Term Information

Effective Term   Autumn 2022

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	1102.01
Course Title	Elementary Hebrew II
Transcript Abbreviation	Elem Hebrew 2
Course Description	Reading of passages from various periods of Hebrew literature; review of salient points of elementary grammar & introduction to elements of classical Hebrew. Not open to native speakers of this language through regular course enrollment or EM credit.
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1101, or permission of instructor.
Exclusions	
Previous Value	Not open to students with 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; World Languages

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 of passages from various periods of Hebrew literatures
	• Beginning modern Israeli Hebrew writing about the passages read
	• Beginning modern Israeli Hebrew conversations
	• Beginning modern Israeli Hebrew comprehension of cultural influences
	• Beginning modern Israeli Hebrew vocalization
Sought Concurrence	No
Previous Value	

Attachments

- Hebrew 1102 - Classroom Syllabus.pdf: Classroom Syllabus

  (Syllabus. Owner: Smith,Jeremie S)

- ASC Online Course Technical Review - Hebrew 1102.docx: ASC Technical Review Checklist

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

- Online Syllabus -Hebrew 1102- Spring 2021.docx: Online Syllabus

  (Syllabus. Owner: Smith,Jeremie S)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	05/28/2021 12:33 PM	Submitted for Approval
Approved	Levi,Scott Cameron	05/28/2021 12:50 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	07/23/2021 05:35 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal	07/23/2021 05:35 PM	ASCCAO Approval

Hebrew 1102- Elementary Hebrew 2

Course Information

- **Course times:** Tue, Wed, Thur, Fri

- **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:**

  o My preferred method of communication for questions is **email.**

  o 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.

  o Homework will be posted under assignment in the course page on CarmenCanvas.

Course Description

This course will continue to develop students' ability to use Modern Hebrew functionally and communicatively in context. It will involve intensive oral interaction with the instructor and fellow students and continue to improve on language skills including reading, writing, speaking and listening.

Specific Course Objectives:

1. Initial social interactions, ask for basic information, introduce oneself and others, and basic directions, and be aware of basic cultural aspects of social interaction in Israel.

   2. Be able to talk about oneself, one's education, one's family and friends with native speakers.

3. Write simple paragraphs about one self and others and about learned Hebrew texts.

4. Fill in forms with basic information about self and other learners;

5. Comprehend simple written texts on familiar topics; Answer questions both orally and in writing regarding the texts.

6. Comprehend simple audio/ video clips on familiar topics; Answer questions regarding the texts both orally and in writing.

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.

Learning Outcomes:

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

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

2. Demonstrate knowledge about the cultural manifestations of the peoples who speak the language they are studying.

3. 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.

How This Online Course Works

Mode of delivery: This course is 100% online. There are 4 required sessions when you must be logged in to Zoom at a scheduled time. (Tue, Wed, Thur, Fri from 10:20 a.m.-11:15 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 6 hours of homework (posted daily on CarmenCanvas) ,and successful completion of unit tests and final exam, to receive a grade in this course.

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 to 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*

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, and 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.

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.

Grading and Faculty Response

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

Attendance/participation	20%
Homework Assignments	20 %
Weekly quizzes and unit tests	25%
Final Examination	25%
recordings /Presentations	10%

All due dates will be announced in class and on CarmenCanvas.

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

Other Course Policies

How to do well in this class:

This class is a group effort!

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.

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.

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.

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.

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 you 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 learning 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.

Language is context. The communicative approach to language learning encourages 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.

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.

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)(go.osu.edu/coam)

- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions)(go.osu.edu/ten-suggestions)

- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules)(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.

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) (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) (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.

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: Review of units 1,2,3.

Week 2: Food, must, need, have to   meals, Unit 4 P. 162-171

Week 3: the classrooms, Nouns, singular and plural. Unit 4 "Give me", eating out,

Pa'al regular, Ayin Vav Ayin Yud,- Lamed Hay- infinitive, can/able to . Unit 4 .P.172-186

Week 4: Situations, Ayin Vav, Ayin Yud, Lamed Hay, Infinite, Unit 4 P. 192-199

Week 5: I was born in…, age, How old is you, common expressions in the family,

Unit 5,I P. 204-215

Week 6: Pronominal possessive declension, singular. Pa'al, regular, past, Unit 5 P. 216-226.

