

Persian-II (IRAN 150) - Section 41508R
Class meets in-person at SOS B41 on MTWTH 11:00-11:50 AM
Office hours: M&W , 10:00-10:50 AM /by appointment
MDES Website: <http://dornsife.usc.edu/mdes>

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. 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 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

Technology Proficiency and Hardware/Software Required: This course requires use of Blackboard, Zoom, Microsoft Word and Adobe PDF Reader. Having access to a printer/scanner or a scanner app on your cellphone will be handy and useful but not required (please see below for USC technology support). You can use an Apple Pencil on your iPad if you have one because you can easily write in Persian on any file, including a PDF file. You are encouraged to learn typing in Persian (see the help on page 168 on your textbook). Use Notes app on your iPhone to scan your assignments and tests into a small size PDF. Please combine your assignments in one single file before uploading it to the Blackboard. Name your assignment files as “Unit#_Firstname.pdf”

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

- *Persian Learner Part One: Elementary Persian for College Students*, Peyman Nojournian. Unit 8-10 will be covered.
- *Persian Learner Part Two: Elementary Persian for College Students*, Peyman Nojournian. Unit 11-14 will be covered.
- Supplemental Audio & Video instructional materials will be available through the Blackboard

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: <https://m.persianlearner.com/>

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 or chatting with others. Disturbing lectures is considered a class rule violation and will reduce participation grade.

Policy on Usage of Electronic Devices & Food in Class

All electronic devices, including cellphones, smartphones, 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. Please refrain from eating food and drinking soda in observation of others. Water is fine.

Evaluation & Grading Percentage

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.
		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: 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/Quizzes	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 (see Course Schedule).
		Late assignment will be penalized by a 10% deduction in the assignment grade every 24 hours late unless due to an emergency situation excused by the instructor. Email the 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 should type/write and scan your assignment into a PDF file and upload them to the Blackboard.
Project	20%	A comic strip/story board project; due by the end of the semester. See the rubric.
Mid-Term Exam	30%	2 nd week of March . If online, type/write then scan and upload it to the Blackboard.
Final Exam	30%	Wednesday May 4, 2022 at 11:00-11:50 AM. If online, type/write then scan and upload it to the Blackboard. Final exam covers all the covered units.
Total	100%	

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

Project: Students will work on a role-play comic strip/story board project either through <http://www.pixton.com/> or on a MS-Word file. Projects should display at least a minimum of 9 slides/panels, containing speech bubbles that have been typed in Persian and recorded (dubbed) 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 an event.		20%
Story board: at least 9 panels with 2-3 characters		20%
Typed speech bubbles: typed with accurate Persian spelling (using Unicode)		20%
Oral assessment: recorded speech bubbles: acted in Persian voice with accurate intonation		20%
Teamwork: active collaboration in pairs or teams		20%
Total		100%

Spelling quiz grading rubric

After each unit is finished, there will be a spelling quiz on new vocabulary identified in the book with a picture. Quizzes have 20 items (words or sentences) for 20 points. Each spelling error, even one letter, will reduce the point by -1. Spelling quiz dates are available in the course schedule. The quiz will be done at the beginning of the class for 10-20 minutes. Students who missed the quiz because of an excused absence should contact the instructor to arrange a make up quiz.

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

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.

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).

Zoom Classroom Etiquettes

Because of the mask barrier 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 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.

End of Semester Course Evaluations

USC will post a link to your Blackboard account for end of semester course evaluations, about 10 days before the final exams. The last day of class is usually assigned to complete course evaluations. It is expected that all students actively participate in the course evaluations and write constructive comments for the improvement of the course.

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.

Dana and David Dornsife
College of Letters, Arts and Sciences

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.

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.

Persian-II (IRAN 150) - Tentative Course Schedule – Mon Jan 10th, 2022 – April 29th, 2022

Week	Unit	Tasks	Themes	Form	Culture	Assignments
1&2	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&4	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
5&6	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	Verb Conjugation	Social Culture, Working Culture	Pages 156, 156, 161, 164, 166, 167 Spelling quiz 3
7&8	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
9&10	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, 25, 29, 32
11&12	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
13&14	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
15&16	Project	Task: Students demonstrate their group projects to the class. Q&As will follow.	Story Telling, Role-plays	Q&A, Narration	Project Presentations	Group Project Presentations