

Persian-III (IRAN 220) - Section 41518R  
Class meets on: MTWTh, 11:00-11:50 AM at WPH 202  
Office hours: Tu & Th, 1:00-2:00 PM / by appointment  
Course web: <http://dornsife.usc.edu/mdes>

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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. Additionally, students will cultivate cultural awareness through engaging class discussions. Persian-II (IRAN 150) is a prerequisite for this course. For placement test and d-clearance, please refer to <https://dornsife.usc.edu/languages/>. Comprehensive language resources can be accessed through the Center for Languages and Cultures website at: <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:** Please visit <https://www.persianlearner.com/> and click on the main menu item "Iran". Take the opportunity to familiarize yourselves with information about Iran under this tab. Furthermore, feel free to add Persian Learner's Dictionary to your mobile device's home screen by visiting: <https://m.persianlearner.com/>. The dictionary comprehensively covers textbook vocabulary and includes features such as pronunciation guides, accompanying photos, and contextual examples. The platform also offers valuable links to other Persian language resources, contributing to a well-rounded learning experience.

**Technology Proficiency and Required Hardware/Software:** This course requires the use of Brightspace, 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 its camera icon) and turn them to a single PDF file. You can also use an Apple pen on an iPad to write on your homework pages and save them in PDF. You are encouraged to learn typing in Persian (see page 168 of your textbook). 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](#)

[Brightspace help for students](#)

[Software available to USC Campus](#)

## **Required Textbook**

Peyman Nojournian (2017). *Persian Learner, Part Two: Elementary Persian for College Students*. California: UCI Jordan Center for Persian Studies (links on <https://www.persianlearner.com>).

Audio and video materials as well as all assignment pages will be available on the Brightspace.

## **Supplementary Materials**

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

## **Attendance Policy**

Regular and punctual attendance 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 primarily offered in-person, but occasional Zoom recordings may be available at the instructor's discretion. However, participation via Zoom does NOT excuse any absence unless supported by 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 Breakdown:** The final grade will be calculated according to the following grading breakdown:

Item	Grade	Notes
Active Participation	10%	The active participation grade comprises an average of five components: <b>attendance, class conduct, assessment of speaking, listening, and reading</b> , each weighted with a maximum of 100 points.
		Only absences approved by the Dean or Health Center will be considered excused. Unexcused absences will result in a 5-point deduction from the attendance grade.
		The use of electronics or smartphones in class is deemed a violation of class rules and will result in a 5-point deduction from the class conduct grade.
Assignment	10%	Assignments can be found on Brightspace. Students should dedicate a minimum of 1-2 hours daily to complete them. Assignments are due upon completion of each textbook unit.
		Late submission of assignments may lead to a 10% deduction from the assignment grade for each 24-hour delay, unless excused due to a certified emergency approved by the instructor. Please contact your instructor via email promptly to discuss alternative arrangements in case of an emergency.
		Please print, write, scan, or type your assignment pages and save them in a single PDF file. Name the file as " <b>Unit#-Firstname.pdf</b> " and upload it to Brightspace under the corresponding unit's Assignment tab.
Presentation	20%	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%	Your mid-term is an oral exam with two different sections: 1-Listening (multiple-choices) 2-Navigation. Please see the next page for more information. Dates: TBA
Final Exam	30%	Wednesday December 11, 2024, at 11:00-11:50 AM.
<b>Total</b>	<b>100%</b>	

**Presentation:** Choose a topic related to the Iranian culture (music, traditions, cinema, holidays, literary figures, etc.) and get it approved by your instructor. Present it in at least 10 slides (all 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 sources 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. <u>All the students should actively participate in presentations and ask questions from the presenters (part of the grade).</u>	20%
<b>Total</b>	<b>100%</b>

**Mid-Term (oral exam grade):** Listening comprehension multiple-choice exam + Navigation exam:

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

Mid-Term Grading Rubric	Points
Severn multiple choice (4-choice) questions	7
Eight matching audio descriptions with pictures	8
<b>Sub total</b>	<b>15</b>

(2) Navigation: Students will explore a virtual map or a designated location (using VR headsets or a whiteboard). One student will act as the guide, giving directions to the other student to navigate through the streets and reach a specified destination indicated on the map or location. The students will attentively follow the instructions and maneuver through the map or location accordingly. Roles will be switched periodically to allow both students to experience guiding and navigating.

Traffic Map Navigation Grading Rubric	Points
Follow instructions and navigate correctly through the map. (-5% for each missing instruction, -1 for each grammatical error)	7.5
Instruct the simulating driver correctly through the map to reach the destination. (-5% for each missing instruction, -1 for each grammatical error)	7.5
<b>Sub total</b>	<b>15</b>
<b>Mid-Term Total (listening exam + navigation exam)</b>	<b>30 points</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		%
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
<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 point.	25
Meaning errors: Each inappropriate usage of vocabulary reduces the grade by 1 point.	25
Spelling errors: Each spelling error reduces the grade by 0.5 point.	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 uses all means of connections to make it logical. A variety of verbs are used, and descriptions/narration are clear and detailed. 2 points reduced for each missing element.	25
<b>Total</b>	<b>100</b>

**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

## **The Path to the Minor in Iranian Studies:**

This course serves as a stepping stone toward pursuing a minor in Iranian Studies. To fulfill the requirements for the minor, students must complete five courses, starting with Persian-IV (IRAN 250). Elective options include Advanced Persian-I (IRAN 320), Advanced Persian-II (IRAN 350), and Business Persian (IRAN 325). For the most up-to-date information on the minor requirements in Iranian Studies, please consult: <https://dornsife.usc.edu/mdes/iranian-studies/>

It's important to note that Persian-III serves as a prerequisite for Persian-IV and Advanced Persian courses. Students with prior Persian language study can take a placement test offered by [Language@USC](mailto:Language@USC) to determine their proficiency level. If a student's proficiency exceeds the third-semester college level, they should consult the language faculty regarding a higher-level proficiency exam.

## **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).

## **End of Semester Course Evaluations**

USC will provide a link to your Brightspace account for end-of-semester course evaluations approximately 10 days before the final exams. Typically, the last day of class is designated for completing these evaluations. Active participation from all students is expected, including writing constructive comments aimed at improving the course.

Persian-III (IRAN 220) - Tentative Course Schedule <sup>1</sup> - Monday, August 26 <sup>th</sup> to December 5 <sup>th</sup> , 2024						
Week	Unit	Language Functions & Tasks	Themes	Forms	Cultural Components	Assignments
1	14	<b>Task:</b> 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
2-3	15	<b>Task:</b> 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
4-5	16	<b>Task:</b> 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
6-7	17	<b>Task:</b> 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
8-9	18	<b>Task:</b> Describing people faces and their personal characteristics. Writing letters.	People, Friends, Literature	Simple Present Revisited, Subjunctive	Friendship, Literature	Pages 118, 121, 124, 127, 128
10-11	20	<b>Task:</b> Extracting information from maps (airport) and advertisements. Interviewing a roommate.	Cultural Events, Arts	Narration Form	Cultural Events, Artifacts	Pages 149, 150, 153, 156, 160
12-13	22	<b>Tasks:</b> Comparing familiar objects, places, simple concepts, jobs, etc. Expressing opinions through comparison. <b>PDF of the Unit 22 will be provided to you.</b>	Customs and Traditions	Comparison Structure	National Customs and Traditions, Persian Songs	Pages 25, 30, 35, 39
14	Present	<b>Tasks:</b> Presenting and expressing personal opinions.	Culture	All	Students Presentations	No assignment

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



## 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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.

## **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 Brightspace 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.