Course number: Hebr 112
Course name: Intermediate Hebrew
Prerequisite: Hebr 111
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Course content:

<table>
<thead>
<tr>
<th>Week # Date</th>
<th>Activity</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Conversation Practice Skype</td>
<td>Assignment #1 1. Write a two or three paragraph journal entry using vocabulary words you've learned in Hebrew 111. Choose one of the following topics: You just met somebody new this week. Give as many details you can about him/her. 2. You are joining a painting class. Tell the group about yourself. 3. Watch this short video and translate the dialog you hear to English. There are a few new vocabulary words. Write them down and find the meaning in the dictionary.</td>
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<td>Learn all new vocabulary words</td>
<td>CD ROM pp. 94, 94b, 95, 101-103</td>
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<td>Week 2 2 Skype hours to be announced for Hebrew conversations.</td>
<td>Unit 3: Culture: Living Environment in Israel: house, map of Tel-Aviv, Rooms in the house, The first day in the apartment, home furniture. BMH pp: 114-121</td>
<td>Hebrew Typing lesson at: <a href="http://sense-lang.org/typing/tutor/lessons.php?lang=HE&amp;lesson=2">http://sense-lang.org/typing/tutor/lessons.php?lang=HE&amp;lesson=2</a> once you can type this lesson at 20 wpm with 80% accuracy take a screenshot of the results page and submit it to the weekly assignment folder by</td>
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<tr>
<td>Quiz #1: Listening Comprehension</td>
<td>Assignment #2: Write 2 paragraphs of 8-10 sentences describing your living environment: Include rooms, furniture and nearby places. Make sure to use the verbs, adjectives and prepositions you just learned in this chapter. BMH p: 117 in your text can be used as a guide. The assignment is due by Sunday at 5:00pm.</td>
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<tr>
<td>Assignment #3: Choose one activity: 1. You have found a potential roommate and a potential apartment for next year. Tell about the apartment using all the questions on page 126. 2. Record yourself reading the poem “Potted Flowers” and answer questions 1-2 on p.130 in writing. In addition, write down the poem in Hebrew and the translation.</td>
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**Quiz #1: Listening Comprehension**

**Assignment #2:** Write 2 paragraphs of 8-10 sentences describing your living environment: Include rooms, furniture and nearby places. Make sure to use the verbs, adjectives and prepositions you just learned in this chapter. BMH p: 117 in your text can be used as a guide. The assignment is due by Sunday at 5:00pm.

**Skype Conversation**

Learn all new vocabulary words/grammar. Complete all the exercises in this week’s pages.

**Assignment #3:** Choose one activity:

1. You have found a potential roommate and a potential apartment for next year. Tell about the apartment using all the questions on page 126.
2. Record yourself reading the poem “Potted Flowers” and answer questions 1-2 on p.130 in writing. In addition, write down the poem in Hebrew and the translation.

**Week 3**

Poem: “Potted Flowers” by Haiim Nahman Bialik

BMH pp: Structure and Grammar: Prepositions: to/to the, from/from the

122-130

**Week 4**

BMH pp: 131-145 Have/Have not

<table>
<thead>
<tr>
<th>I have/ I have not Dorms</th>
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<tr>
<td>n “The” -143</td>
</tr>
<tr>
<td>How much does it cost?</td>
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</table>

**Assignment #3:** Choose one activity:

1. You have found a potential roommate and a potential apartment for next year. Tell about the apartment using all the questions on page 126.
2. Record yourself reading the poem “Potted Flowers” and answer questions 1-2 on p.130 in writing. In addition, write down the poem in Hebrew and the translation.

CD-ROM pp: 122-132

**Hebrew Typing lesson at:**


Once you can type this lesson at 20 wpm with 80% accuracy take a screenshot of the results page and submit it to the weekly assignment folder by Sunday at 5:00pm.

Please complete all the exercises in this week’s pages.
<table>
<thead>
<tr>
<th><strong>Assignment #4</strong></th>
<th><strong>Assignment #5.</strong> Choose one of the following:</th>
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<td>Choose one of the following options:</td>
<td>1. BMH p:153 exercise Beit (2 paragraphs)</td>
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<td>1. Create a music video sing the song “We Have a Billy Goat” to the tune of a song of your choice or the use the original tune. Be sure to act out the description of the goat as you sing. Be creative! Also, write down the song in script and translate it to English.</td>
<td>2. BMH p 155: exercise at the bottom</td>
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<td>2. Create a dialog between a store seller and a buyer. Use the verb, <strong>עולה</strong>, page 144. One page long.</td>
<td>3. Find more information about Louis Brandeis, Achad Ha-am or any other famous Jewish person (author, celebrity, sports figure, etc.) Write 2 paragraphs in Hebrew of 8-10 sentences each describing your findings.</td>
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</table>

**Culture:** Song: “We Have a Billy Goat”  
**Places of Interest:** Daliat el Carmel and the Druze.

**Skype Conversation CD-ROM pp:** 133-145

**Week 5**  
BMH pp:146-155

**Hebrew Typing lesson at:** http://sense-lang.org/typing/tutor/lessons.php?lang=HE&lesson=5 once you can type this lesson at 20 wpm with 80% accuracy take a screenshot of the results page and submit it to the weekly assignment folder by Sunday at 5:00pm.

