Persian-III (IRAN 220) - Section 41518R
Class meets at THH 112 in-person on: MTW, 11:00-11:50 AM
Class meets online on Th, 11:00-11:50 AM (via Zoom)
Course web: http://dornsife.usc.edu/mdes

Instructor: Peyman Nojoumian
Office: THH 256 J
Office hours: T &Th, 1:00-1:50 PM / by appointment
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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. Students will also develop cultural awareness through class discussions. Persian-II (IRAN 150) is a prerequisite for this course. Please check Assessment Center https://dornsife.usc.edu/languages/ for placement tests and d-clearance. For information on available language resources check Center for Languages and Cultures: https://dornsife.usc.edu/center-for-languages-and-cultures/

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

Recommended Preparation: Browse https://www.persianlearner.com/ and click on the main menu item "Iran". Please educate yourselves more about Iran under this tab. Feel free to add Persian Learner's Dictionary to your mobile's home screen from here: https://m.persianlearner.com/. The dictionary almost covers textbook vocabulary and contains pronunciation, photos, and contextual examples. You can find useful links to other Persian language resources.

Technology Proficiency and Hardware/Software Required: This course requires use of Blackboard, Microsoft Word, Adobe PDF Reader and Zoom. Having access to a printer/scanner or a scanner app on your cellphone will be handy and useful but not required. You can use "Notes" on iPhone (under its camera icon) to scan any document and turn it to a PDF file. Please see below for USC technology support as

well. You can use an Apple Pencil on your iPad if you have one because you can easily write in Persian on any file, including on PDF files. You are required to learn typing in Persian at this level.

USC Technology Rental Program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

Zoom information for students
Blackboard help for students
Software available to USC Campus

Required Textbook
-   Peyman Nojoumian (2017). *Persian Learner, Part Two: Elementary Persian for College Students*. California: UCI Jordan Center for Persian Studies.
-   Audio and video materials as well as all assignment pages will be available on the Blackboard.

Supplementary Materials
-   Basic Persian, A Grammar and Workbook by Saeed Yusef (2012). Routledge (this is an optional resource and can be used as a reference).

Attendance Policy

Regular and prompt attendance (in-class or online) is mandatory and will be reflected in students' participation grade. More than 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. Disturbing lectures is considered a class rule violation and will reduce participation grade.

Policy on Usage of Electronic Devices & Eating Food in Class

All electronic devices, including cellphones, laptops, etc. should be turned off in class. You will be asked to leave class if found working on

your electronic devices and get -5 points out of your attendance grade for each class rules violations. You should also avoid using any distracting devices on Zoom meetings (if applicable). Please refrain from eating food and drinking soda in observation of others. Water is fine.

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

Item	Grade	Notes
Active Participation	10%	This grade is an average of 5 items: **attendance**, **bonus credit**, **assessment of speaking**, **listening** and **reading**, each with a 100 point.
		Absences may only be excused by Dean or Health Center. Unexcused absences will reduce the attendance grade by -5 points. Please contact the instructor if you live in another time zone for any possible online session.
		In-person classes: Using any kind of electronics or smartphones in class, causing distraction, is considered a class rule violation and will reduce attendance grade by -5 points.
		Online (if applicable): please refrain from using any other electronic devices except your laptop while on Zoom. Please see the netiquette rules for other specific on-line class rules. Your oral skills are assessed when you are doing speaking activities in Zoom's Breakout Rooms.
Assignments	10%	Assignment pages are available on the Blackboard. Students need to do daily homework for at least 2 hours. Assignments are collected at the end of each textbook unit.
		Late assignment will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency excused by the instructor. Email your instructor as soon as possible to discuss alternate arrangements due to an emergency.
		In-person classes: print/type/write your assignments and turn them in at the end of each textbook unit.
		Online: You can type/write and scan your assignment into a PDF file and upload them to the Blackboard.
Presentation	20%	**In-person classes**: present a minimum of 10 PowerPoint slides in Persian on a topic related to the Iranian culture. Students should choose the topic as soon as possible and get it approved before working on it. Please refer to the detailed rubric of the presentation in the next page.
Mid-Term Exam	30%	2nd week of October. If online, type/write then scan and upload it to the Blackboard. See the rubric.
Final Exam	30%	Wednesday December 8, 2021 at 11:00-11:50 AM. If online, type/write then scan and upload your answers to the Blackboard. Final exam covers all the covered materials. See the rubric for final exam.
Total	100%	

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

Presentation Grading Rubric	Points
Choose an original, interesting and relevant topic to the course contents	20%
Present two or more credible resources from media, websites, articles or books (not just Wikipedia)	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 (audio/video maximum 1 minute)	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 (part of the grade).	20%
Total	100%

Oral exam grade = (listening comprehension (**1**) + speaking assessment (**2**)) / 2:
(**1**) Listen to a short conversation. Answer ten multiple-choice questions and match ten descriptions with the given ten pictures (updated for online on Zoom).

