of your life.
6. Language is context. The communicative approach to language learning encourages you, the learner, to use what you know to derive what you do not.
Think how you acquired your native language. You learned new words by guessing their meaning from the context, and you learned how to produce sentences by imitating and using patterns. As adult learners we can take some shortcuts, but guessing skills remain central to language acquisition.
7. Good language learners learn from their own mistakes and those of others.
As adults, we have been trained not to make mistakes. Since Hebrew is a new language to you, mistakes are going to be made, but should not cause you undue stress. When your classmates are speaking, be an active listener by listening both to what they are saying and how they are saying it. Think about how you would correct their sentences.