

Syllabus for  
**HEB 101 Elementary Hebrew I**  
4 Credit hours  
Fall 2022

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Fall 2020 Coronavirus Response Plan, which can be found at <https://oru.edu/campus-health/>

I. COURSE DESCRIPTION

A beginning course in Modern Israeli Hebrew with emphasis on Israeli cultures. Covers aural/oral work both print and cursive reading and writing, and grammar including the present form of verbs. Covers most activities listed in the ACTFL novice mid-level competencies.  
Lab fee: \$40.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives—Upon successful completion of this course through class instruction, class participation, and laboratory exercises, the student will be able to do the following:

- A. Reproduce the Hebrew alphabet in print and in cursive, and recite orally.
- B. Communicate orally with simple phrases and sentences including greetings, introductions, and answering and requesting basic information about everyday life.
- C. Tell time and use numbers for counting, giving phone number and address, answering and asking what the student is doing, learning, and eating.
- D. Read words, phrases and sentences with and without vowel signs.
- E. Use grammatical structures introduced in lessons such as verbs in *pa'al* and *pi'el* stems in the present tense, and proper use of adjectives, and common vocabulary.
- F. Express oneself in written cursive Hebrew without vowel signs but including, full spelling and answer questions relating to cultural information.
- G. Read, memorize and recite simple Bible verses.
- H. Present information relating to a cultural event.
- I. Perform most activities listed in the NCSFSL-ACTFL novice mid-level competencies as follow:
  1. Communicate on very familiar topics using a variety of words and phrases that he or she has practiced and memorized.
  2. Present information about him or herself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
  3. Write lists and memorized phrases on familiar topics.
  4. Recognize some familiar words and phrases when hearing them spoken.
  5. Recognize some letters or characters and understand some learned or memorized words and phrases when read.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the Translation and Interpreting program.

- A. Outcome 1 – Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.

- B. Outcome 2 – Student demonstrates developing target language proficiency or better in the four modes of communication.
- C. Outcome 3 – Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
- D. Outcome 4 – Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.

#### IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit
- C. Global Engagement

#### III. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Materials

Ringvald, Vardit, et al, *Brandeis Modern Hebrew*. Brandeis University Press, 2015. ISBN: 9781611689181

#### VI. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  - 1. 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.

2. 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.
  3. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
    - 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**—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 School of Liberal Arts. 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”). Students need to comply as indicated in this syllabus and/or by the instructor.

C. Course Policies and Procedures

1. **Evaluation Procedures**

- a. Grades are determined by points based on the following requirements: Quizzes (20); Cultural Project (20); Midterm (30); and Final comprehensive exam (30) for a total of 100 points.
- b. The teacher may assign a subjective grade as determined by class participation and attendance. This is the deciding factor someone on the borderline.
- c. The final grade is given according to the following scale:  
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=59% and below.
- d. A minimum grade of “C” is required in this course before the next level (HEB 102) can be taken.
- e. Students are required to participate in at least two events (on or off campus) related to the culture of Israel or Hebrew-speaking populations. This may include a cultural event in the community, Hebrew Club cultural activities, or another activity as approved by the instructor.

2. **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.

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

- c. The student must log in his or her LLCC hours and activities on VISION before the deadline.

3. **Whole Person Assessment Requirements**

- a. This course addresses various criteria under WPA general education learning outcome 4B, **Intercultural Knowledge and Engagement**.
- b. For the WPA assignment, students write a composition in English according to directions given by the instructor. Students upload the composition to dropbox folder on D2L labeled *WPA-GEN-Cultural Essay*.
- c. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

4. **Intercultural Experience Assignment (GO Course Requirement)**

- a. This course addresses the criteria under the GO Designation Rubric at the end of this syllabus.
- b. Students submit a post to the D2L Discussion board according to instructions given by the instructor.

## VI. COURSE CALENDAR

### WEEK

Intro	Orientation
1	Alphabet and Vowels Cultural Component: Hebrew Language
2	Unit 1 Cultural Component: Names and introductions
3	Unit 2 and exam on alphabet and vowels Cultural Component: People groups, indigenous and immigrants
4	Unit 3 and exam on Units 1-2 Cultural Component: Map, cities, terrain, weather
5	Unit 3-4 Cultural Component: Religion - Holidays I
6	Unit 4 Cultural Component: Business, foods, entertainment
7	Unit 5 Cultural Component: Holidays II
8	Unit 6 and exam on Units 1-5 Cultural Component: Jerusalem neighborhoods, travel, security
9	Unit 7 Cultural Component: <i>Kibbutz, Moshav, and Ulpan</i>
10	Review Lesson <i>Pesek Zeman I</i> Cultural Component: Religion: <i>Torah, Talmud, and Mishnah</i>
11	Lesson 1 and exam on Units 6-7 and review chapter Cultural Component: Jewish prayers and blessings
12	Lesson 1 Cultural Component: Religion – reading Bible in Hebrew
13	Lesson 2 Cultural Component: Historical sites
14	Lesson 2 and exam on lessons 1-2 Cultural Component: Cultural sites

15    Review  
      Cultural Component: Holidays III

16    Final

# GO Designation Rubric

	4.0 Exemplary	3.0 Competent	2.0 Acceptable	1.0 Unacceptable	0.0 Not Attempted
<b>Intercultural Engagement</b>	Evidence of an intentional interaction with individual(s) from a different cultural background with a comparative analysis of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with summary of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with an intent to understand various diverse viewpoints.	Minimal evidence of engagement with individual(s) from a different cultural background resulting in an enhancement of conflicting viewpoints.	No evidence of engagement with individual(s) from a different cultural background with intent to understand various diverse viewpoints.
<b>Cross-Cultural Communication</b>	Evidence of cross-cultural communication with a compare and contrast analysis of the two cultures.	Evidence of cross-cultural communication skills with a summary of the novel experience(s).	Evidence of cross-cultural communication .	Evidence of cross-cultural communication resulting in conflict.	No attempt made at cross-cultural communication .
<b>Global Perspectives</b>	Evidence of global perspective using clear, accurate and relevant examples in a comparative analysis of a different global perspective on a cultural issue(s).	Evidence of a global perspective based on a compare and contrast analysis of examples from one or more cultural issues.	Evidence of a global perspective describing examples from one or more cultural issues.	Evidence of a lack of global perspective, through nationalistic expression.	No evidence of cultural sensitivity, effective global perspectives, and global citizenship.
<b>Transformative Experience</b>	Evidence in a compare and contrast analysis of the student previous paradigm, thinking, belief or feeling toward another culture(s) and the new student experience in alignment with the ORU vision and mission.	Evidence that summarizes the student's paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) away from the ORU vision and mission.	No attempt made to experience a paradigm shift or change in thinking, belief or feeling toward another culture(s).

**Primary Program: General Education**  
**HEB 101 Elementary Hebrew I**  
**Fall 2022**

This course contributes to the University and program 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.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
<b>Spiritual Integrity</b>			
HEB Outcome 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.			<b>X</b>
<b>Personal Resilience</b>			
<b>Intellectual Pursuit</b>			
HEB Outcome 2: Student demonstrates developing target language proficiency or better in the four modes of communication.	<b>X</b>		
HEB Outcome 4: Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.	<b>X</b>		
<b>Global Engagement</b>			
HEB Outcome 3: Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	<b>X</b>		
<b>Bold Vision</b>			

(Revised 3/22/22)