Mid-Term Grading Rubric	Points
Ten multiple choice questions	50%
Ten matching description with picture questions	50%
Total	100%

(**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, -1 for each grammatical error)	50%
Instruct the simulating driver correctly through the map to reach the destination. (-5% for each missing instruction, -1 for each grammatical error)	50%
Total	100%

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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		point
Reading Comprehension (multiple-choice)	The main idea has been found in the two short paragraphs and important information (similarities & differences) have been identified by choosing the correct answer to 10 reading comprehension questions. Each item has 2 points (10 x 2 =20).	20
Organization	Two similarities and three differences have been found and clearly explained in two extended paragraphs (-4 points will be reduced from each missing item/sentence).	20
Spelling	Correct and accurate Persian spelling have been used and the writing is legible. Spelling should be accurate (-0.5 for each error)	20
Grammar & Vocabulary	Accurate grammatical structure has been used for stating similarities and differences. The writing is cohesive, and ideas are supported in logical arguments. Grammar is accurate (-1 for each error). Meaning and vocabulary are appropriate (-1 for each error)	20
Quality/Style	Appropriate formal and written style should be used. Writing Style should be appropriate (-1 for each error). Essay is an extended paragraph (-4 for minimal writing). Essay has quality (-4 for low quality and weak argument structures). Essay is cohesive (-4 for lack of cohesiveness). Essay uses logical connectors (-1 error for each missing connector)	20
Total		100

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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. The essay is cohesive and used all means of connections to make it logical. Variety of verbs are used, and descriptions/narration are clear and in detail. -2 points for each missing element.	25
Total	100

Grading Scale: 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

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with the University Ombuds who will work with you to explore options or paths to manage your concern.

Sharing of course materials outside of the learning environment
Please note that USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)
Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

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Week	Unit	Language Functions & Tasks	Themes	Forms	Cultural Components	Assignments
**Persian-III (IRAN 220) - Tentative Course Schedule[1] - Mon, August 23rd, 2021 to December 3rd, 2021**					
1-2	14	**Task**: Describing health and emergency conditions. Seeking help and medical advice. Learn about diseases and diets.	Health, Body, Food	Request Forms	Health and medicine.	Pages 52, 56, 60, 63, 64
3-4	15	**Task**: Navigating through a map. Finding locations by following instructions. Reading about Persepolis and Iran's ancient history.	Map, Navigation Tourism	Imperative Form	Traffic Signs, Navigation through maps	Pages 69, 73, 76, 79, 80
5-6	16	**Task**: Narrating in past tense form. 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, Ancient Iran	Review Past Tense and Subjunctive Form	Contemporary Poetry	Pages 86, 89, 92, 95, 96
7-8	17	**Task**: Talking about future plans. Narrating in future tense. Writing persuasive letters.	Travel, Tourism	Future Tense, Subjunctive	Iranian Tourism, Persian Literature	Pages 100, 102, 106, 109, 112
9-10	18	**Task**: Describing people faces and their personal characteristics. Writing letters.	People, Friends, Literature	Simple Present Revisited, Subjunctive	Friendship, Literature	Pages 118, 121, 124, 127, 128
11-12	20	**Task**: Extracting information from maps (airport) and advertisements. Interviewing a roommate.	Cultural Events, Arts	Narration Form	Cultural Events, Artifacts	Pages 149, 150, 153, 156, 160
13-14	22	**Tasks**: Comparing familiar objects, places, simple concepts, jobs, etc. Expressing opinions through comparison. **PDF of the Unit 22 will be provided to you**.	Customs and Traditions	Comparison Structure	National Customs and Traditions, Persian Songs	Pages 25, 30, 35, 39
15	Present	**Tasks**: Presenting and expressing personal opinions.	Culture	All	Students Presentations	No assignment

The Path to the Minor in Iranian Studies:

This course starts a 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. Persian-III is a pre-requisite course for Persian-IV and Advanced Persian courses. For those with prior study of Persian, a placement test 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.

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[1] The course schedule is tentative, and it may be adjusted due to students' needs and their learning pace.

Fall 2021

COVID-19 Policy Compliance

Students are expected to comply with all aspects of USC's COVID-19 policy. Failure to do so may result in removal from the class and referral to SJACS. If you get sick with Covid-19 please follow the USC guidelines available at https://coronavirus.usc.edu/. You can always access class recordings on Zoom.

Zoom Classroom Etiquettes

Because of the barrier that masks pose and issues with clear masks (e.g. lack of protection), USC deans have approved one online session for this course to include the benefit of seeing the language instructor's mouth for pronunciation. Please read the following guidelines to get the most out of our online sessions.

- Please make sure that you have installed Zoom on your device and updated it before the start of online classes.
- Always access the secure Zoom class link through your USC Blackboard account.
- Zoom classes are recorded by default so you can access previous recorded sessions if needed.
- Check your audio and video settings before the meetings. Find the setting icon on upper right corner of your Zoom App.
- Please choose a quiet place with sufficient light.
- Please choose a proper place like your study room (not lying on a bed) and sit alone (no family or friend).
- Keep your phone or laptop charger ready to be hooked up if necessary.
- Please turn on your webcam because synchronous/face-to-face communication is an important part of language education.
- Mute your microphone if you are not speaking (Alt + A).
- Click on "raise your hand" button if you want to ask or answer a question (Alt + Y).
- Keep your microphone mute until your instructor unmutes you.
- Explore the possibility of typing in Persian on your device, especially on the chat section.
- Click on the chat icon to ask your questions or when you want to send a document to your instructor.
- Please avoid eating food while on-line. Water is fine. Please adhere to the same standards of behavior on-line that you follow in real life.
- Please do not leave the session before the meeting ends.
- Do not share or post anything unless instructed to do so by your instructor.
- Do not share any copyrighted materials unless you have permission to do so.
- Refrain from chatting or speaking with other participants unless instructed to do so by your instructor.
- The instructor may put you in Breakout Rooms to do role-play activities. Participate actively in these interactions.
- Please speak loud enough so that your voice is detected by Zoom.
- Please take turn in speaking because sometimes there is a delay when transferring audio.
- Please be courteous and respect your classmates and maintain confidentiality of your classmates' statements and information at all the times.