Course number: Hebr 212  
Course name: Second Year Hebrew II  
Prerequisite: Hebr 211  
This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Instructor Name: Yael Beged-Dov  
Skype: yael97330  
Email: begeddy@onid.orst.edu  
Office hours to be determined at the beginning of the term

Course Description:
Continued development of basic language skills, pronunciation, and vocabulary acquisition; introduction to extensive reading. Native and/or bilingual speakers of Hebrew will not receive credit for Hebr 211, 212, 213.

Student Outcome:

- Write longer compositions and present recorded oral presentations.
- Demonstrate knowledge of basic aspects of Israeli and Hebrew culture and society, including idiomatic expressions, Jewish history, places of interest, slang, films, songs and stories.
- Identify and demonstrate ability to utilize the following parts of speech: nouns, pronouns, adjectives, causative verbs, construct form, prepositions with pronominal suffixes, temporal clauses, and conditionals.
- Speak in the present, past and future tense, imperative and focus on developing oral fluency, listening skills, reading comprehension and writing ability at second year level.
- Communicate in Hebrew through email, phone, Skype, letters, thank-you notes, and journals.

Required Textbooks:

- Hebrew from Scratch, part II. By Shlomit Hayat, Sara Israeli, Hilla kobliner,(authors), 2001, Academon Publishing.

Optional Textbooks and Websites:

- Brandeis Modern Hebrew (Hebrew Edition) by Vardit Ringvald (Author), et al. 2005 by Brandeis University Press
- Movie website: Netflix Subscription
- Dictionary website: Morfix
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<tr>
<th>Week #</th>
<th>Weekly Assignments</th>
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| **Week 1:**<br>Grammatical Topics:  
  - Review | **Reading Responses:**<br>Page 2: Beginning of the year in the Jewish tradition/Jewish calendars. Question Bet.  
**Exercises:** 1. Self assessment: Review Page 5-13  
Scan and submit your answers.  
**Discussion Board:** self introduction: Ideal way to start your day/year.(In Hebrew)  
**Bi-Weekly Journal:** State Hebrew date, day of the week/write about any subject/activity/topic you came across this week. Include your reflection in your writing. Minimum of 2 paragraphs. |
| **Week 2:**<br>Grammatical Topics:  
  - Past Tense  
  - To have/ past tense and present tense.  
  - Habitual Action | **Reading Responses:**<br>1. Page 16: Listen to passage 3  
2. Record your answer to exercise 3 “Did he see her on the street? What did he say?”  
**Exercises:** Page 19: exercise 8, pp.20-21 |
| **Week 3**<br>Grammatical Topics:  
  - Part of speech.  
  - Nominal sentence in the future | **Exercises:** Listen to the audio cd before reading the dialogue about poems: Page 34. Part of speech/Dictionary use.  
**Reading Responses:** The use of paper in the future. Listen to the recording before reading text 9, page 47.  
List 20 nouns from the passage and provide their translations/answer the comprehension question.  
**Discussion Board /Music:** “Yihyeh Tov”  
Popular Israeli songs: David Broza, Arik Einstein Naomi Shemer. With the use of the word Yihye. lyrics-concentration on different parts of the sentence  
**Bi-Weekly Journal**  
**Quiz 1** |
<table>
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<th>Week 4</th>
<th>Grammatical Topics:</th>
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<tr>
<td></td>
<td>• Etsel + preposition</td>
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<td></td>
<td>• Possessive (have) sentence-Future.</td>
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| Movie: “Wisdom of the Pretzel” |
| History: Tel Aviv as Israel’s secular culture capital |
| Culture: The culture of young Israelis today |

**Weekly Exercises** Hebrew from Scratch 50-56

**Reading Responses:** Page 104: monologues about movies

**Movie Discussion Board:** Movie Review and discussion.

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<th>Week 5</th>
<th>Grammatical Topics:</th>
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<td>• Relative clause</td>
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**Reading Responses:** After life in Judaism Listening compression: submit answers to bet, hey, vav. (What other stories about Heaven and Hell (in Judaism and other religions) do you know? Write a one page word document

**Exercises**
1. /exercices
   3. Reading comprehension:
      Thank you letters.

**Bi-Weekly Journal**

**Midterm**

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<th>Week 6</th>
<th>Grammatical Topics:</th>
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<td>• Causal conjunction and causal clause</td>
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**Reading Responses:**
The city: Tsfat/ page 71/81
Imperative & negative imperative

**The Israeli flag/film.**

Time sequence in newspapers: breaking sentences into two parts.
Page 70.

