# USCDornsife

Dana and David Dornsife
College of Letters, Arts and Sciences

Advanced Persian-II (IRAN 350) - Section 41542R          Instructor: Peyman Nojoumian
Class meets on Tu & Th, 2:00-3:50 PM at LVL 3B          Office: THH 256 J
Office hours: Tu & Th, 1:00-1:50 PM / by appointment          Phone: (213) 740-2310 (text or call)
Course web: http://dornsife.usc.edu/mdes          Email: nojoumia@usc.edu

**Course Description:**
Advanced Persian-II (IRAN 350) is an advanced level course designed to develop advanced Persian language skills in listening, speaking, writing and reading comprehension. This course is the continuation of Advanced Persian-I. This course is an upper division course and counts toward the Minor in Iranian Studies.

**Learning Objectives**: The objectives of the course are to help students:

- Read texts of advanced level difficulty and communicate in Persian on a variety of familiar and unfamiliar topics
- Write complex and cohesive paragraphs, summaries, and short essays
- Develop cultural awareness through readings, movies, field trips and class discussions
- Students should be able to perform advanced language tasks in Persian including: reading and listening for specific information, analyzing current situations, discerning facts from opinions and expressing their own opinions; sorting and categorizing relevant information; narrating in all time frames, defining or describing events and giving oral reports; participating in debates or discussions motivated by a listening or reading excerpt; developing critical analysis, abstraction and hypothesizing skills

**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"

**Required Textbook**
- *Persian Learner Part Four, Advanced Persian for College Students,* Peyman Nojoumian.
- *Basic Persian, A Grammar & Workbook* by Saeed Yousef & H. Torabi (optional grammar reference).

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

| Item | Grade | Notes |
|---|---|---|
| Active Participation (3-minute oral report on Tuesdays) | 20% | This grade is an average of 5 items: **attendance**, **bonus credit**, **assessment of speaking**, **listening and reading**, each with a 100 point. Your speaking will be assessed through your Tuesday oral reports. |
| | | **Absences** may only be excused by Dean or Health Center. Unexcused absences will reduce the attendance grade by -5 points. |
| | | 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. |
| | | This class is not hybrid but if it is offered online due to a pandemic, please refrain from using any other electronic devices except your laptop while online. Please see the netiquette rules for other specific on-line class rules. Your oral skills are assessed when you are doing speaking activities in Breakout Rooms. |
| | | You should answer **two questions** orally in class every Tuesdays for 3 minutes: 1. What did you do during the last weekend? 2. What do you plan to do for the next weekend? |
| Textbook Assignments | 20% | **Assignment** pages are available on the Blackboard. Students need to do daily homework for at least 2 hours. Assignments should be uploaded to the Blackboard at the end of each 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 excused by the instructor. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency. |
| | | Please print/type/write your assignments and upload them into the Blackboard when due. |
| Presentation | 30% | Choose a topic related to the Iranian culture and present it in at least 10 slides in Persian. |
| Final Assessment: Movie Project | 30% | Students work in a group to produce a 3-minute documentary in Persian. Tasks include directing, translating from Persian to English and vice versa, dubbing, and editing the final documentary. The final project is due on the last class. |
| Total | 100% | |

**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

**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 Persian Learner's Dictionary: http://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.

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**Grading:** IRAN 350 will be graded based on the following scales:

| Point | Percent | Letter | Point | Percent | Letter |
|-------|---------|--------|-------|---------|--------|
| 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 |

**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 |

Presentation: Choose a cultural topic on Persian music, traditions, cinema, holidays, literary figures, etc. and get it approved by the instructor. Present it in Persian in at least 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% |
| **Total** | 100% |

**Final Assessment (Documentary Project)**: Work with your classmates to produce a 5-minute documentary in Persian. Tasks include directing, translating from Persian to English and vice versa, dubbing, and editing the final documentary

| Final Assessment: Documentary Project Grading Rubric | Points |
|---|---|
| An original, interesting, and relevant topic to the course contents was chosen | 20% |
| Documentary narrations, Q&As, interviews, etc. were prepared in accurate and fluent Persian | 20% |
| Shot and edited documentary in 5-minute short video clip with sound (background music is optional) | 20% |
| Added subtitles in Persian (for English contents) and English (for Persian contents) | 20% |
| Documentary was published in a private page in YouTube | 20% |
| **Total** | 100% |

**This class is not hybrid but in case of an online class due to a pandemic please follow the following Classroom Etiquettes**

- 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.

**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).*

**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.

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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 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.

**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.

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| Advanced Persian II (IRAN 350) - Tentative Course Schedule – Mon Jan 9th 2023 – April 28th 2023 | | | | | | |
|---|---|---|---|---|---|---|
| Week | Unit | Tasks | Themes | Form | Cultural component | Assignment |
| 1-3 | 36 | **Tasks**: Describing Iranian people, ethnic groups, and languages, Defining and describing abstract and sociolinguistic concepts such as ethnic group, dialect, cultural diversity, and nomads. | Iranian people and languages | Argument structure, idiomatic expressions | Iranian ethnic groups, nomads. Iranian languages | Unit 36 assignment page 134 Project 1: page 135 |
| 4-6 | 37 | **Tasks**: Identifying Iranian classical or traditional music. Describing musical instruments and basics of sound and music, listening to "dastgah" and "magham" to identify instruments and basic music types. Analyzing the meaning of traditional music and poetry. | Iranian traditional music | Detailed and technical definition | Iranian traditional system | Unit 37 assignment page: 145 Project 2: page 150 |
| 7-9 | 38 | **Tasks**: Analyzing Iranian environment and its sustainability measures. Describing environmental challenges and causes. Finding causes and effects. Analyzing a document for the purpose of summarization and report writing. Abstracting and hypothesizing. | Iran's environment | Argument structure, abstract definition, hypothesizing | Environment, air pollution, water crisis, human intervention | Unit 38 assignment page: 160 Project 3: page 168 |
| 10-12 | 39 | **Tasks**: Analyzing Iranian political economy (sanctions, self-sufficiency, international relations, tensions, avoiding war in the region, etc). Hypothesizing, debating, and expressing opinions. | Iranian political and economic structure | Case analysis, abstracting and hypothesizing, taking stand | Iranian political and economic system | Unit 39 assignment pages: 181, 184 Project 4: page 183 |
| 13-15 | 40 | **Tasks**: Making a documentary on an Iranian cultural or social topic, analyzing info, translating from Persian to English and vice versa, dubbing, interviewing, editing, typing, and subtitling. | Documentary project | Exit Task: Final Project | Making a comprehensive documentary | Unit 40 assignment page: 189 Project 5: page 192 |