**Numbers 10-1000**  
Verbs irregular present tense: יָשָׁה Review and Enrichment: Biographies: Ahad Ha-am, Louis Dembitz Brandeis.
| Week 6 | BMH 162-171  
Unit 4: Food  
At the Grocery Store: fruits/vegetables/receipt  
Need/must/have to Meals/Tasty or healthy Restaurants | Hebrew Typing lesson at:  
http://sense-lang.org/typing/tutor/lessons.php?lang=HE&lesson=6 once you can type this lesson at 20 wpm with 80% accuracy take a screenshot of the results page and submit it to the weekly assignment folder by Sunday at 5:00pm. |
|---|---|
| Week 7 | BMH pp: 172-181  
Eating out:  
Give me, let me have Snack bar kiosk- Pitsutsia.  
Infinitive Pa’al י-ו  
Infinitive Pa’al- ל/ו  
Infinitive/Regular Pa’al | Hebrew Typing lesson at:  
http://sense-lang.org/typing/tutor/lessons.php?lang=HE&lesson=7 once you can type this lesson at 20 wpm with 80% accuracy take a screenshot of the results page and submit it to the weekly assignment folder by |
| Week 8 | Review and Enrichment:  
Story: The First Day in the Kibbutz.  
BMH pp. 183-194  
Culture – Song: 197 by The Lady With Shopping Bags by Aric Einshtein - link to the song: [http://www.youtube.com/watch?v=sAoB2rf9nLE](http://www.youtube.com/watch?v=sAoB2rf9nLE) | CD-ROM pp: 172-182  
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<tr>
<td>Skype Conversation</td>
<td>Assignment #8: Hebrew Find information about the Kibbutz life in Israel in the past when it was first created and today. Use the dictionary when needed. Write a one page hand-written report of your findings. Scan your paper and submit as an attachment in the Week 5 Assignments folder.</td>
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</table>
| Week 9 | Unit 5:  
The family, Life cycle (birthdays, childbirth, weddings)  
Age: How old are you?  
Story: The Wondering Jew  
Family Tree  
BMH pp. 204-216 I was born in…  
[http://sense-lang.org/typing/tutor/lessons.php?lang=HE&lesson=11](http://sense-lang.org/typing/tutor/lessons.php?lang=HE&lesson=11) once you can type this lesson at 20 wpm with 80% accuracy take a screenshot of the results page and submit it to the weekly assignment folder by Sunday at 5:00pm. |
Choose a member of your family and write about him/her. Include details such as: where they were born, when they were born, what they were like, what they liked to do. Share an interesting or funny story about this person that comes to mind when you think about them.

Scan and submit the answers to BMH exercises: 205, 207-209, 213-215

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<th>Week 10</th>
<th>BMH pp: 217-230</th>
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<th>Assignment #10:</th>
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<td>1. Describe a wedding that you have attended or experienced and compare it to a typical Israeli wedding. Research is encouraged. Submit a report of at least 2-3 paragraphs of 8-10 sentences each to the weekly assignment folder. Refer to page 231 for more information. 2. The first Sabra: BMH 233. Read the story. Rewrite it in your own words in Hebrew. Write down the verbs in past tense and rewrite them in present tense. Answer question number 2 on the above page.</td>
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**Final Test** Scan and submit the answers to BMH
Course Description:
Pronunciation, grammar, reading, writing, listening comprehension, speaking, conversation. Designed specifically for students with no prior training in Hebrew. Native and/or bilingual speakers of Hebrew will not receive credit for Hebr 111, Hebr 112, Hebr 113

Outcomes:
- Touch type in Hebrew using an interactive computer program.
- Converse in the following topics: Tell about your living environment, list rooms, furniture, nearby places, daily schedule activities, ordering in a restaurant, family and family history, and shop in different stores.
- Write short compositions and present oral presentations.
- Demonstrate knowledge of basic aspects of Israeli and Hebrew culture and society, including idiomatic expressions, national food, slang, films, songs, holidays, etc.
- Identify and demonstrate ability to utilize the following parts of speech: nouns, pronouns, adjectives, regular and irregular verbs, adverbs, prepositions, infinitives, possessives.
- Speak in the present and past tense.

Learning Resources:
- ALPHABET STICKERS TO PUT ON THE KEYBOARD. Davka corporation-stickers-
http://www.davka.com/cgi-bin/product.cgi?product=17

Grades:
- 15% Completion of homework scans in week 9 and 10/ 5 Ungraded Skype Conversations, (bonus point for each additional), touch type in Hebrew.
- 20% Weekly assignments
- 20% Quizzes (oral and written)
- 20% Midterm
- 25% Final exam
Blackboard:
- This course will be delivered via Blackboard, your online learning community, where you will access learning materials and the course syllabus; discuss issues; submit assignments.
- Audio equipment: Speakers and a microphone for listening and oral practice activities.
- Other: Skype, access to scanner for homework/tests submission.

Exams:
Each unit will conclude with a brief quiz – either a vocabulary quiz or otherwise announced. There will be a mid-term and a final exam, both exams according to the college schedule. Exams will be offered online and might include both listening and text components. Directions will be given as to how to access exams.

Online Exercises:
Many online exercises will be accessed through the OSU Blackboard platform. Online exercises will introduce the concepts that will lead to students’ development of proficiency. New vocabulary and grammar constructions will be brought in for students to familiarize themselves and interact with. Students will also be exposed to reading, audio, and video selections that in most cases require written or (recorded) spoken responses.

Oral Assignments:
Students will listen to audio files and be prompted to speak, either responding to questions or giving short narrative utterances. Students will record their voice and create audio files of their speech which are then submitted for evaluation by Sunday at 5:00pm pacific time.

Grading Scale:
A (94%-100%), A- (90%-93%), B+ (87%-89%), B (84%-86%), B- (80%-83%), C+ (77%-79%), C (74%-76%), C- (70%-73%), D+ (67%-69%), D (64%-66%), D- (60%-63%), F (0-59%)

Statement Regarding Students with Disabilities:
"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."

Link to Statement of Expectations for Student Conduct, i.e., cheating policies http://oregonstate.edu/admin/stucon/achon.htm