Week 7: Ayin Vav and Ayin Yud, Past tense Unit 5, P. 227- 239

Week 8: Review of unit 5. Unit 5, P. 240-246

Week 9: Days of the week, The Jewish calendar, The Hebrew months Unit 6 P. 246-251

Week 10: Before, after, afterwards, time, when Unit 6, P. 253-262

Week 11: Early, late, The verb "to sleep", Pa'al Lamed hay past tense. The verb "to be"

past tense. Unit 6, P. 263-277

Week 12: Weather and seasons, summer clothes, review of semester Unit 6-7 P. 278-288

Week 13: Pa'al regular, future tense time expressions, future. Unit 7 P. 289-306

Week 14: Pa'al Lamed Hay, future tense, Unit 7 P.307-319

Week 15: P Unit 7 P. 320-326, review

Course Syllabus -Hebrew 1102

Tuesday-Friday

Instructor: Galit Golan

Office Hours: Tue- Fri. 11:30-12:15

Office: 380 Hagerty Hall

Email: Golan.11@osu.edu

Mailbox: NELC office, 300 Hagerty Hall

Description:

This course will continue to develop students' ability to use Modern Hebrew functionally and communicatively in context. It will involve intensive oral interaction with the instructor and fellow students and focus on basic language skills including writing, reading, speaking and listening.

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.

This course fulfills a General Education requirement in foreign language.

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. Initial social interactions, ask for basic information, introduce oneself and others, and basic directions, and be aware of basic cultural aspects of social interaction in Israel.
2. Be able to talk about oneself, one's education, one's family and friends, and place of with native speakers.
3. Write simple paragraphs about one self and others and about learned Hebrew texts.
4. Fill in forms with basic information about self and other learners;
5. Comprehend simple written texts on familiar topics; Answer questions both orally and in writing regarding the texts.
6. Comprehend simple audio/ video clips on familiar topics; Answer questions regarding the texts both orally and in writing.

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.

Textbook:

Brandeis Modern Hebrew. Brandeis University Press, 2005.

Recommended Dictionary:

The New Bantam –Megiddo Hebrew and English 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 alleges academic misconduct to the committee (Faculty Rule 3335-3-487). For additional information, see the Code of Conduct

http:/studentaffairs.osu.edu/info_for_students/cse.asp).

Disability Services:

Students with disabilities that have been certified by the office for disabilities will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue;

Telephone 292-3307, TDD 292-0901;

http://www.ods.ohio-state.edu (Links to an external site.)

Class Policies:

Absences: To do well in this class, you need to be present and awake. Since things do come up (illness, family issues, other commitments), you may be absent two times without penalty. After those two absences, each addition unexcused absence will lower your overall grade, up to 5% per unexcused absence. This could potentially have a major effect on your grade – in fact, you could fail the class for missing too many classes.

- After 2 absences, please let me know by **email** if you need to miss class, preferably ahead of time. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. I will decide if the grade penalty (up to 5% per absence) that will apply.
- 3 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or any other class activity, will be treated like late arrival/early departure, which means the 3-4 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including lectures, homework, discussions, assignments, films and video clips. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

- You can retake two quizzes, in which you scored less then %80. You must take them within a week from the day that the grades were posted, or that the quizzes were handed back.
- If you came to class without homework, you can show your homework to me on the next day only, for %50 credit.
- Homework that was not submitted on time due to unexcused absence, will be checked if submitted, but will not grant you any credit.

In Class: Please do not read newspapers, email, websites, text messages, etc. during class. If I believe that you are using a computer for reasons other than taking notes or referring to course information, I will restrict your use of computers in class. Please put phones away – if I see you using your phone during class, I will ask you to leave.

Class Cancellations: If an emergency arises and I need to cancel class, I will send an email to the class, and ask that a sign be posted on the door. Please try to check your email before class in case anything comes up, especially if the weather is bad.

Contact Me: Please come talk to me over the course of the quarter if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk.

For quick questions or concerns, please email to golan.11@osu.edu. Also, don't hesitate to email me if you face problems completing your homework assignments. I will do my best to respond within 24 hours.

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Student Responsibilities:

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

Tentative Syllabus:

Week 1: Review of units 1,2,3.   <u>Simple conversation:</u>

מה אתה?לומד, לומד? איפה אתה גר? מאין אתה?, מה שלומך? מה שמך? שלום,מה עושה?

