

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.

Hebrew 1102 ~ Spring 2016
Meeting Time/Location

Instructor:
Office Hours:
Office:
Email:
Mailbox:

Description:

This course will continue to develop students' ability to use modern Hebrew functionally and communicatively in context. It will involve intensive oral interaction with the instructor and fellow students and focus on basic language skills including writing, reading, speaking and listening.

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.

This course fulfills a General Education requirement in foreign language.

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. Initial social interactions, ask for basic information, introduce oneself and others, and basic directions, and be aware of basic cultural aspects of social interaction in Israel.
2. Be able to talk about oneself, one's education, one's family and friends, and place of with native speakers.
3. Write simple paragraphs about one self and others and about learned Hebrew texts.
4. Fill in forms with basic information about self and other learners;
5. Comprehend simple written texts on familiar topics; Answer questions both orally and in writing regarding the texts.
6. Comprehend simple audio/ video clips on familiar topics; Answer questions regarding the texts both orally and in writing.

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.

Textbook:

Brandeis Modern Hebrew. Brandeis University Press, 2005.

Recommended Dictionary:

The New Bantam –Megiddo Hebrew and English Dictionary.

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 3335-3-487). For additional information, see the Code of Conduct http://studentaffairs.osu.edu/info_for_students/cse.asp.

Disability Services:

Students with disabilities that have been certified by the office for disabilities will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; Telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

Class Policies:

Absences: To do well in this class, you need to be present and awake. Since things do come up (illness, family issues, other commitments), you may be absent two times without penalty. After those two absences, each additional unexcused absence will lower your overall grade, up to 5% per unexcused absence. This could potentially have a major effect on your grade – in fact, you could fail the class for missing too many classes.

- After 2 absences, please let me know by **email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that

prevent you from attending class, please let me know as soon as possible. I will decide the grade penalty (up to 5% per absence) that will apply.

- 3-4 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or any other class activity, will be treated like late arrival/early departure, which means the 3-4 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including lectures, discussions, assignments, films and video clips. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. If I believe that you are using a computer for reasons other than taking notes or referring to course information, I will restrict your use of computers in class. Please put phones away – if I see you using your phone during class, I will ask you to leave.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up, especially if the weather is bad.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk.

For quick questions or concerns, please email to golan.11@osu.edu. Also, don't hesitate to email me if you face problems completing your homework assignments. I will do my best to respond within 24 hours.

Student Responsibilities:

1. Attending and participating in class activities. Most of the language skills to be developed cannot be acquired without effective participation and instruction 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.

Tentative Syllabus:

Week 1: Review of units 1,2,3. Simple conversation:

שלום, מה שמך? מה שלומך?, מאין אתה? איפה אתה גר, לומד? מה אתה עושה?

Conversation practice: <http://hebrewverb.hul.huji.ac.il/steps/run.htm>

Hebrew greeting video: <https://www.youtube.com/watch?v=HnQnoQgg4So>

Song: שיר המספרים <https://www.youtube.com/watch?v=HGs0kMZSPDU>

Song: שיר הצבעים <https://www.youtube.com/watch?v=VT1R37o-d3I>

Week 2: Food, must, need, have to meals, Unit 4 P. 162-171

Fruit and veggie online review <http://www.my-hebrew-dictionary.com/fruit-video.htm>

Song: סלט פירות

https://www.youtube.com/watch?v=odC3ktTI0x0&list=PL81C418DC6AF4583D&index=8&feature=plpp_video

Week 3: the classrooms, Nouns, singular and plural. Unit 4 "Give me", eating out,

Song: גברת עם סלים <https://www.youtube.com/watch?v=FHeTKM5i4CQ>

Pa'al regular, Ayin Vav Ayin Yud,- Lamed Hay- infinitive, can/able to . Unit 4 .P.172-186

Song: גם אני רוצה (לשם פועל) <https://www.youtube.com/watch?v=HUVaWtpcSUU>

Week 4: Situations, Ayin Vav, Ayin Yud, Lamed Hay, Infinite, Unit 4 P. 192-199

Song: שיר הפלאפל - דפנה דקל https://www.youtube.com/watch?v=6oDUJP_ferQ

Song: שיר הפלאפל – מלא- ניסים גרמה <https://www.youtube.com/watch?v=uJjTYetpJlc>

Week 5: I was born in..., age, how old are you, common expressions in the family,

Unit 5 P. 204-215

Song: המשפחה שלי: https://www.youtube.com/watch?v=2_0EKcWOJ-0

Week 6: Pronominal possessive declension, singular. Pa'al, regular, past, Unit 5 P. 216-226.

Week 7: Ayin Vav and Ayin Yud, Past tense Unit 5, P. 227- 239

Week 8: Review of unit 5. Unit 5, P. 240-246

Week 9: Days of the week, The Jewish calendar, The Hebrew months Unit 6 P. 246-251

Song: חודשי השנה <http://www.zemereshet.co.il/song.asp?id=4396>

Week 10: Before, after, afterwards, time, when Unit 6, P. 253-262

Week 11: Early, late, The verb "to sleep", Pa'al Lamed hay past tense.

Unit 6, P. 263-272

Week 12: The verb "to be" past tense. ל"ה ושלמים ע"ו, עבר- זמן עבר- review. P. 272-280

Song: מה אתה רוצה להיות כשתהיה גדול <https://www.youtube.com/watch?v=5h3X34luOsc>

Week 13: Clothing items, buying clothes.

Song: מי יודע מדוע ולמה לובשת הזברה פיג'מה

<https://www.youtube.com/watch?v=6vHMaL6Zruc>

Week 14: Review for final exam (grammar, vocabulary and sentence structure learned during this course)

Week 15: Review for final exam- continue exam (grammar, vocabulary and sentence structure learned during this course)

Grade Breakdown:

ATTENDANCE/PARTICIPATION	15%
HOMEWORK AND RECORDINGS	15 %
WEEKLY QUIZZES AND UNIT TESTS	30%
FINAL EXAMINATION	25%
PRESENTATION	15%

Grading Scale:

A= 93-100	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 70-72	C- 70-72	D+ = 67-69
D= 60-66	E= below 60.	

How to do well in this class:

This class is a group effort!

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 them in sentences.
2. **Study out loud.** The only way to train you is your brain and your mouth to speak in 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 to yourself 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 of course!
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. Write extra sentences that are meaningful to you so can say more than what you want to say-which will come in time- and the best way to successfully attain that goal is to build a solid vocabulary base. 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 five minutes with words that you choose from the given vocabulary lists, you will be able to retain them for the rest of your life-make the language yours.
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 about 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. As language learners new to Hebrew, mistakes are going to be made, but should not cause you undue stress.
8. 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.