USCDornsife

DEPARTMENT OF MIDDLE EAST STUDIES

Dana and David Dornsife
College of Letters, Arts and Sciences

Advanced Persian-II (IRAN 350) - Section 41542R
Class meets on Tu & Th, 2:00-3:50 PM at THH 109
Office hours: Tu & Th, 10:00-10:50 AM / by appointment
MDES Website: http://dornsife.usc.edu/mdes

Instructor: Peyman Nojoumian
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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 is an upper division course and the continuation of Advanced Persian-I. It may count 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 may require the use of Blackboard, Microsoft Word, Adobe PDF Reader and Zoom. While having access to a printer/scanner or a scanner app on your cellphone can be convenient and useful it is not mandatory. An option for iPhone users is to scan homework pages using "Notes" app (click on its camera icon) and turn them to a single PDF file. You can also use the digital pen on an iPad to write on your homework pages and save them in PDF. You are encouraged to type your assignments in Persian. Please remember to name your final files in this format: "Unit#_Firstname.pdf". Further details about USC's technology support can be found below:

USC Technology Support Links
USC Computing Center Laptop Loaner Program
Zoom information for students
Blackboard help for students
Software available to USC Campus

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).

Supplementary Materials
Each textbook module contains lexicon at the end of the unit. However, students can install a Web App at the following link to access an online Elementary Learner's Dictionary: https://m.persianlearner.com/

Attendance Policy
Regular and punctual attendance (in-class or online) is obligatory and will be reflected in students' participation grade. Being over 10 minutes late is considered an absence. Language learning classes are highly interactive, featuring numerous class activities and discussions. Consequently, consistent attendance and active involvement in the class discussions are vital for maximizing your learning experience. Absent students are responsible for obtaining any missed information from the instructor or peers. Students are expected to conduct themselves respectfully and professionally, refraining from disrupting lectures with noise, chatting or checking cellphones. Disrupting lectures is a breach of class rules and will lead to a reduction in the participation grade. This course is exclusively offered **in-person** meaning that attending on Zoom does **NOT** excuse any absence unless there is a medical or emergency documentation.

Policy on Usage of Electronic Devices and Food Consumption in Class
All electronic devices, including smartphones and laptops must be turned off during class unless specifically required by the instructor. You may be asked to leave the class if you are found working on your electronic devices, and a deduction of 5 points from your attendance grade will be applied for each violation of class rules. Please abstain from consuming food during class in consideration of your fellow classmates. Drinking water, however, is permitted.

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

Evaluation:

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

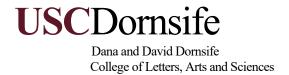| Item	Grade	Notes
Active Participation (3-minute oral report on Tuesdays)	20%	This grade is an average of 5 items: **attendance**, **bonus credit**, **assessment of speaking**, **listening and reading**, each with a 100 point. Your speaking will be assessed through your Tuesday oral reports.
		Absences 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.
		Print-write-scan or type your assignment pages then save them in a single PDF file. Name the file as Unit#-Firstname.pdf and upload it to the Blackboard (under each unit Assignment tab).
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%	

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%

Course Content Distribution and Synchronous Session Recordings Policies
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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. (Living our Unifying Values: The USC Student Handbook, page 13).

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done

as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

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

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
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*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(213) 740-2101*
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*
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) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

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

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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Advanced Persian II (IRAN 350) - Tentative Course Schedule – Mon Jan 8th 2024 – April 29th 2024						
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

Zoom Classroom Etiquettes
If an online class is offered, students are expected to adhere to the rules applicable to online classes:

- 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.