

Persian-III (IRAN 220) - Section 41518R  
Class meets on: MTWTh, 11:00-11:50 AM  
Class location: THH 207  
Course web: <http://dornsife.usc.edu/mdes>

Instructor: Peyman Nojournian  
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**Course Description:** Persian III (IRAN 220) is an intermediate level course designed to develop communicative skills, written expression, and reading comprehension.

**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 a variety of familiar topics, including: work, study, family, friends, future plans, travel, food and current events using strings of simple and short sentences
- Read texts on familiar topics, and identify important information such as 5Ws (what, where, who, when, and why) from the text, and make inferences using the extracted information
- Write simple and accurate sentences and some simple paragraphs on familiar topics in Persian
- Listen to oral texts such as monologues, short messages and simple dialogues and find out the main topic and important information
- Demonstrate cultural awareness of Persian traditions and customs through class discussions
- Perform the following language functions and tasks: describe familiar objects, places, and people, compare and contrast familiar objects and simple concepts such as basic traditions and cultural differences, such as marriage or New Year celebrations, talk about similarities and differences in a short and simple paragraph, handle simple situations and social interactions, ask and answer simple, and 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.
Assignment & Quiz	10%	Assignments are checked every day. Students are required to do homework 1-2 hours per day. Late assignments are accepted but lose -2 points for each late day. See the grading rubric.
Presentation	20%	Minimum 10 PowerPoint slides in Persian. Students should choose the topic before the break.
Mid-Term Exam	30%	It is an oral exam in the second week of October. See the grading rubric.
Final Exam	30%	It is a written exam on Wednesday, December 11, 11-11:50 AM. See the grading rubric.
<b>Total</b>	<b>100%</b>	

**Presentation:** Choose a cultural or familiar topic (Persian music, traditions, cinema, holidays, literary figures, etc.) and get it approved by the instructor. Present it in Persian in at least 6-10 PowerPoint slides. Students have 20 minutes to present.

Presentation Grading Rubric	Points
Choose an original, interesting and relevant topic to the course contents	20%
Present two or more different resources from media, web sites, articles or books	20%
Describe locations, events, traditions, objects or people using simple sentences. Compare any existing similarities or differences between the American and Iranian culture in your presentation.	20%
Use slides, audio/video/photos as relevant cues	20%
Ask and answer simple and some open-ended questions on the topic of the presentation. All the students should actively participate in presentations and ask questions from the presenters.	20%
<b>Total</b>	<b>100%</b>

**Oral exam grade** = (listening comprehension (1) + speaking assessment (2)) / 2:

(1) Listen to a short conversation. Answer five multiple-choice questions and match five descriptions with the given five pictures.

Mid-Term Grading Rubric	Points
Five multiple choice questions	50%
Five matching description with picture questions	50%
<b>Total</b>	<b>100%</b>

(2) 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 destination. (-5% for each missing instruction)	50%
<b>Total</b>	<b>100%</b>

**Final exam** (reading & writing): Read two short paragraphs on two similar job descriptions (for example a doctor and a nurse). Compare the two job descriptions and write two similarities and two differences that you found in the text in at least two extended paragraphs.

Final Exam Grading Rubric	Points
The main idea has been found in the two short paragraphs and important information (similarities & differences) have been identified by connecting relevant information to two pictures (jobs).	20%
Two similarities and three differences have been found and clearly explained in two extended paragraphs.	20%
Accurate grammatical structures have been used for stating similarities and differences. The writing is cohesive and ideas are supported in logical arguments.	20%
Correct and accurate spelling have been used and the writing is legible.	20%
Proper vocabulary and appropriate writing style have been used.	20%
<b>Total</b>	<b>100%</b>

## Written Assignment Grading Rubric

Written assignments are in the textbook and will be graded based on the following criteria:

Grading Rubric	Points
Grammatical Errors: each grammatical error reduces the grade by -1 points.	25
Meaning Errors: each inappropriate usage of vocabulary reduces the grade by -1 points.	25
Spelling Errors: each spelling error reduces the grade by -0.5 points.	25
Quality of Writing: it clearly states concepts in simple and accurate sentences. The amount of writing is appropriate for the task.	25
<b>Total</b>	<b>100</b>

## Bonus Credit

Your instructor will announce several opportunities for earning bonus credits. Bonus credits can increase the final grade, eliminate an unexcused absence or a class rule violation, at the discretion of the instructor.

