

Syllabus for
HEB 203—Intermediate Hebrew I
3 Credit hours
Fall 2009

I. COURSE DESCRIPTION

Continued practice in Hebrew with review of grammar and composition. Selected readings in addition to text.

Prerequisite: Proficiency examination or HEB 102.

Lab fee: \$40.

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, the student will be able to do the following:

- A. Demonstrate the ability to understand and use the spoken word in Hebrew.
- B. Demonstrate reading skills with unpointed as well as pointed (vocalized) texts.
- C. Summarize orally and in writing the material assigned.

- D. Respond in complete sentences and engage in conversation.
- E. Demonstrate the ability to recognize essential grammatical structures as they are presented through class participation and tests.
- F. Demonstrate either orally or in writing knowledge of the cultural content presented in this course.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

- 1. Textbooks
Bolzky, Shmuel. 501 Hebrew Verbs. Barron's Ed. 1996
Chayat, Shlomit, et.al. Hebrew From Scratch - Part I, Jerusalem, Israel, Academon, 2007.
- 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, video, multimedia, or computer software. 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.
 - 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 WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio 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. **Minimum grade** – A minimum grade of "C" must be achieved in this course before the next level may be taken.
 - 2. **Extra-credit** may not apply to raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added.
 - 3. **Tardies** – Tardies are an inconvenience to class members and to professors; therefore, three tardies equal one unexcused absence.

4. **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.
5. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must 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.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from absences. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
6. **Attendance** – Because unavoidable circumstances can prevent perfect attendance, each student is allowed unexcused absences equal to the number of times per week a class meets. After this, the student loses one percent of the semester average per absence. With an unexcused absence, tests can be made up within a week but will incur a \$15.00 late fee paid to the English and Modern Languages Department and a 10% grade cut. Extended illnesses are handled on an individual basis and require verification from a doctor.
7. **Administratively Excused Absences** — Only absences that are required by approved University activities are given administrative excuses. Students who must miss for University sponsored activities must 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.
8. **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 plagiarized paper results in an F for the paper. Flagrant cheating results in an F for the course.
9. **Whole Person Assessment Compliance** - The ePortfolio handbook explains the English and Modern Languages Department policy concerning ePortfolio compliance. The handbook can be accessed by choosing Department Resources from ORU's ePortfolio website.

C. Course Policies and Procedures

1. **Evaluation Procedures**
 - a. The semester grade is made up of the following;

Quizzes	10%
Written homework assignments	10%
Oral presentations and lab assignments	10%
Lesson Tests	30%
Midterm Exam	15%
Final Exam	15%
WPA compliance	10%
Total	100%
 - b. Final grades are given according to the following scale:
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%.
2. **Whole Person Assessment Requirements**

- a. To be "compliant" the student will have correctly submitted electronically the artifact for assessment. To be "noncompliant" the student has either not submitted or incorrectly submitted the artifact electronically. Noncompliance will result in one letter grade reduction of the final grade for the course.
 - b. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's **ORU email address**.
3. **Other Policies and/or Procedures**
The student should keep in mind that he or she is evaluated primarily on their proficiency, that is, on their ability to communicate information and/or feelings in a given situation for a given purpose and that exams measure their "proficiency" in comprehension, speaking, reading, and writing based on National ACTFL guidelines.
4. **The Language and Culture Center (LRC 232B & C)** is a valuable resource for developing foreign language proficiency. The successful completion of the course requires at least eight hours of study each week in addition to Language Lab requirements.
- a. The instructor will announce in advance when the regular class session will be held in the Center.
 - b. Students are required to individually complete lab assignments as designated by the instructor during the Center's open hours.
 - c. Special assignments need to include video and laboratory assignments.
 - d. An extra 5 hours must be spent by the student, on his or her own time, watching videos or using the CD ROM as directed by the instructor. (These hours must be verified by the lab assistant.)

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

(Intermediate Hebrew I - HEB 203) (Fall 2009)

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 knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking				X
2B	Analytical problem solving				X
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		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	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity			X	

(Revised 9/15/06)