

Persian-II (IRAN 150) - Section 41508R
Class meets on MTWTH 11:00-11:50 AM at THH 108
Office hours: Tu & Th, 1:00-1:50 PM or 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. Additionally, students will cultivate cultural awareness through engaging class discussions. 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: By 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 may require 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 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 learn typing in Persian (see page 168 of your textbook). Please remember to name your final files in this format: “Unit#_Firstname.pdf”. Further details about USC’s technology support can be found below:

Course Notes

The course content, syllabus, announcements, audio/video materials and assignment pages are all available at the USC Brightspace portal: <https://brightspace.usc.edu/d2l/home> Due assignments should be uploaded to the Brightspace under course assignment uploads.

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

- *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 (find the link on <https://www.persianlearner.com> .
- Supplemental Audio & Video instructional materials will be available through the Blackboard.

Supplementary Materials

Each textbook module contains lexicon at the end of the unit. Install 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 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.

Dana and David Dornsife
College of Letters, Arts and Sciences

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 participation 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.

Evaluation & Grading Percentage: 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: attendance, class conduct, assessment of speaking, listening, and reading , 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.
Assignments/Quizzes	10%	Assignment pages can be found on Brightspace. Students should dedicate at least a minimum of 1-2 hours daily to complete the assignments to gain mastery of each course module. 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 " Unit#-Firstname.pdf " and upload it to Brightspace under the corresponding unit's Assignment tab.
Project	20%	A role-play project recorded in a video clip, due by the end of the semester. See the rubric.
Mid-Term Exam	30%	The 2 nd week of March.
Final Exam	30%	Wednesday May 7 th , 2025, at 11:00-11:50 AM.
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

Role-play Video Project: Students will work on a role-play/narration skid project. Projects should be recorded as an mp4 video in just 1 minute. The project transcript should be in Persian, acted naturally by the students in pairs. The main scenario is about handling a simple social interaction or narration of a past event. All projects should be uploaded to the Brightspace.

Skid Grading Rubric	Points
Scenario/story is an interesting and funny role-play/narrative story about handling a simple social interaction	25%
Persian acts are fluent and accurate in terms of vocabulary and grammar	25%
Video is edited and formatted correctly (mp4) and uploaded to the Brightspace	25%
Teamwork: active collaboration in pairs/groups	25%
Total	100%

Spelling quiz grading rubric

At the completion of each textbook unit, there will be a dictation/spelling quiz, focusing on newly introduced vocabulary items, often accompanied by visuals in the textbook. The quiz consists of 20 to 22 words for 20 points. For every error, including a single letter mistake, one point will be reduced. The dates for quizzes are outlined in the course schedule. These quizzes will be given at the beginning of the class and should take less than 20 minutes. Should a student miss the quiz due to an excused absence, they should promptly contact the instructor to arrange a makeup 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 results in a deduction of 1 point.	25
Meaning Errors: Each vocabulary error leads to a deduction of 1 point.	25
Spelling Errors: Each spelling error results in a deduction of 0.5 points.	25
Quality of Writing: Full points are given when concepts are clearly articulated in grammatically correct sentences. Additionally, the amount of writing should be appropriate for the task.	25
Total	100

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 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 relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([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.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#)- and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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.

Persian-II (IRAN 150) - Tentative Course Schedule – Mon Jan 13 th , 2025 – May 2 nd , 2025						
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 projects to the class.	Story Telling, Role-plays	Q&A, Narration	Project Presentations	Project Presentations

Online 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. To see a list of community agreements on respectful and constructive class discussion (online or not) check this link: <https://cet.usc.edu/teaching-resources/a-menu-of-discussion-norms/>