Term Information

Effective Term   Autumn 2021
Previous Value   *Summer 2012*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We wish to add the option to offer this course as an online class.

What is the rationale for the proposed change(s)?

The NELC Department has decided to request approval to regularly offer this course in a distance learning format after having learned much about online

foreign language course instruction during the pandemic emergency.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Hebrew
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1101.01
Course Title	Elementary Hebrew I
Transcript Abbreviation	Elem Hebrew 1
Course Description	Conversation, reading, writing, vocabulary building, phonetics, and grammar of Hebrew. Closed to native speakers of this language.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	Yes
Exam Type	Departmental Exams
Admission Condition Course	No
Off Campus	Never

Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions   Not open to students with 3 or more years of high school Hebrew through regular course enrollment or
                                          EM credit.
Previous Value   Not open to students with 3 or more years of high school Hebrew through regular course enrollment or
                                          EM credit or credit for 102.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   16.1102
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
    Foreign Language
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Master the Hebrew alphabet and sound system. Be able to distinguish and pronounce all Hebrew sounds and write accurately from dictation.
- Initial social interactions, ask for basic information and basic directions, introduce oneself and others, and be aware of basic cultural aspects of social interaction in Israel.
- Be able to talk about oneself, one's education and family with native speakers. Write simple paragraphs about oneself and others.
- Fill in forms with basic information about self and other learners.
- Comprehend simple written texts on familiar topics.
- Comprehend simple audio/ video clips on familiar topics

Previous Value

Content Topic List
- Beginning modern Israeli Hebrew reading
- Beginning modern Israeli Hebrew writing
- Beginning modern Israeli Hebrew speaking and conversation
- Beginning modern Israeli Hebrew comprehension through listening in various formats
- Beginning modern Israeli Hebrew vocalization

Sought Concurrence   No

Attachments

- Hebrew 1101 Classroom Syllabus.docx: In-Person Syllabus

  (Syllabus. Owner: Smith,Jeremie S)

- Hebrew 1101 Online Syllabus.docx: Online Syllabus

  (Syllabus. Owner: Smith,Jeremie S)

- Hebrew 1101 Technical Review Checklist.docx: Technical Review

  (Other Supporting Documentation. Owner: Smith,Jeremie S)

- Hebrew 1101 Online Syllabus.docx: Online Syllabus (revised 2-12-21)

  (Syllabus. Owner: Smith,Jeremie S)

Comments

- We have responded to all of the ASCCC contingencies and recommendations. *(by Smith,Jeremie S on 02/12/2021 01:36 PM)*
- Per Jeremie's Request *(by Levi,Scott Cameron on 02/02/2021 01:12 PM)*
- See Panel feedback email sent 01-28-21 *(by Hilty,Michael on 01/28/2021 01:13 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	12/16/2020 04:04 PM	Submitted for Approval
Approved	Levi,Scott Cameron	12/16/2020 04:06 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/16/2020 06:27 PM	College Approval
Revision Requested	Hilty,Michael	01/28/2021 01:13 PM	ASCCAO Approval
Submitted	Levi,Scott Cameron	01/28/2021 01:44 PM	Submitted for Approval
Revision Requested	Levi,Scott Cameron	02/02/2021 01:12 PM	Unit Approval
Submitted	Smith,Jeremie S	02/12/2021 01:36 PM	Submitted for Approval
Approved	Levi,Scott Cameron	02/12/2021 01:56 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/12/2021 05:02 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	02/12/2021 05:02 PM	ASCCAO Approval

Hebrew 1101- Elem Hebrew 1

Course Information
- **Course times:** Tue, Wed, Thur, Fri from 9:10 a.m.-10:05 a.m.
- **Credit hours:** 4
- **Mode of delivery:** Distance Learning

Instructor
- **Name:** Galit Golan
- **Email:** golan.11osu.edu]
- **Office location:** 380 Hagerty Hall]
- **Office hours:** <u>By appointment</u>, via Zoom, Tue, Wed, Thur, Fri from 3:00-4:00 pm]
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email.**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your <u>notification preferences</u>(go.osu.edu/canvas-notifications) to be sure you receive these messages.
  - Homework will be posted under assignment in the course page on CarmenCanvas.

