Course Description & Learning Objectives:
Persian I (IRAN 120/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 will learn basic language functions and tasks including self-introduction, description of places and locations, people, family members, current events, feelings and the ability to ask and answer simple and basic open-ended questions.

The Path to the Minor in Iranian Studies:
This course starts the path to the minor in Iranian Studies. Students are required to do five courses including Persian-IV (MDES 250), Advanced Persian-I (IRAN 320/MDES 320) and Advanced Persian-II (IRAN 350/MDES 350) for the minor. Elementary Persian courses (Persian-I, Persian-II and Persian-III) are all pre-requisite for Persian-IV and Advanced Persian courses. For those with prior study of Persian a placement exam is offered to determine language level. If student proficiency surpasses the third-semester college level, the language faculty should be consulted about a higher level proficiency exam.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade %</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Active Participation</td>
<td>10</td>
<td>Full grade for no unexcused absence. Absences are excused only by Dean or Health Center</td>
</tr>
<tr>
<td>Homework &amp; Assignment</td>
<td>15</td>
<td>Assignments have been embedded to the textbook. Rubrics have been given in English too.</td>
</tr>
<tr>
<td>Class Quizzes</td>
<td>15</td>
<td>Spelling quizzes are held at the end of each module</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>30</td>
<td>Second week of October</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Wednesday, December 10 at 11-11:50 am</td>
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<td>Total</td>
<td>100</td>
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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 Nojoumian. 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 (IRAN 120/MDES 120) will be graded based on the following scales:

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<thead>
<tr>
<th>Point</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Point</th>
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<th>Letter Grade</th>
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<tr>
<td>4.0</td>
<td>93-100 %</td>
<td>A</td>
<td>2.0</td>
<td>73-77.99 %</td>
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<td>3.7</td>
<td>90-92.99 %</td>
<td>A-</td>
<td>1.7</td>
<td>70-72.99 %</td>
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<td>3.3</td>
<td>87-89.99 %</td>
<td>B+</td>
<td>1.3</td>
<td>67-69.99 %</td>
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<td>3.0</td>
<td>83-86.99 %</td>
<td>B</td>
<td>1.0</td>
<td>63-66.99 %</td>
<td>D</td>
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<td>2.7</td>
<td>80-82.99 %</td>
<td>B-</td>
<td>0.7</td>
<td>60-62.99 %</td>
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<td>2.3</td>
<td>77-79.99 %</td>
<td>C+</td>
<td>0.0</td>
<td>Below 60%</td>
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<td>Week</td>
<td>Duration</td>
<td>Module</td>
<td>Language Functions &amp; Tasks</td>
<td>Themes</td>
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| 1    | Aug 25-28    | 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    | Sep 01-04    | 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.  
Spelling quiz1. |
| 3    | Sep 08-11    | 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. Number.  
Spelling quiz2. |
| 4    | Sep 15-18    | Module 5 | Describing current events  
Describe seasons, talk about the nature, customs and traditions. Introduce your friends and describe their physical and personal characteristics  
**Writing**: connecting letters {pe, khe, che, kâf, gâf, lâm} | Current events, appearance, and personality  
Present tense. Colloquial vs. formal.  
Movie episode 4 & 5. Iranian working environment; women vs. men. |  | Module 5 assignment.  
Spelling quiz3. |
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**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 6 & 7. Iranian political culture.

**Mid-term**

**Module 6 assignment. Spelling quiz4. Mid-term.**

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**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 8 & 9. Iranian business culture and current affairs.**

**Module 7 assignment. Spelling quiz5**

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**Review**
Preparing for the final exam. The last week is foreseen for review and exam preparation.

**Final**
Wednesday, December 10 at 11-11:50 am