



Middle Eastern & Mediterranean Language Institute (MEDLI)
University of Wisconsin-Madison

Course Subject, Number and Title

AsiaLang 337

Course Title

Fifth Semester Summer Persian

Credits 4

Course Designations and Attributes

Foreign Lang – 5th semester language

Course Level – Advanced

L&S Credit

Meeting Time and Location:

Monday through Friday, 8:30am – 1:00pm June 20-July 15, 2023

Instructional Mode

Face to Face

Specify how Credit Hours are met by the Course

This class meets for **20** class period hours (Mondays-Fridays, 8:30am – 1:00pm with breaks) each week for four weeks over the summer semester, and carries the expectation that students will work on course learning activities (reading, writing, studying, listening/viewing, instructor-student meetings, etc.) for ONE hour out of the classroom for every hour of class (**20** hours per week). In other words, students will devote a minimum of **45** hours a week across 4 weeks for a total of **180** hours.

INSTRUCTOR

Mohamad T Esmaili Sardari

Instructor Availability

Office Hours: Wednesday 2:00-4:00 or by appointment, Pyle Center L50, N4

Instructor Email/Preferred Contact

esmailisarda@wisc.edu

OFFICIAL COURSE DESCRIPTION

The course favors a task-supported approach in which students gain mastery of Persian within situations that reflect an authentic usage of the language. Students will be exposed to authentic materials taken from various sources (e.g., periodicals, the Internet, video and radio documentaries, etc). The selection of the materials is based on the complexity of the tasks and texts, and on the students' professional and personal interests. This entails some negotiation of the syllabus between the teacher and the students to select the authentic materials that are relevant to the students' academic interests. Examples of topics of this course are Revolution in Iran, Terrorism, Emigration, Economy, etc.

Requisites

Admitted to Arabic, Persian, and Turkish Language Institute (MEDLI).

LEARNING OUTCOMES

By the end of semester students will be able to express and support opinions, analyze an infographic, paraphrase and be able to compare and contrast and talk about causes and effects. They should also be able to:

- converse in a clearly participatory fashion
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies
- narrate and describe with paragraph-length connected discourse.

GRADING

Final grades will be awarded according to the following scale:

100-95=A 89-87= B+ 79-77= C+

94-90= A- 86-83= B 76-73= C

82-80= B- 72-70= C- Fail=D=69-Lower

Evaluation

Students will be assessed taking into account the following components:

4 Projects: 40% (10% each)

4 Presentations: 40% (10% each)

Active Class Participation: 20% (Attendance, web 2.0 activities, 20%, Homework 10%)

ASSESSMENT CRITERIA FOR ACTIVE CLASS PREPARATION

| Grade | Description |
|----------|---|
| A | The student does not have unjustified absences in the class. S/he submits all her assignments on time with a 90% of accuracy in her answers. S/he takes an active role in class discussions. Her class presentations are carefully thought and prepared. |
| B | The student has a maximum of 1 unjustified absence in the class. S/he submits all her assignments on time with an 85% of accuracy in her answers. S/he takes an active role in class discussions. Her class presentations are carefully thought and prepared. |

| | |
|----------|---|
| C | The student has a maximum of 2 unjustified absences in the class. S/he has failed to submit a maximum of 2 assignments on time. S/he submits her assignments with an 80% of accuracy in her answers. S/he participates in class when called, but does not take an active role in class discussions. Her class presentations are carefully thought and prepared. |
| D | The student has a maximum of 3 unjustified absences in the class. S/he has failed to submit a maximum of 3 assignments on time. S/he submits her assignments with a 75% of accuracy in her answers. S/he participates in class when called, but does not take an active role in class discussions. Her class presentations are carefully thought and prepared. |
| F | The student has more than 3 unjustified absences. S/he has failed to submit a maximum of 3 assignments on time. |

REQUIRED TEXTBOOK

Persian in International Relations and Foreign Policy, A Content-Based Approach by Mohamad Esmaili Sardari and Daria Mizza, First published 2022 by Routledge, ISBN# 978-1-138-34719-9

RECOMMENDED TEXTBOOK

An introduction to Persian by Wheeler M. Thackston.

HOMEWORK & OTHER ASSIGNMENTS

Active Class Participation

In order for students to rapidly progress in their language development they must be engaged in activities that promote better language understanding and production in Persian. Such activities should be carried out on a frequent basis. Therefore, students are expected to collaborate/participate actively in the Online (activities) Class and to come to the Face to Face class prepared and ready to actively participate as well. Active class participation entails the following:

- Class attendance. Attendance is obligatory in online classes. Students will not be allowed to miss more than one (1) hour of unjustified absence. Every absence above the permitted one will result in the lowering of the final percentage grade by one percentage point. The only reason for which a student will be excused from class is a serious medical or personal emergency. If there are other extenuating circumstances (i.e. family crisis, surgery, job interview...) the student must notify the instructor before the absence or within 24 hours after the missed class. Please, be advised that classes/exams are not canceled before/after any holidays.
- Homework assignments. Students are expected to submit their homework assignments according to the deadlines in the course calendar. **Homework assignments** include grammar exercises, reading and listening comprehension, **speaking (using Voice thread)**. Writing assignments include **compositions** and **Web2.0 activities such as Blogs, Discussion Boards (Forum) and Wikis**. Late assignments will receive feedback, but will have a negative impact in your grade according to the criteria described in Appendix A. Students are expected to compare their answers with the teacher's answer, reflect on any discrepancies, and come to class prepared to ask clarification questions.

