

Persian-II (IRAN 150) - Section 41508R
Class meets on: MTWTh, 1:00-1:50 PM
Class location: THH 113
Course web: <http://dornsife.usc.edu/mesp>

Instructor: Peyman Nojournian
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Course Description:

Persian-II (IRAN 150) continues Elementary Persian-I (IRAN 120) and is designed to further develop your basic Persian language proficiency and improve listening, speaking, reading and writing skills.

Learning Objectives: At the end of this course, students who actively participate and complete all assigned work will be able to:

- Communicate and converse in Persian on familiar topics such as health, family, friends, and education using simple and short sentences
- Read texts on familiar topics, extract information from the text, and make inferences using this information
- Write simple and accurate sentences on familiar topics, using Persian script
- Listen to oral texts such as simple dialogues and find the important information
- Listen to and follow simple instructions
- Demonstrate cultural awareness of Persian traditions through class discussions
- Perform the functions learned in Persian-I and add the following: follow simple instructions, navigate through a map, describe daily routines, seek medical help, and ask and answer simple, open-ended questions on familiar topics

Evaluation:

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

Item	Grade	Notes
Active Participation	10%	Full grade is for no unexcused absence and active participation in class activities. Absences may only be excused by Dean or Health Center. Each unexcused absence will reduce your participation grade by two points out of 10. Using any kind of electronics or phones in class will reduce this grade by two points.
Assignments & Quizzes	10%	Homework assignments will be checked every session.
PIXTON Project	20%	Final project due the last week of the classes. See the rubric.
Mid-Term Exam	30%	Written & Oral exam (second week of March). See the rubric for the oral exam.
Final Exam	30%	Written Exam on Wednesday, May 2 nd , 2018, 2:00 PM
Total	100%	

PIXTON Final Project: Students will work on a role-play comic strip project through <http://www.pixton.com/> . Projects should display at least a minimum of 9 panels, containing speech bubbles that have been typed and recorded in Persian. The scenario can be on handling a simple social interaction or narration of a past event.

PIXTON Grading Rubric	Points
Scenario: interesting and funny role-play comic-strip on handling a simple social interaction or narration of a past event.	20%
Story board: at least 9 panels and 2-3 characters	20%
Typed speech bubbles: typed with accurate Persian spelling (using Unicode)	20%
Recorded speech bubbles: acted in Persian voice with accurate intonation	20%
Teamwork: active collaboration in pairs or teams	20%
Total	100%

Oral Exam (mid-term): Traffic Map Navigation: Students will navigate through a map drawn on the blackboard. One student will instruct the other student to drive through the streets to reach a known destination marked on the map. The student who simulate driving will listen the instructions carefully and follow them on the map. Students will change roles.

Traffic Map Navigation Grading Rubric	Points
Follow instructions and navigate correctly through the map. (-5% for each missing instruction)	50%
Instruct the simulating driver correctly through the map to reach the final destination (-5% for each missing instruction)	50%
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. **10 minutes late is considered an absence.** 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. You will be asked to leave class if found working on your electronic devices and get -2 for your participation grade for each violation. Please refrain from eating food and drinking soda in class in observation of others.

Textbooks

- *Persian Learner Part One: Elementary Persian for College Students*, Peyman Nojournian. Units 9 & 10 will be covered.
- *Persian Learner Part Two: Elementary Persian for College Students*, Peyman Nojournian. Units 11 to 16 will be covered.
- Supplemental Audio & Video instructional materials will be available through the Blackboard system

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.persianlearner.com/>

Grading

Persian-II (IRAN 150) 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

The Path to the Minor in Iranian Studies:

This course continues the path to the Minor in Iranian Studies. Students are required to do five courses including Persian-IV (IRAN 250), Advanced Persian-I (IRAN 320) and Advanced Persian-II (IRAN 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.

Persian-II (IRAN 150) - Tentative Course Schedule						
Week	Unit	Tasks	Themes	Form	Culture	Assignments
1 & 2	Review Units 1-8	Functions: Describing favorites & leisure time. Talking about relatives, favorites, and leisure time activities. Reading about Nowruz. Writing: Learning & recognizing 4 connecting letters of the alphabet {eyn, qeyn, sâd, zâd}.	Leisure Time, Activities, Sports, Favorites New Year	Compound Verbs	Persian New Year “Nowruz”.	Pages 121, 124, 130, 133, 136 Spelling quiz 1
3	9	Functions: Dealing with an uncomplicated situation such as hotel reservation, & flight cancellation. Reading about Iranian weddings. Writing: Learning & recognizing connecting 4 letters of the alphabet {tâ, zâ, se, zâl}.	Travel, Medical Needs, Wedding	Question Words, Past Tense	Daily activities, Wedding Iranian Style	Pages 140, 144, 147, 151 Spelling quiz 2
4	10	Functions: Participating in an extended interview. Dealing with uncomplicated situations such as buying concert tickets, renting an apartment. Reading about jobs, tools and the working culture. Writing: Learning & recognizing other diacritics such as [hamzeh], [tashdid] and [tanvin]	Home, Social Transactions, Jobs	Plural verbs	Social Culture, Working Culture	Pages 156, 161, 164, 166, 167 Spelling quiz 3
5 & 6	11	Task: Describing daily routine. Handling uncomplicated situations such as shopping for breakfast, lunch, dinner, and clothes. Borrowing books from a library and searching library index to find books for research.	Shopping, Library, Food, Daily Routine	Present Tense, Connectors	Shopping Culture, Social Transactions	Pages 4, 8, 12, 16
7 & 8	12	Task: Describing geographical location of cities, countries, continents, main directions, spatial directions of objects. Navigating through a touristic map of Isfahan	Iran Geography, History, Weather	Word Formation	Iranian Cities, Tourist Attractions	Pages 21, 24, 29, 32
9 & 10	13	Task: Describing a house or an apartment. Handling simple social transactions such as renting an apartment.	Home, Apartment, Urban Life	Question Forms revisited	Urban Life Culture	Pages 37, 41, 44, 48
11 & 12	14	Task: Narrating in present. Describing health issues, seeking emergency help. Reading about Iranian prominent scientists and physicians	Health, Medical Emergency	Connectors	Iranian History of Science	Pages 52, 56, 60, 63, 64
13 & 14	15	Task: Navigating through a map. Finding locations by following instructions. Reading about Persepolis and Iran’s ancient history. Reading contemporary poetry.	Home, Map, Navigation	Imperative revisited	Contemporary Poetry	Pages 69, 73, 76, 79, 80
15	16	Task: Narrating in past. Talking about past trips and memorable events. Retelling a story. Writing a coherent paragraph. Writing a simple letter. Reading contemporary poetry and tales.	Travel, Tourism	Past Tense revisited, Subjunctive	Iranian Touristic Attractions, Isfahan	Pages 84, 85, 86, 88, 89, 92, 95
Final		Wednesday May 2 nd , 2018 – 2:00 PM				