[**Note to user:** This is a syllabus template that a Hebrew instructor could use to create their own syllabus for their own language course, editing the documents with their own university and course-specific details. The course content of this course was created by the following Hebrew instructors: Adi Raz (University of Michigan), Avital Karpman (University of Maryland), and Renana Schneller (University of Minnesota), as part of the *Less Commonly Taught and Indigenous Languages Partnership*. For more information about the partnership, visit <https://lctlpartnership.celta.msu.edu/>]

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**[Course Number]:  Innovation and Entrepreneurship**

[Department Name]

[Semester, Year]

[Instructor Contact Information](#instructorinfo)

[Course Description](#description)

[Course Objectives](#objectives)

[Format and Platform](#formatandplatform)

[Technology/Materials Requirements and Support](#techandmaterials)

[Communication](#communication)

[Grading](#grading)

[Course Schedule](#schedule)

Instructor Information

* [Instructor Name]
* [Email]
* [Office]
* [Phone]
* [Office Hours]
* [Classroom]

Course Description

This course will discuss the cultural climate in Israel and reasons why such a small country produces so many start-ups. We will examine different startups, technology and ideas that started in Israel and were exported internationally, bought and sold by major companies and Fortune 500 organizations. We will also follow other startups in the world that are modelled after the Israeli start-up.

The course is designed to provide comprehensive additional exposure to intermediate Hebrew students and allow them to move to an advanced-low proficiency level. We will focus on content and task-based learning; that is, authentic materials, real-life communication tasks in digital and face-to-face contexts and linguistic experiences in the field of Israeli innovation.

After exposure to media clips and articles, primary source interviews, business ideas, podcasts and advertising, students will create their own start-up “elevator pitch” and business idea.

[Include information on any prerequisites]

Course Objectives

**A: ACTFL Goals**

The course will follow ACTFL proficiency benchmarks at the Advanced-**Low to Advanced-Mid level**:



**Interpretive Communication:**

Students will be able to follow the main story, understand the underlying message and most supporting details across major time frames in descriptive informational texts

**Interpersonal Communication**

Students will maintain discussions on a wide variety of familiar and unfamiliar concrete topics. They will maintain extended conversations by supporting, reacting to, and comparing opinions across major time frames

**Presentational Communication**

Students will present an argument and deliver detailed presentations and elaborate on a variety of concrete social topics

**B: Course Goals and Learning Objectives**

*At the end of this course, students will be able to do the following:*

1. Demonstrate knowledge of the history of Israeli innovation, cite and describe examples of inventions in fields such as medicine, agriculture and computer technology.
2. Apply what they have learned to communicate effective original business ideas in oral “elevator pitches” and written business ideas.
3. Apply what they have learned to express their opinions about what makes an effective startup and how these models contributed to their original business ideas.
4. Advance to a proficiency level of advanced-low (as per ACTFL proficiency guidelines[[1]](#footnote-2)), particularly in the areas of reading, writing, speaking and listening.

Course Format and Platform

[Add information about the format of the class and any platforms that will be used]

Required Technology and Materials

[Add required technology, materials, and resources for support]

Communication

[Add information about how the instructor will communicate with students and how students can reach the instructor]

Procedures and Requirements

**Attendance and Absences:**

[Add details here]

**Grading:**

**Weekly Assignments: (Quizzes:15%, Discussion, 10%):** Each week students will view a module on [INSERT LMS] that focuses on a particular topic related to Israeli innovation. Students will view a video lecture by the professor, view video clips, read articles or interviews and analyze other sources such as advertisements, social media sites, podcasts or business idea drafts. With this information, students will be required to answer comprehension questions. Answers that do not meet this length requirement will be graded accordingly. Please use correct spelling and grammar. The questions are available Mondays and will close Sunday at 11:59 pm. Please note that two of these “quizzes” will be oral, not written, in a Zoom or Skype meeting with me. In addition, we will have a Discussion section on Flipgrid on which you can be more flexible and creative in how you express your opinion and apply what you know. You will be required to post at least 5 times either posting original ideas or responding to classmates’ posts. Discussion posts will be graded as either complete or incomplete.

**Drafts for Elevator Pitch (10%):** Students will share drafts for peer workshopping, and to the instructor of an original startup idea that they can pitch quickly and succinctly.

**Elevator Pitch (20%):** Students will orally present (via video), a 1-minute “pitch” for an original business idea. This idea will eventually be written and fleshed out in a final business idea.

**PowerPoint Presentation (15%):** Accompanying the final business idea is a PowerPoint presentation to which classmates will respond in written form.

**Written Final Business Idea (30%, including drafts):** Students will develop their oral elevator pitch into a complete business idea. They will describe their original startup idea, include a market analysis, and sales and advertising strategies.

**Academic integrity:**

[Add details of your institution/department here, such as use of online translators, university policy of dishonesty, etc.]

**Disability Support:**

[Add details of your institution here]

**Policies particular to this course:**

[Insert any particular policies here]

**Note**

Add any additional sections here that are common for your institution, e.g.

* Academic accommodations for students who experience sexual misconduct
* Diversity
* Emergency Protocol
* Meeting with the Instructor
* Grade Disputes

Course Schedule

**Important Dates:**

[Add here e.g. for quizzes, midterm, main exam, etc.]

NOTE: Be sure to add any breaks or observed holidays to your version of the course schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **News articles, TV pieces or websites** |
| [Instructor will fill in weeks in this column] | [Instructor will fill in dates in this column] | Introduction:How do startups start? | Shimon Peres introduction - How do startups start?  |
|  |  | Discussion of how one startup started and how the climate in Israel lead to its start | אקזיט לזכרו |
|  |  | Why is Israel filled with startups? | The military leading to creative technological outlets.8200 and startupsCheck Point |
|  |  | Starts up in the bio fields | Jojoba OilKoi fish |
|  |  | Startups in the food industrySelf-reflection: What makes a successful start-up? Can you list and describe start-ups? What ideas do you have for your own idea? | Soda StreamIsraeli CouscousORAL QUIZ and DISCUSSION |
|  |  | How to perform an elevator pitch | Elevator pitch in Hebrew - How to?Start writing the first draft |
|  |  | Medical Startups | First Draft of Elevator Pitch is dueRewalk (“walking wheelchair”)Day Two (Weizmann Institute) |
|  |  | Medical, continuedWhat is a business plan? | TevaGastro pillText: what is a business plan? |
|  |  | Elevator Pitch Week | Present your pitch, give feedback to other people’s presentationsSamples of business plans |
|  |  | Tech and Computer startups | Waze |
|  |  | Tech Startups continuedSelf-reflection: What did you learn about startups? How did this class influence your ideas for your business idea? | Drip IrrigationSolar water heatersDesalinationORAL QUIZ AND DISCUSSIONFirst draft of final business idea is due |
|  |  | Military Startups | Iron Domeelectric fenceSecond draft of final business idea is due |
|  |  | Israeli startup model implemented in the world | IraqIsrael disaster relief |
|  |  | Final business idea presentations | Students give feedback |
|  |  | Final business idea presentations | Students give feedback |

1. General ACTFL guidelines published in 2012 and found at http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012; Hebrew-specific guidelines published in 1998 and found at http://www.brandeis.edu/programs/hebrew/pdfs/hebrewprofguidelinesadobe.pdf). [↑](#footnote-ref-2)