Course Description
Developing the ability to use Hebrew functionally and communicatively in context; intensive oral interaction with instructor and fellow students; the basics of writing and reading. 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.

Specific Course Objectives:

1. Master the Hebrew alphabet and sound system. Be able to distinguish and pronounce all Hebrew sounds and write accurately from dictation.
2. Initial social interactions, ask for basic information and basic directions, introduce oneself and others, and be aware of basic cultural aspects of social interaction in Israel.
3. Be able to talk about oneself, one's education and family with native speakers. Write simple paragraphs about oneself and others.
4. Fill in forms with basic information about self and other learners.
5. Comprehend simple written texts on familiar topics.
6. Comprehend simple audio/ video clips on familiar topics.

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 via Zoom, and out-of-class assignments.

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Learning Outcomes

By the end of this course, students should successfully be able to:

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.

General Education Expected Learning Outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1.Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

2.Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.

3.Students compare and contrast the cultures and communities of the language that they are studying with their own.

To achieve these Expected Learning Outcomes, students will:

ELO 1 - Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

- **In speaking**, students will be able to create with the language in various timeframes (past, present, future), ask and answer basic questions on many familiar topics, give some explanations and excuses, ask and give simple directions and advice, talk about themselves, personal interests, family, residence, likes and dislikes.
- **In Listening**, students will comprehend information in Modern Hebrew presented to them in simple discussions and short presentations and lectures. Students are expected to be able to comprehend simple statements and questions that relate to their immediate environment, familiar topics and some general topics.

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- **In reading**, Students will be able to read fluently a voweled Hebrew text, and continue to develop their ability to recognize previously learned vocabulary words without vowels. They will apply a variety of strategies such as using context cues, their own cultural background, familiar vocabulary, expressions and structures, cognates' recognition and roots and patterns to derive meaning from texts on familiar topics and activities with or without visual support.

- **In writing,** students are expected to be able to write simple short narratives in major time frames and describe places, people and things and express basic opinions about them while making simple contrasts and comparisons.

ELO 2 - Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.

- Authentic Hebrew and Israeli materials that give insights into the Israeli culture used in this course will help the learners see the Hebrew language in a Historical context, and better understand the Israeli culture.

ELO 3 - Students compare and contrast the cultures and communities of the language that they are studying with their own.

- Varied authentic materials that have a theme of comparing and contrasting elements of the Jewish culture and American culture are studied in this course and will present aspects and features related to the Jewish culture in the United States and in Israel. This will allow students to compare and contrast a variety of topics related to Jews and Israelis and the Israeli culture, society, and history, to features of their own culture.

How This Online Course Works

Mode of delivery: This course is 100% online. There are 4 required sessions each week when you must be logged in to Zoom at a scheduled time. (Tue, Wed, Thur, Fri from 9:10 a.m.-10:05 a.m.)

Pace of online activities: This course is divided into **weekly modules** as detailed in the course booklet. Students are expected to keep pace with daily assignments (posted daily on CarmenCanvas.), and with the unit tests.

Credit hours and work expectations: This is a 4 credit-hour course. According to Ohio State bylaws on instruction(go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct live instruction via Zoom during the scheduled class time, in addition to 8 hours of homework (posted daily on CarmenCanvas) ,and successful completion of unit tests and final exam, to receive a grade in this course.

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Attendance and participation requirements: Because this course will conduct classes via Zoom during regular scheduled class time, you are expected to attend live classes daily, with your webcam open, via Zoom. The following is a summary of students' expected participation: **Participating in online classes during the 4 live regular scheduled classes per week**: **Required.**

In a language course, it is essential that students keep up with the material, which is why there needs to be strict attendance and assignment deadlines. But please let me know if you are ill or if other circumstances arise, and we will work together to ensure that you can be successful in this class.

