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**Course:**  **ASIALANG 237/238: Third/Fourth Semester Persian**

**Credits:** 4 credits

**Canvas Course URL**

**https://us.bbcollab.com/guest/0ee7a4f5cf814fcf974bb237863b6e75**

**Meeting Time and Location:** 08:30 AM - 01:00 PM (CST), MTWRF, virtual classroom

**Instructional Mode:** online only

**How Credit Hours are met by the Course:** One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.

**Instructor Title and Name:** Dr. Reza Falahati Ardestani

**Instructor Email:** falahatiarde@wisc.edu

**Office Hours:** 2:00 – 4:00 PM, (CST) Wednesday, or by appointment

**Course Description:** The overall aim of this course is to expand on students’ knowledge of Persian by reading authentic texts on a wide variety of topics as well as improving their oral skills. In this course, students will read different kinds of texts from literature, arts, politics, history, and economics. Diverse materials will help students acquire more complicated vocabulary and structure needed to read and comprehend academic texts from their specialized fields. The major goal is to acquire the knowledge required for analytical and critical readings and discussions

In addition, various cultural themes will be discussed in class so that students become more aware and sensitive of the cultural nuances and subtleties existing in Persian.

At this level of language proficiency, the students’ minor syntactic and morphological mistakes noticed in their presentations and assignments will be corrected and discussed in class.

**Requisites:** ASIALANG 138

**Course Learning Outcomes:** By the end of the term, students are expected to

* Have developed enough specialized vocabulary and structures so that they can read, comprehend and evaluate texts on very general and special topics and recognize different registers in Persian
* Able to speak the language with sufficient structural accuracy, vocabulary and cohesiveness in discourse
* Participate effectively in most formal and informal conversations on practical, social, cultural, and specific field-related topics with ease
* Able to discuss issues at field-related and abstract levels
* Have developed enough cultural awareness so that they feel comfortable mingling with the community of the target language

**GRADING**

**10%** Class contribution including attendance and active participation

**20%** Writing tasks

**10%** Vocabulary/structure tests

**20%** Independent project paper

**15%** Independent project oral presentation

**25%** Final exam

**Grading Scale**

|  |  |
| --- | --- |
| A | 100-92 |
| AB |  91-87 |
| B |  86-82 |
| BC |  81-77 |
| C |  76-70 |
| D |  69-60 |
| F |  ≤59 |

**COURSE REQUIREMENTS**

* Attendance and active participation is required throughout the course.
* All writing tasks assigned during the course are mandatory and should be submitted

 before deadlines.

* There will be two vocabulary and structure tests in week#4 and week#6.
* Students are highly encouraged to attend movie screenings since part of our class

 discussion will be around those movies.

* Students must write an independent project paper, where they do an extensive research on a

 topic related to their field of study. The paper should be at least 10 pages (for grad students)

 or 7 pages (for undergrad students) long and meet the requirements of an academic paper. It

 should be written in Persian.

* Students are required to have an oral presentation of their research project during the last

 week of the course.

**REQUIRED TEXTBOOK**

We are mainly using materials compiled from different sources or developed by the instructor. One of the sources that we will use is a 4-volume textbook developed by Saffar Moghadam. You can find the books in this free-to-download [link](https://saadifoundation.ir/en/page/305/book-written-by-dr.saffar-moghadam). We will use parts of the books 2 & 3 for our course.The other textbook we will use for this course is [The Routledge Intermediate Persian Course: Farsi Shirin Ast, Book 2, By Brookshaw & Shabani-Jadidi.](https://www.routledge.com/The-Routledge-Intermediate-Persian-Course-Farsi-Shirin-Ast-Book-Two/Brookshaw-Shabani-Jadidi/p/book/9780415691376) We are using a selection of this book in our course. I try to share parts of the book with you via our course homepage, but you could also purchase this book since you could finish the book on your own. Please note that this book comes with audio files.