**Current News private blog:**
www.ynet.co.il –Provide the link to the article and share the Israeli news. Follow the chosen segment for several days.

**Exercises**
Work in pairs: Record a phone conversation in which you are trying to find time to go out with your friend.

**Pages:** 73-77

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<th>Week 7</th>
<th>Grammatical Topics:</th>
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<td>• Complex sentences</td>
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**Reading Responses:** Messiahs in other religions. (92)

**Music Song:** Ani Ve’ata As one of the recommended songs of the week
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<th>Week 8</th>
<th>Grammatical Topics:</th>
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<tr>
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<td>Suffixes of a noun</td>
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<td>in the feminine.</td>
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<td>Preposition “etzel”</td>
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**Exercises** pp:82-84
Bi-Weekly Journal
Quiz 2

**Reading Responses:**
- Literature and ethics :P:103
- Healthy and unhealthy habits. P:96
- The conditional sentence 117-118

**Exercises:**
- Review 100-102
- Page 109-116
go over the new words/expressions

**Music:** Recommended links of the week

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<th>Week 9:</th>
<th>Grammar: Pi’el,</th>
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<td>4 letters roots, comparison</td>
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**Reading Responses:**
- Israelis traveling the world after their military service.
- Travel, Directions
- Writing a postcard/email
- Technology, Internet

**Exercises**
Bi-Weekly Journal
Quiz 3

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<th>Week 10</th>
<th>Temporal (time) clause</th>
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<td>Review particles</td>
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**Exercises**

**Reading Responses:**
- The development of the Hebrew language

**Discussion Board Music:**
- Recommended links of the week

Presentation video with a 750 word document. Topics according to personal interest submitted by week 4.

**Grades:**

- **5%** Five Skype/phone conversations with the instructor and participation through discussion board
- **30%** Reading Responses, Bi-Weekly journals, and Exercises.
- **20%** Quizzes (oral and written).
- **20%** Midterm
- **25%** Final presentation/750 word paper in Hebrew
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. I will notify the class of upcoming quizzes. There will be a short paper presentation instead of a midterm and a final exam, both according to the college schedule. Exams will be offered online and will 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. They’ll also be exposed to reading, audio, and video selections that in most cases require written or (recorded) spoken response from students.

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.

Film:
We will watch one film in this course. The film should be viewed by Friday of the week. You should engage your colleagues on the discussion board throughout the week. You are encouraged to find other good links and sources of information on the web about the topic of the movie.
- Films are protected by copyright, and obtaining the films through unlawful means (i.e. torrent websites) is not permitted by OSU and constitutes a violation of student conduct.

Participation:
Your participation in this course is essential to making it a worthwhile experience for you and for all your classmates. This is why participation counts for a significant part of your grade. The way we will accomplish this is through class discussion. Each of you will be expected to make several contributions to the discussion.

Weekly Assignments:
Weekly assignments, book exercise scans to be submitted by Monday at 11:59pm.

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%)
Academic Dishonesty
At Oregon State University, academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1-a-c as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Academic dishonesty includes:

• CHEATING - use or attempted use of unauthorized materials, information or study aids or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes unauthorized copying or collaboration on a test or assignment or using prohibited materials and texts.

• FABRICATION - falsification or invention of any information (including falsifying research, inventing or exaggerating data and listing incorrect or fictitious references.

• ASSISTING - helping another commit an act of academic dishonesty. This includes paying or bribing someone to acquire a test or assignment, changing someone’s grades or academic records, or taking a test/doing an assignment for someone else (or allowing someone to do these things for you). It is a violation of Oregon state law to create and offer to sell part or all of an education assignment to another person (ORS 165.114).

• TAMPERING - altering or interfering with evaluation instruments and documents.

• PLAGIARISM - representing the word or ideas of another person as one's own OR presenting someone else's words, ideas, artistry or data as one's own. This includes copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project, then submitting it as one's own. Academic dishonesty cases are handled initially by the academic units (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under the rules.

Diversity Statement:
Oregon State University strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious Holiday Statement
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that we can make alternative arrangements.

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."