Office hours: optional
You are welcome and encouraged to schedule office hours for additional help.
Daily homework: 4 times a week, after each class.
you are expected to take a picture of your completed homework (using your cell phone or tablet) and submit it in the dedicated place on CarmenCanvas.
Recorded assignment: As assigned in the homework.
you are expected to record an audio file (using your cell phone, desktop or tablet), and submit the audio file the dedicated place on CarmenCanvas..
Unit tests, quizzes and final exam: will take place during class time and will be announced in class and in the course homework section on Carmen. Practice tests for each of these tests will be in the course booklet.
You are required to take the **Unit tests, quizzes and final exam** during class time, with your webcam open. Any questions during the tests, will be asked using the personal chat option on Zoom.

Required Materials and/or Technologies

- **Text book:** *Brandeis Modern Hebrew*. Published by Brandeis University Press.
- **Course booklet:** Will be emailed to you by August 21ˢᵗ. You are expected to print it out, hall-punch and Put it in a binder. We will start using it on the first day of class.
- Recommended online dictionary: *morfix.co.il*

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Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, and a build in or external speakers and microphone.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- **Notebook, five highlighters, pencil and eraser.**

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](go.osu.edu/office365help) help article for full instructions.

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CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device(go.osu.edu/add-device)help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
  Install the Duo Mobile application(go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed forThis Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas(go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings(go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video(go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**:go.osu.edu/it
- **Phone:**614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

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Grading and Faculty Response

Grade Breakdown. The final grade will be calculated on the following basis:

ATTENDANCE/PARTICIPATION	20%
HOMEWORK	20 %
WEEKLY QUIZZES AND UNIT TESTS	25%
FINAL EXAMINATION	25%
RECORDINGS /PRESENTATIONS	10%

All due dates will be announced in class and on Canves Carmen.

Academic integrity and collaboration: **Your written assignments, including homework, quizzes and tests, should be your own original work.**

Late Assignments

Homework will be assigned daily and will be due before the start time of the following class. Late submission will grant you up to 50% of the points, if you submit within 24 hours from the due date. Any submission later than that will be corrected but will count as non-submission for grading purposes.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method: If** you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Assignments:** Will be posted daily under the assignments **page** in CarmenCanvas
- **Grading and feedback:** For large weekly assignments or quizzes, you can generally expect feedback within **seven days**.

Grading Scale

93–100: A	80–82.9: B-	67–69.9: D+
90–92.9: A-	77–79.9: C+	60–66.9: D
87–89.9: B+	73–76.9: C	Below 60: E
83–86.9: B	70–72.9: C-	

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Other Course Policies
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 learnijng 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.

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Academic Integrity Policy

See [Descriptions of Major Course Assignments](#)for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with 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 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](#)(go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](#)(go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](#)(go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website(suicidepreventionlifeline.org)or by calling 1-800-273-8255(TALK).The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

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Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: **slds@osu.edu**; 614-292-3307; **slds.osu.edu**; 098 Baker Hall, 113 W. 12th Avenue**.**

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility(go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Schedule

Homework will be assigned and posted daily on Carmen and will correspond with the daily lessons. The homework assignment will be taken from the course book 'Brandeis Modern Hebrew', and from the course booklet. Weekly quizzes will be based on the material learned each week. Study guides and practice quizzes for the weekly quizzes are included in the course booklet.

Refer to the CarmenCanvas course for up-to-date due dates.

Tentative Syllabus:
Week 1: Learning reading and writing the Hebrew Alphabet print and cursive.

Song: שלום_____, מה שלומך?
שיר האותיות https://www.youtube.com/watch?v=f7wWU7lzN3Q

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אתר האוניברסיטה העברית   http://hebrewverb.hul.huji.ac.il/steps/index.htm

Week 2: Learning the Alphabet reading and writing.
http://www.migdalor.biz/55835/%D7%94%D7%94%D7%9E%D7%A0%D7%95%D7%9
F----%D7%94-התקוה94%D7%AA%D7%A7%D7%95%D7%95%D7%94

Week 3: Brandeis Modern Hebrew: Unit 1, pages 3-16.
name, your name (declination), singular pronouns, question words: נעים מאוד , מי, מה

Week 4: Brandeis Modern Hebrew Unit 1, pages 16-33.
האלף- בית העברי, ו' החיבור ,?שלומך מורה, מורה, אני מ...מאין, גר/גרה, מה
Teacher (s,m/s,f), I'm from… (pronoun +from), where… from? (From where?) live
(s,m/s,f), How are you?+variations +potential answers, notes on the Hebrew Alphabet,
Conjunctive Vav

