

Syllabus for
HEB 203/HEB 203H—Intermediate Hebrew I
3 Credit hours
Fall 2018

I. COURSE DESCRIPTION

Continued study of Modern Israeli Hebrew with intensive oral work, grammar, and composition. Builds on HEB 102 adding the past tense of verbs in all stems, and pronominal suffixes. Readings include stories about the history and culture of Israel and verses from the Hebrew Bible. Covers most activities listed in the ACTFL intermediate low competencies. Prerequisite: HEB 102 with a grade of “C” or higher or demonstrated proficiency. Lab fee: \$40.

Honors Distinctives: Honors students do additional activities: 4 Spiritual Laws, idioms, oral report. A schedule of due dates is given at the beginning of the semester.

II. COURSE GOALS

- A. Hebrew 101, 102, 203 and 204 courses represent four progressive stages of a sequence of language and culture. Therefore, the purpose of each is the same. That purpose, within the general education framework of ORU is to initiate and intensify the interest and concern of all our students for Christian service and career purposes.
- B. The specific contribution of this sequence of courses to the general education of the foreign language student is precisely to give them the practical tool for entering into foreign cultures for Christian service or career purposes. By acquiring another language, ORU students can become "a part of the answer and not a part of the problem" as they face the ever-increasing globalization and interdependency of cultures everywhere.
- C. Course goals are accomplished by focusing on three distinct learning processes and enable the student to do the following:
 - 1. Learn **from** and **about** the foreign culture by studying how the people view themselves and their society in terms of history, politics, religion, and economic and social structures. In short, this means developing an attitude of hearing their questions rather than imposing our answers. This is done with cultural elements incorporated into the language curriculum.
 - 2. Study **themselves** as the foreign culture sees them in order to ascertain what answer or solution they may be able to suggest in a Christian service or career position that could enable the foreign culture to solve its own social and economic problems.
 - 3. Communicate in the target language. The first two goals are facilitated as communication takes place in the culture's own language. Thus, the language itself becomes the most effective tool for achieving the first two stated purposes, enabling our graduates not simply to go "**to** every person's world," but to go "**into** every person's world."

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

Upon successful completion of this course, through class lectures, class participation, exercises,

videos, as well as language laboratory and online learning, the student will be able to do the following:

1. Demonstrate aural comprehension through oral response to questions.
2. Exhibit a control of grammatical structures covered in the text material through oral classroom participation, written assignments, and testing.
3. Summarize material assigned from the reader orally in class and through creative compositions.
4. Exhibit comprehension of reading through participation in class discussion and testing over content of material assigned.
5. Express in writing Hebrew through test exercises and creative compositions.
6. Express in own words the cultural content of the course assimilated through text material and the professor's lectures.
7. Demonstrate knowledge of Hebrew vocabulary through written quizzes and tests.
8. Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
9. Perform most activities listed in the NCSSFL-ACTFL intermediate low competencies as follow:
 - a. Participate in conversations on a number of topics using simple sentences.
 - b. Present information on most familiar topics using a series of simple sentences.
 - c. Write briefly about most familiar topics and present information using a series of simple sentences.
 - d. Understand the main idea in short, simple messages and presentations on familiar topics. Understand the main idea of simple conversations.
 - e. Understand the main idea of short and simple texts when the topic is familiar.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

1. Textbooks
Bolzky, Shmuel. *501 Hebrew Verbs*. Barron's Ed. 1996 ISBN: 9780764137488
Chayat, Shlomit, et.al. *Hebrew From Scratch - Part I*, Jerusalem, Israel, Academon, 2007. ISBN: 750012975
2. Other
Hebrew From Scratch - Part I (CD's)
Hebrew Bible
Hebrew and English Dictionary

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure

and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
- By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. Class Assignments

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

3. Late Work

- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their

work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.

- b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
- c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**

- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.

5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
7. **Whole Person Assessment**—If this course requires a WPA assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. **Grades**

The final grade is based on the following requirements:

- a. Assignments, quizzes, exams, attendance and participation in class and other assigned activities.
- b. A minimum grade of “C” is required in this course before the next level (HEB 204) can be taken.
- c. Grading Scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59% and below
- d. Grading Distribution

Class Participation & Presentations	20%
Quizzes and written assignments; Language and Cultural Center	20%
Four Exams	40%
Final Exam	20%
WPA	0%-(noncompliance -10%)

2. **Extra Credit**

- a. Extra credit cannot raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added.
- b. Students are required to participate in at least two events (on or off campus) related to the culture(s) of the Hebrew-speaking people. This may include a cultural event in the community, Hebrew Club cultural activities, or another activity as approved by the instructor.

3. **The Language Lab and Cultural Center (LLCC).**

- a. The LLCC, located in LRC 232B & C, is a valuable resource for developing foreign language proficiency and provides media resources as well as knowledgeable peer tutors for conversing in the target language.
- b. The student needs to spend an extra 5 hours outside of class time in target language conversation and other activities as directed by the instructor. The LLCC deadlines are posted in the LLCC and on D2L

	Language 101/102/203 courses
3 hours	Target Language conversation
2 hours	Activities based on teacher's instructions.
5 hours	TOTAL

- c. The student must log in his or her LLCC hours and activities on VISION before the deadline.
6. **Whole Person Assessment Requirements**
 - a. Students write a composition in Hebrew, according to the instructions in the WPA General Education Handbook. The composition serves as the WPA artifact for the student's general education ePortfolio.
 - b. Students must upload the composition for Outcome 4C (Socially Adept—Appreciation of Cultural and Linguistic Differences) on Chalk & Wire.
 - c. It is the student's responsibility to ensure that he or she is "in compliance," meaning that the artifact has successfully been uploaded. Compliance is verified by checking for the assessment results in the student's WPA. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.
 - d. Not electronically submitting or incorrectly submitting the artifact results in a zero for that assignment.

VI. COURSE CALENDAR

Week	Textbook
1-2	Pesek Zeman Review
3	Lesson 13
4	Lesson 13
5	Lesson 14
6	Lesson 14 and presentations
7	Lesson 15 and presentations
8	Midterm and 16
9	Lesson 16 and ePortfolio assignment
10	Lesson 17
11	Lesson 17
12	Lesson 18
13	Lesson 18
14	Pesek Zeman 4
15	Pesek Zeman and review

Course Inventory for ORU's Student Learning Outcomes

HEB 203—Intermediate Hebrew I Fall 2018

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics			X	
2B	Global & historical perspectives		X		
2C	Information literacy				X
2D	Knowledge of the physical and natural world			X	
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Ethical reasoning and behavior			X	
4B	Intercultural knowledge and engagement	X			
4C	Written and Oral Communication	X			
4D	Leadership capacity				X

(Revised 10/30/2017)