Conversation practice: http://hebrewverb.hul.huji.ac.il/steps/run.htm (Links to an external site.)
Hebrew greeting video:[Cool Hebrew Greetings - דרישת שלום בעברית](#) (Links to an

external site.)
Song: שיר המספרים

[שיר המספרים - שיר ילדים - שירי ערוץ בייבי (Links to an external site.)](#)

[סופרים מספרים לפעוטות (Links to an external site.)](#)

Song: שיר הצבעים   [כך נולד הצבע - שירי ילדות אהובים - הופ! שירי ילדות ישראלית (Links to an](#)

external site.)

‎שיר צבעים נוסף, קל   [שיר הצבעים לפעוטות](#) (Links to an external site.) ‎יותר

Week 2: Food, must, need, have to   meals, Unit 4 P. 162-171

Fruit and veggie online review http://www.my-hebrew-dictionary.com/fruit-video.htm

Song:‎סלט פירות https://www.youtube.com/watch?v=odC3ktTl0x0&list=PL81C418DC6AF4583D&index=8&feature=plpp_video

Week 3: the classrooms, Nouns, singular and plural. Unit 4 "Give me", eating out,
Song: ‎גברת עם סלים[גברת עם סלים - שיר ילדים - הופ! שירי ילדות ישראלית](#) (Links to an external

site.)

Pa'al regular, Ayin Vav Ayin Yud,- Lamed Hay- infinitive, can/able to . Unit 4 .P.172-186

Song: ‎(לשם פועל [אני רוצה גם - יהודה פוליקר](#)(גם אני רוצה (Links to an external site.)

Week 4: Situations, Ayin Vav, Ayin Yud, Lamed Hay, Infinite, Unit 4 P. 192-199
Song:- ‎דפנה דקל שיר הפלאפל[דפנה דקל-שיר הפלאפל](#) (Links to an external site.)

‎שיר הפלאפל – מלא- ניסים גרמהhttps://www.youtube.com/watch?v=uJjTYetpJlc (Links

to an external site.)

Week 5: I was born in…, age, how old are you, common expressions in the family,

Unit 5 P. 204-215

Song:[המשפחה שלי - שיר ילדים - הופ! שירי ילדות ישראלית](Links to an external

site.)

Week 6: Pronominal possessive declension, singular. Pa'al, regular, past, Unit 5 P. 216-226.

Week 7: Ayin Vav and Ayin Yud, Past tense Unit 5, P. 227- 239

Week 8: Review of unit 5. Unit 5, P. 240-246

Week 9: Days of the week, The Jewish calendar, The Hebrew months Unit 6 P. 246-251
Song: חודשי השנה [http://www.zemereshet.co.il/song.asp?id=4396 (Links to an external site.)](http://www.zemereshet.co.il/song.asp?id=4396)

Week 10: Before, after, afterwards, time, when Unit 6, P. 253-262, What's the time?

Clock song: https://www.youtube.com/watch?v=33yQ6GU5exg

Week 11: Early, late, The verb "to sleep", Pa'al Lamed hay past tense.

Unit 6, P. 263-272

Week 12: The verb "to be" past tense. זמן עבר- ע"ו, ל"ה ושלמים – review. P. 272-280

[(רחל נפרסטק - שירים ללימוד עברית - נטיית להיות (סקיצה](Links to an external site.)

שיר: היה, היתה
Song: [דורי בן זאב - מה אתה רוצה להיות שתהיה גדול](Links to) מה אתה רוצה להיות כשתהיה גדול

an external site.)

Rooms at home

Week 13: Clothing items, buying clothes.

Song: מי יודע מדוע ולמה לובשת הזברה פיג'מה מי יודע מדוע ולמה - מיקי קם (Links to an

▷

external site.)

Week 14: Review for final exam (grammar, vocabulary and sentence structure learned during this course)

Week 15: Review for final exam- continue exam (grammar, vocabulary and sentence structure learned during this course)

Grade Breakdown:

Attendance/participation	10%
HOMEWORK AND recordings	15 %
Weekly quizzes and unit tests	40%
Final Exams	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.

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.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hebrew 1102
Instructor: Galit Golan
Summary: Elementary Turkish II

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			• Synchronous lectures. • Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3rd party 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 ASC 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			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 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: 5/26/21
- Reviewed by: Ian Anderson

Notes: This doesn't appear to be in the 2021 version of the ASC DL template. It should be placed in that. Dates need to be added to the weekly breakdown.

[a]The following statement about disability services (recommended 16 point font):
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; 098 Baker Hall, 113 W. 12th Avenue.

[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

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. https://contactbuckeyelink.osu.edu/