Week 5: Brandeis Modern Hebrew: Unit 1, Unit 2, pages 34-51.
גימטריה, מילים לועזיות
Foreign words, the numeric value of the Hebrew Alphabet, using a dictionary

Week 6: Brandeis Modern Hebrew: Unit 2, pages 52- 64.
זה, זאת, אלה, שמות עצם וגוף ביחיד וברבים, הווה (פעל), מקצועות לימוד, מדבר, ב..., הפועל,
השורש, קורא, כותב
This (s,m/s,f), these (p,m/p,f), pronouns and nouns (s/p), Paal verb form, subjects of
study, speak, read, write.

Week 7: Brandeis Modern Hebrew: Unit 2, pages 65-75.
יודע, מה בכיתה, שמות עצם ביחיד וברבים, את
definite direct object marker, know, in the classroom, nouns (s/p)

Week 8: Brandeis Modern Hebrew: Unit 2, pages 77-87.
בכיתה, מספרים 10-1, שמות תואר, נטית שמות תואר, איזה- איזו-אילו אופיינים על, מבעים
In/on, common classroom expressions, numbers 1-10, adjectives, which

Week 9: Brandeis Modern Hebrew Unit 2, pages 88-95.
הווה – הזאת- האלה, ל"ה -אין,הזה /יש,
There is/ there isn't, this (sm/sf), these, Lamed- Hei verb form- present tense.

Week 10: Brandeis Modern Hebrew Unit 2, pages 99-107.
Enrichment, vowel reduction
התקצרות התנועה, סיכום והעשרה

Week 11: Brandeis Modern Hebrew Unit 3, pages 114-125.
בית, מפה, חדרים בבית, רהיטים בבית, הולך ל..., הולך ברגל/ נוסע

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House, rooms in the house, map, going to, walking, driving

Week 12: Brandeis Modern Hebrew, Unit 3, pages 126-136.

מ.../ מה...., יש ל.../ אין ל..., יש לי/ אין לי

From/ from the… (noun/ pronoun) has/ (noun/ pronoun) doesn't have, I have/ I don't have

Week 13: Brandeis Modern Hebrew, Unit 3, pages 137-145.

מספרים 10-1000, ?עולה של, שלי, שלך..., את, כמה זה

Of (mine, yours), preposition:" Et", how much does it cost, numbers 10-1000

Week 14: Review.

The Ohio State University
Course Syllabus -Hebrew 1101

Instructor: Galit Golan
Office Hours: - Daily, by appointment.
Office: 380 Hagerty Hall
Email: Golan.11@osu.edu
Mailbox: NELC office, 300 Hagerty Hall

Course Description:

Developing the ability to use Hebrew functionally and communicatively in context; intensive oral interaction with instructor and fellow students; the basics of writing and reading. 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.

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. Master the Hebrew alphabet and sound system. Be able to distinguish and pronounce all Hebrew sounds and write accurately from dictation.
2. Initial social interactions, ask for basic information and basic directions, introduce oneself and others, and be aware of basic cultural aspects of social interaction in Israel.
3. Be able to talk about oneself, one's education and family with native speakers. Write simple paragraphs about oneself and others.
4. Fill in forms with basic information about self and other learners.
5. Comprehend simple written texts on familiar topics.
6. Comprehend simple audio/ video clips on familiar topics.

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.

Text book: *Brandeis Modern Hebrew*. Published by Brandeis University Press.
Recommended online Dictionary: *morfix.co.il*

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 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Disability Services:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: **slds@osu.edu**; 614-292-3307; **slds.osu.edu**; 098 Baker Hall, 113 W. 12th Avenue**.**

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

Homework: Homework will be assigned daily and will be due the following class. Homework will be corrected in class and then submitted to the instructor who will check all assignments.

Quizzes and Tests: There will be five quizzes and five tests. These will be held on alternate Fridays.

Final Examination: TBD

Grade Breakdown: The final grade will be calculated on the following basis:

ATTENDANCE/PARTICIPATION   10%
HOMEWORK AND RECORDINGS   15 %
WEEKLY QUIZZES AND UNIT TESTS 40%
FINAL EXAMINATION   25%
PRESENTATIONS   10%

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 learnijng 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.
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.