- c. **Class presentations.** All students in the class are expected to give a minimum of 4 class **presentations**. It can be done individually or collaboratively. The presentations should last a minimum of 15-20 minutes and should not exceed the 25-minute limit. Although desirable, the selection of the topic does not need to be directly related to the students' current academic studies. However, it should show some relevance (personal or professional) to the students' motivations for being part of this program. The presentations are NOT SUPPOSED TO BE READ. The student(s) may use note cards as a reference only. Following the oral presentation, there will be another 20-minute period in which the audience (the students in the class) will have a chance to ask you questions about the presentation. The objective of this component is to assess your ability to interact with your audience in a less controlled linguistic environment. For example, it will give you an opportunity to display your ability to handle questions, support your opinions and clarify concepts.
- The students' overall class participation will be graded according to the rating criteria included in Appendix A.

ATTENDANCE POLICY

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student's final grade. Please see the grade rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs:
<https://covidresponse.wisc.edu/faq/>.

All WISLI programs follow UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term. If a student misses class, it is their responsibility to make up any missing work and instructors are not required to create make-up exams for absences. Students should communicate with their instructor early and often.

WISLI attendance policies align with UW-Madison guidelines:
<https://doso.students.wisc.edu/guide/class-attendance/>.

Students with extenuating circumstances must discuss the situation with their instructor and with MEDLI administrative staff. Vacation is not a valid excuse for a student to have an extended absence. If a student misses a class, it is his/her responsibility to make up the work and to keep up with the other students in the class. MEDLI's policies regarding tardiness and absence are as follows:

- Tardiness of over 30 minutes late will be considered an absence.
- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

Additional notes:

- Absences on days of exams, projects, and presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.

- Failure of the first semester course prohibits students moving to the second semester course and will result in dismissal from the program without refund.
- Contact hours for federal grants require that the MEDLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu) at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu). You will also be required to submit necessary documentation.
- Any emergency circumstances for absences can be addressed to MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu)

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/>

| Week | Unit # | Theme | Sub unit # | Topics | Language Forms | Language Skills | Language Functions | Project |
|------|--------|------------|------------|---------------------|--|--|--|---|
| 1, 2 | 1 | Upheaval | 1a | Revolution | -Comparative forms of adjectives -Past absolute tense | -Listening -Speaking (interpretive, presentational) | - Asking & answering survey questions -Analyzing survey data -Comparing events | <i>"Ranking Historic Events"</i> - Writing and presenting a report, based on survey information [Technology : VoiceThread] |
| | | | 1b | Terrorism | -Past imperfect tense | -Reading -Speaking (interpersonal) | -Expressing facts -Narrating events -Expressing points of view -Supporting opinions | <i>"Criminal or Justified Act?"</i> -Narrating events & supporting opinions in class discussions [Technology : Wiki] |
| 3, 4 | 2 | Emigration | 2a | Emigration waves | -Time + Cause-effect connectors | -Reading -Speaking (interpersonal, interpretive) | -Talking about causes and their effects | <i>"Historical overview of Iranian migration"</i> -Completing a table and presenting factors causing immigration |
| | | | 2b | Emigration of youth | -Indicative past narrative -Present perfect | -Reading -Listening -Speaking | -Narrating using the past | <i>"Brain-drain"</i> -Supporting your |

| | | | | | | | | position on the topic |
|------|---|-----------|----|--------------------------------|---|--|---|--|
| 5, 6 | 3 | Economy | 3a | Predictions to economic growth | -“Predict that” + future/subjunctive | -Reading -Speaking (presentational) | -Analyzing an infographic -Finding & extracting key information -Predicting/forecasting a situation | “Forecasting the Iranian Economic Situation” -Preparing and presenting a PPT with predictions of Iran’s economic situation |
| | | | 3b | Corruption | -Subjunctive with verbs that express suggestions, wishes, commands, and necessity -Conditional clauses | -Listening -Speaking (presentational) | -Giving advice | “Stopping Corruption” -Listing a series of advice to follow [Technology : Wiki] -Preparing in class presentation with measures to stop corruption [Technology : VoiceThread] |
| 7, 8 | 4 | Education | 4a | Social progress | -Passive construction | -Reading -Speaking (presentational) | -Analyzing a scorecard and extracting information -Identifying positive/negative elements & advantages/disadvantages -Researching & finding solution for a social problem -Providing recommendations | “Reducing the Scope of Educational Poverty” -Preparing a 4-minute oral presentation presenting facts & proposing a solution. [Technology : VoiceThread] |
| | | | 4b | Education quality | -Plural nouns | -Reading | | “An Information Session for Future Teachers” |

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| | | | | | | | | -Preparing a flier for an information session for future teachers |
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