

Persian I - MDES 120 - Section 41500D
Class meets on: MTWTh, 11:00-11:50 am
Class location: VKC 255
Course web: <http://dornsife.usc.edu/persian>

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Course Description & Learning Objectives:

Persian I (MDES 120) is an elementary level course designed to develop your basic Persian language skills in listening, speaking, writing and reading comprehension. There is no prerequisite for this course. The objectives of the course are to help students:

- Learn Persian script and read texts of elementary level difficulty and communicate in Persian on a variety of topics and, therefore, understand spoken Persian in everyday situations and write simple sentences with reasonable accuracy.
- Develop cultural awareness through readings, class discussions and movies.

Students should be able to do novice to intermediate level language functions, introduce themselves, talk about their surroundings and family members, describe places like their apartments, describe physical and personal characteristics of other people, talk about current events, express their feelings and answer simple and some open-ended questions. They should be able to write practical sentences as well.

This course starts the path to the Minor in Iranian Studies. The Minor requires novice students to do two years (4 semesters) of Persian language courses as pre-requisites for advanced Persian. Although, students are able to take the placement exam at any time during the program and skip to the advanced level if eligible. Currently advanced Persian courses (MDES-320 & MDES-350) count towards the Minor. The Minor requires a total of four courses.

Evaluation

The final grade will be calculated according to the following grading breakdown:

Item	Grade %	Notes
Active Participation	10	Full grade for no unexcused absence. Absences are excused only by Dean or Health Center
Homework & Assignment	15	Assignments have been embedded to the textbook. Rubrics have been given in English too.
Class Quizzes	15	Spelling quizzes are held at the end of each module
Mid-Term Exam	30	End of February 2014
Final Exam	30	May 7, 2014 - TBA
Total	100	

Statement on Academic Conduct and Support Systems

Academic Conduct: Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems: A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Attendance Policy

Regular and prompt attendance is mandatory and will be reflected in students' participation grade. Language learning classes are highly interactive with a lot of class activities, assignments, etc. This means that regular attendance and active participation in the class discussions are needed to get the most out of the course. Absent students are responsible for obtaining missing information from instructor or other students.

Policy on Usage of Electronic Devices & Food in Class

All electronic devices including cell phones, smart phones, laptops and etc. should be turned off in class. Please refrain from eating food and drinking soda in class in observation of others.

Textbook

- *Elementary Persian I*, Peyman Nojournian. The textbook will be ordered for you at the book store.
- Web-based A/V instructional materials will be provided to the students by the instructor.

Supplementary Materials

Each textbook module contains lexicon at the end of the unit. However, students are able to install a Web App at the following link to access an online Elementary Learner's Dictionary: <http://m.teachmepersian.com/>

Grading

Persian-I MDES 120) will be graded based on the following scales:

Point	Percent	Letter Grade	Point	Percent	Letter Grade
4.0	93-100 %	A	2.0	73-77.99 %	C
3.7	90-92.99 %	A-	1.7	70-72.99 %	C-
3.3	87-89.99 %	B+	1.3	67-69.99 %	D+
3.0	83-86.99 %	B	1.0	63-66.99 %	D
2.7	80-82.99 %	B-	0.7	60-62.99 %	D-
2.3	77-79.99 %	C+	0.0	Below 60%	F

Persian-I (MDES 120) - Tentative Course Schedule							
Week	Duration	Module	Language Functions & Tasks	Themes	Forms	Cultural component	Assignments & quizzes
1	Jan 13- Jan 17	Module 1 & Module 2	Self-introduction Greet & talk about yourself, your job, age, field of study, etc. Ask & answer simple yes/no questions. Tell time & date, colors, and objects. Say & write numbers (1-20) Writing: Persian phonetic transcription	Self-introduction	Simple present verb (/æst/, & /e/), imperative, two pronouns.	Colloquial vs. formal variations in simple forms.	Module 1 & 2 assignments.
2	Jan 20- Jan 24	Module 3	Self-introduction (extended) Talk about your favorites, friends, and family. Answer open-ended questions. N (20-100) Writing: set7 letters {alef, dâl, re, ze, zhe, vâv,}	Family, work, study	Plural, verb conjugations, Ezafeh, question form.	Movie episode 1. Plural/honorific form.	Module 3 assignment. Spelling quiz1.
3	Jan 27- Jan 31						
4	Feb 03- Feb 07	Module 4	Writing a self-introduction in Persian Write about yourself in Persian alphabet. Answer open-ended questions and ask questions. Writing: connecting letters {be, te, ye, mim, sin, shin, he, nun }	Extended self-introduction	Question form, & imperative. Numbers.	Movie episode 2 & 3. Job interview.	Module 4 assignment. Spelling quiz2.
5	Feb 10- Feb 14						
6	Feb 17- Feb 21	Module 5	Describing current events Describe seasons, talk about the nature, customs and traditions. Introduce your friends and	Current events, appearance, and personality	Present tense. Colloquial vs. formal.	Movie episode 4, 5 & 6. Iranian working	Module 5 assignment. Spelling quiz3.

7	Feb 24- Feb 28		describe their physical and personal characteristics Writing: connecting letters {pe, khe, che, kâf, gâf, lâm}			environment; women vs. men.	
	Mid-term						
8	Mar 03- Mar 07	Module 6	Describing favorites Write your biography; your work, study, life, family and home. What are your favorites? Writing: connecting letters {fe, qâf, jim} and introducing 1st set of redundant phones {he, eyn, qeyn}	Iranian Celebrations: Châhârshanbeh Suri, Nowruz and Yaldâ. Persian dishes.	Colloquial question forms. Honorific forms	Movie episode 7, 8 & 9. Iranian political culture.	Module 6 assignment. Spelling quiz4. Mid-term.
9	Mar 10- Mar 14						
10	Recess						
11	Mar 24- Mar 28						
12	Mar 31- Apr 04						
13	Apr 07- Apr 11	Module 7	Describing daily routines When do you get up? Where do you work? What do you do for living? Write your daily routine. Writing: 2nd set of redundant phones {sâd, zâd, tâ, zâ, se, zâl}. Other diacritics such as [tashdid], [hamzeh] and [tanvin].	Shopping, visa, daily chores.	Writing in paragraph length. Connecting sentences with cohesive connectors	Movie episode 10, 11, and 12. Iranian business culture and current affairs.	Module 7 assignment. Spelling quiz5.
14	Apr 14- Apr 18						
15	Apr 21- Apr 25						
16	Apr 28- May 02						
	May 07	Final					