## 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](mailto: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/academicssupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicssupport/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.

**Diversity Resources for USC Students:** Please check the following link to know about more resources on diversity and inclusion at: <https://diversity.usc.edu/resources-for-students/>

### 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. Students are expected to behave respectfully, professionally and do not disturb lectures by making noises or talking to others.

## Policy on Usage of Electronic Devices

All electronic devices including cell phones, smart phones, laptops, 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

- Peyman Nojournian (2017). *Persian Learner, Part Two: Elementary Persian for College Students*. California: UCI Jordan Center for Persian Studies. (unit 14/15 to unit 20 will be covered).
- Peyman Nojournian (2017). *Persian Learner, Part Three: Intermediate Persian for College Students*. California: UCI Jordan Center for Persian Studies. (copies of unit 21 & 22 will be printed for you by the instructor).
- Basic Persian, A Grammar and Workbook by Saeed Yusef (2012). Routledge. (it is optional and can be used as a reference)
- Audio and video instructional materials will be available through the Blackboard system.

## Supplementary Materials

Each textbook module contains a lexicon at the end of the unit. However, students can install a web App at the following link to access a free online Elementary Learner's Dictionary: <http://m.persianlearner.com/>

**Grading:** Persian III (IRAN 220) 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 starts 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 the Persian-IV and Advanced Persian courses. For those with prior study of Persian a placement exam is offered by the Language Center 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-III (IRAN 220) - Tentative Course Schedule<sup>1</sup> - August 26, 2019 to December 6, 2019

Week	Module	Language Functions & Tasks	Themes	Forms	Cultural Components	Assignments & Quizzes
1-3	Unit 14, 15 & 16	<b>Task:</b> Navigating through a map. Finding locations by following instructions. Reading about Persepolis and Iran's ancient history. Reading contemporary poetry. 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.	Home, Map, Navigation Travel, Tourism	Imperative revisited Past Tense revisited, Subjunctive	Contemporary Poetry	Pages 52, 56, 60, 63, 64, 69, 73, 76, 79, 80, 84, 85, 86, 88, 89, 92, 95
4-6	Unit 17 & 18	<b>Task:</b> Talking about future plans (narration). Describing people faces and their personal characteristics. Writing persuasive letters.	Travel, Friends, Literature	Future Tense, Subjunctive	Iranian Tourism, Persian Literature	Pages 100, 106, 109, 112, 118, 121, 124, 127
7-10	Unit 19 & 20	<b>Task:</b> Narrating an event in the past. Handling simple situations and social interactions. Extracting information from maps (airport) and advertisements. Interviewing a roommate.	Travel, Passport, Arts	Narration Form	Social Situations, Cultural Events	Pages 132, 133, 136, 140, 143, 149, 153, 156, 160
11-12	Unit 21	<b>Tasks:</b> Describing foods and places. Handling a simple situation. Expressing simple opinions on foods. Writing about food.	Foods, Restaurant	Imperative, Subjunctive	Persian Food Culture	Pages 6, 11, 16, 20
13-14	Unit 22	<b>Tasks:</b> Comparing familiar objects, places, simple concepts, jobs, etc. Expressing opinions through comparison.	Traditions, Customs	Comparison Structure	National Customs and Traditions, Persian Songs	Pages 25, 30, 35, 39
15	Present	<b>Tasks:</b> Presenting and expressing personal opinions.			Students Presentations	

### End of Semester Course Evaluations

USC will send you a link at your Blackboard account to do evaluations 9 days before the final exams. The last day of the class is usually assigned to complete Course Evaluations in the classroom. It is expected that all students actively participate in the Course Evaluations and write constructive comments for the improvement of the course.

<sup>1</sup> The course schedule is tentative and it might be adjusted due to students' needs and their learning pace.