Tentative Syllabus:
Week 1: Learning reading and writing the Hebrew Alphabet print and cursive.
Song: שלום_____ , מה שלומך?
שיר האותיות https://www.youtube.com/watch?v=f7wWU7lzN3Q
אתר האוניברסיטה העברית http://hebrewverb.hul.huji.ac.il/steps/index.htm

Week 2: Learning the Alphabet reading and writing.
http://www.migdalor.biz/55835/%D7%94%D7%94%D7%9E%D7%A0%D7%95%D7%9F----
%D7%94%D7%AA%D7%A7%D7%95%D7%95%D7%94- התקוה

Week 3: Brandeis Modern Hebrew: Unit 1, pages 3-16.
name, your name (declination), singular pronouns , question words: נעים מאוד , מי, מה

Week 4: Brandeis Modern Hebrew Unit 1, pages 16-33.
מורה, מורה, אני מ   מאין, גר/גרה, מה שלומך?, האלף- בית העברי, ו' החיבור
Teacher (s,m/s,f), I'm from… (pronoun +from), where… from? (From where?) live (s,m/s,f),
How are you?+variations +potential answers, notes on the Hebrew Alphabet, Conjunctive Vav

Week 5: Brandeis Modern Hebrew: Unit 1, Unit 2, pages 34-51.
מילים לועזיות, גימטריה
Foreign words, The numeric value of the Hebrew Alphabet, using a dictionary

Week 6: Brandeis Modern Hebrew: Unit 2, pages 52- 64.
זה, זאת, אלה, שמות עצם וגוף ביחיד וברבים, הווה)פעל(, מקצועות לימוד, מדבר, ב   , הפועל, השורש, קורא, כותב
This (s,m/s,f), these (p,m/p,f), pronouns and nouns (s/p), Paal verb form, subjects of study, speak, read, write.

Week 7: Brandeis Modern Hebrew: Unit 2, pages 65-75.
יודע, מה בכיתה, שמות עצם ביחיד וברבים, את
definite direct object marker, know, in the classroom, nouns (s/p)

Week 8: Brandeis Modern Hebrew: Unit 2, pages 77-87.
על, מבעים אופיינים בכיתה, מספרים 1-11, שמות תואר, נטית שמות תואר, איזה, איזו-אילו
In/on, common classroom expressions, numbers 1-10, adjectives, which

Week 9: Brandeis Modern Hebrew Unit 2, pages 88-95.

יש/ אין,הזה- הזאת- האלֹה, ל"ה – הווה,

There is/ there isn't, this (sm/sf), these, Lamed- Hei verb form- present tense.

Week 10: Brandeis Modern Hebrew Unit 2, pages 99-107.
Enrichment , vowel reduction

התקצרות התנועה, סיכום והעשרה

Week 11: Brandeis Modern Hebrew Unit 3, pages 114-125.

בית, מפה, חדרים בבית, רהיטים בבית, הולך ל...,הולך ברגל/ נוסע

House, rooms in the house, map, going to, walking, driving

Week 12: Brandeis Modern Hebrew, Unit 3, pages 126-136.

מ.../ מה...., יש ל.../ אין ל..., יש לי/ אין לי

From/ from the… (noun/ pronoun) has/ (noun/ pronoun) doesn't have, I have/ I don't have

Week 13: Brandeis Modern Hebrew, Unit 3, pages 137-145.

של, שלי, שלך...., את, כמה זה עולה?, מספרים 11-1111

Of (mine, yours), preposition :"Et", how much does it cost, numbers 10-1000

Week 14: Review.

How to do well in this class:

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 the new vocabulary in sentences.

2. Study out loud. The only way to train your brain and your mouth to speak 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 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.

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Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hebrew 1101
Instructor: Galit Golan
Summary: Elementary Hebrew

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• CarmenZoom • Synchronous lectures • Daily conversations.
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
- Date reviewed:12/7/20
- Reviewed by: Ian Anderson

Notes: Add dates to the weekly course schedule. Canvas is at one point misspelled as Canves, please correct.

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.