

Syllabus for  
**HEB 102—Elementary Hebrew II**  
4 credit hours  
Spring 2003

I. COURSE DESCRIPTION

Continuation of HEB 101.

Prerequisite: HEB 101 or demonstrated proficiency.

Lab fee: \$30.00

This course is a continuation of 101 as part of an integrated four-semester course designed to achieve a basic proficiency in Modern Hebrew.

Today Hebrew is the official language of the state of Israel. Hebrew was the language of the Old Testament and was spoken as a native language by a community of people until the fourth century BC. During the Middle Ages and the Renaissance period, Hebrew served as a lingua franca for Jews throughout the world. In the last century, successful efforts were begun to revive it as a modern language.

In a sense, Modern Hebrew is different from Biblical Hebrew. The phonology has been simplified, and new syntactic patterns and vocabulary have been developed to express concepts not dreamed of 2,000 years ago. But Modern Hebrew is unmistakably the descendant of the language of the Old Testament. The sounds of Modern Hebrew are fairly easy for Americans to learn.

II. COURSE GOALS

The overall instructional objective of the course is to provide the student with a working knowledge of Hebrew. This course is designed to provide materials sufficient to enable the student to obtain minimum professional competence both in speaking and in reading Modern Hebrew.

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. The purpose within the general education framework of ORU is to initiate and intensify the interest and concern of all the students for Christian service and career purposes. This is accomplished by focusing on three distinct learning processes:

- A. To 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.
- B. To 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.
- C. To learn to 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 efficient 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."

- D. The specific contribution of this sequence of courses to the general education of students 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.

### III. COURSE OBJECTIVES

Successful completion of this course will enable the student to do the following:

- A. Read, understand, and incorporate into the student's own speech patterns, material studied in the basic conversational units.
- B. Read the printed script and write the modern cursive Hebrew script.
- C. Distinguish aural phonemic differences.
- D. Speak and write the vocabulary introduced in the unit conversations.
- E. Demonstrate oral comprehension through response to questions.
- F. Demonstrate a control of grammatical structures covered in the text material through oral classroom participation, through written assignments, and testing.
- G. Read at sight simple Hebrew texts in unpointed script.

### IV. TEXTBOOKS

Required Textbooks

Band, Ora. A Hebrew Language Course: Level 2. West Orange, NJ: Behrman House, 1983.

Bergman, Bella. A Hebrew Language Course: Level 1. West Orange, NJ: Behrman House, 1982.

English-Hebrew/Hebrew-English Dictionary

### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
  1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
  2. Double cuts will be assessed for absences immediately preceding or following holidays.
  3. Excessive absences can reduce a student's grade or deny credit for the course.
  4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
  5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
  6. 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.
- B. Department Policies and Procedure
  1. **Minimum grade** – A minimum grade of "C" must be achieved in this course before the next level may be taken.

2. **Tardies** – Tardies are an inconvenience to class members and to professors; therefore, three tardies equal one unexcused absence.
3. **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 Modern Language Department.
4. **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.
5. **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 \$10.00 late fee paid to the Modern Language Department and a 10% grade cut. Extended illnesses are handled on an individual basis and require verification from a doctor.
6. **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.
7. **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 will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures
 

40%	A = 90 - 100	Unit Exams
20%	B = 80 - 89	Midterm Exam
20%	C = 70 - 79	Final Exam
20%	D = 60 - 69	Quizzes and Homework
	F = Below 60	
2. The student is **required** to spend four hours per week listening to unit tapes as they are available, and a minimum of eight hours per week in outside preparation for class is recommended.
3. Any examination not taken at the scheduled time due to an **excused** absence must be made up at a time arranged with or by the instructor. Generally, tests missed for an unexcused absence cannot be made up.
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. Your instructor will announce in advance when your regular class session will be held in the Center.
  - b. Students may be required to individually complete lab assignments as designated by the instructor during the Center's open hours.
  - c. Special assignments will 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 are verified by the lab assistant.)
5. Whereas participation in a language club and conversation table is not mandatory, the student is encouraged to attend in order to improve his or her knowledge of the target culture. Extra credit up to 6% is given for participation in a language club, conversation table and/or foreign language church or Bible study.

#### VI. COURSE CALENDAR

<u>Week</u>	<u>Bergman Unit</u>	<u>Lab</u>
1-2	5-6	Lesson 1
3-4	6-7      Exam #1	Lesson 2
5-6	7-8      Exam #2	Lesson 3
7-8	8          Midterm Exam	Lesson 4
9-10	9	Lesson 5
11-12	10        Exam #3	Lesson 6
	<u>Band Unit</u>	
13-14	1	Lesson 7
15	1          Exam #4	Review
16	Final	

## VII. ASSESSMENT SUMMARY

Lenore Mullican  
Name of Instructor

HEB 102  
Course No.

Elementary Hebrew II  
Title of Course

Modern Language  
Name of Department

### MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

### GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

### MAJOR OUTCOMES

**Communication:** Listening, speaking, reading, writing:  
—aural comprehension  
—master grammatical structures  
—reading comprehension  
—writing ability  
—cultural content  
—knowledge of vocabulary

**Global Perspective:** Recognizing and learning to appreciate those things which we have in common and those that differ.

**Social Interaction:** Awareness of appropriate interaction in various social situations.

**Spiritual:** Knowledge of Hebrew prayers and liturgical blessings related to Jewish Sabbath worship and Holidays.

### COURSE OUTCOMES

Vocabulary memorization  
  
Grammar tools  
  
Oral and written mastery  
  
Cultural and geographical orientation  
  
Motivation to continue developing language skills  
  
Reading and memorizing Hebrew blessings and prayers

### ASSESSMENT OF COURSE OUTCOMES

#### STIMULI

Language Lab  
Cultural Center  
Vocabulary quizzes  
Chapter tests, mid-term  
Final Exam  
Language clubs  
Community cultural activities  
Videos  
Text materials  
Workbook and lab assignments  
Homework  
Handouts: Hebrew blessings and biblical passages  
Presentations

#### CRITERIA

90%—100% = A  
80%—89% = B  
70%—79% = C  
60%—69% = D  
59% & below = F