**Online Persian dictionaries**

<https://www.aryanpour.com/>

<http://www.farsidic.com/en/Lang/EnFa>

<https://dsal.uchicago.edu/dictionaries/steingass/>

**Persian Literature**

<https://www.lib.washington.edu/static/public/neareast/yekruz/>

<http://www.sohrabsepehri.com/main.asp>

<http://avantgrade-mag.blogfa.com/>

**Other useful links**

**WISLI Summer 2020 Preview: What does intensive remote language instruction look like?**

<https://wisli.wisc.edu/wisli-summer-2020-preview-what-does-intensive-remote-language-instruction-look-like/>

**Technical help**

608-264-HELP (4357) help@doit.wisc.edu

**SUPPLEMENT FOR ONLINE LEARNING**

IMPORTANT

* These are extraordinary circumstances, and as you are adjusting, if you experience any kind of difficulties that are impact your learning, please keep lines of communication open. Email, or a private message on *Remind* will work. Please feel free to call me in case of an urgency.
* Please remember that I am here to help with your learning, but you know your realities best. I can only imagine the changes in your lives that this disruption might have caused. Focusing on studies might be difficult. In offering this plan and my expectations, I want to stay realistic and pragmatic. Not having access to libraries, or the UW internet services, or being in old but now unfamiliar spaces comes with its own set of challenges. I’d like to at least partially bridge this gap by providing this plan.
* If for some reason you are not able to access the homework, or due to health issues, internet issues, or any other unforeseen circumstances unable to complete the homework, please let me know as soon as you can. Please “attend” the virtual classroom even if you could not do the assignment.
* Please know that within a course of a few days, we were compelled to drastically change the format of a language course that was meant for in-class learning to an online mode, which is not conducive to language teaching and learning. As you can understand, we will not be simply able to “migrate” our regular class-format into the virtual space. This would mean that we will not be able to make use of gestures or physical space as effectively as before. I am trying to be as inclusive as possible, but if there are any issues, please communicate them to me. We will test out this model, and see what works and does not work, and I will make changes accordingly.

**Covid-19 Resources from UW-Madison:** https://covid19.wisc.edu/

From UW-Madison: As the situation with COVID-19 progresses, rapidly updating guidelines, changes in routine, and the news cycle can be overwhelming. We’d like to echo recent campus updates in urging you to take advantage of the university mental health resources if you find yourself burdened by stress or anxiety. All UW-Madison students, staff, and faculty have access to SilverCloud, a no-cost cognitive behavioral health resource available 24/7. Students can call the UHS Mental Health Crisis Line 24/7 at 608- 265-5600 (option 2).]

**RULES, RIGHTS & RESPONSIBILITIES**

* See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

 **ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES**

* See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

**ACADEMIC INTEGRITY**

**Recommended syllabus statement:** By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**McBurney Disability Resource Center recommended syllabus statement:** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. <https://mcburney.wisc.edu/instructor/>

**DIVERSITY & INCLUSION**

**Institutional statement on diversity:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SCHEDULE

Please note that this schedule is tentative and subject to change based on students’ needs

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| --- | --- | --- |
| Weeks | Topics | References/Materials |
| Week 1: June 15 | Ice breaker: Getting to know each otherReview of tensesCultural content: What is “ta’rof”Causative verbs | <https://www.youtube.com/watch?v=u5oX2n1-diA>Farsi Shirin Ast, Book 1, Ch. 15 |
| Week 1: June 16 | Passive voice in PersianFormal vs. informal registerCultural content: physical distanceInfinitive as noun | SM , Book 2, Ch. 14Farsi Shirin Ast, Book 1, pp. 148-149 |
| Week 1: June 17 | Media exercisesCultural content: Religious sights in IranCompound verbs | Farsi Shirin Ast, Book 2, Ch. 1<https://www.youtube.com/watch?v=HU4Y1VPIxJg> |
| Week 1: June 18 | Prose vs. poetry in Persian“Chon” & “cho”Cultural content: The importance of poems in conversations | Farsi Shirin Ast, Book 2, Ch. 5 |
| Week 1: June 19 | Read about Omar Khayam as a philosopher, mathematician, astronomer, and poet. Write a short passage about him using your own words and structures. Place-making suffixes  | Fanous , vol 1 |