



Syllabus - 2023 MEDLI- Intermediate Persian

Course Subject Number and Title:

ASIALANG 237 Third Semester & 238 Fourth Semester Persian

Course Designations and Attributes

Foreign Language: 237-Third Semester Language; 238-Fourth Semester Language

Level –Intermediate

L&S Credit–Course as Liberal Arts and Science credit in L&S

Credits: 8 credits

Requisites: ASIALANG137&138 (First and Second Semesters of Persian) or consent of instructor

Dates

Begin: June 19, 2023

End: August 11, 2023

MTWRF- 9am-1pm

Time

Instructor(s):

Pedram Aghaalikhani

aghaalikhani@wisc.edu

location:

Van Hise 391

Office Hours:

Tuesday & Thursday 3-4pm + any time by appointment on Zoom

<https://iu.zoom.us/j/516581640>

Required Texts & Materials:

Persian Learner Part Two by Peyman Nojournian

Links for [Part2](#)

[Textbook's Website](#)

Part3 will be partially used on the second half.

Supplementary Texts/Materials:

1. S. Haim. **Persian-English Dictionary**. Third Printing. Hippocrene Standard Dictionary. New York, 2000.
2. Aryanpour Kashani, Abbas and Manoochehr. **The Combined New Persian-English and English- Persian Dictionary**. Mazda Publication, 1986.
3. Intermediate Persian Course: Saeed Yousef & Hayedeh Torabi (ISBN-13: 978- 0415616553, ISBN-10: 0415616557)
4. Various Handouts that will be provided during the semester. You can access these handouts through Files on CANVAS.

These links are useful if you would like to practice more:

[You can make flashcards here](#)

[Practice your pronunciation](#)

[Online Persian picture dictionary](#)

[Persian Dee](#)

[Learn Grammar here](#)

[Learn Persian with Majid](#)

[Talk like a Persian](#)

[Farsi Iran-e emrooz](#)

[Global Language Online Support System](#)

[Easy Persian](#)

[Iranian TV Series with English subtitles](#)

About this course:

Persian - Level 2 provides learners with a solid foundation of the language (OF WHAT? PERSIAN GRAMMAR) and builds thereon. The course familiarizes students with the **Persian** language and culture through authentic materials and media, as well as activities and structured online interactions with (NATIVE) speakers of the language. Participants acquire knowledge of cultural products and practices and build awareness of some shared beliefs, attitudes, behavioral norms, and social expectations typical in regions where the target language is spoken.

Learning Objective:

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. Additionally, 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.

Learning Outcomes

Upon completion of this course, it is expected that students will be able to:

- 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.
- Speak the language with sufficient structural accuracy, vocabulary and cohesiveness.
- Participate in most formal and informal conversations on practical, social, cultural, and specific field-related topic.
- Have developed enough cultural awareness so that they feel comfortable mingling with the community of the target language.
- Communicate in Persian – to use the Persian language in everyday communicative activities such as reserving a hotel room, buying a ticket, and general communication.
- Write a letter to state a basic need or problem, with basic composition skills to comment on a reading text.
- Read about Persian culture and history as a basis for reading improvement and a better understanding of the culture in general, e.g. knowing about Iranian customs, historical places in Iran, Iranian celebrities

Additionally, participants who complete this course successfully are expected to acquire an ACTFL proficiency level of **Intermediate Mid** or better.

ACTFL proficiency guidelines: <https://www.actfl.org/uploads/files/general/ACTFLProficiencyGuidelines2012.pdf>

Course and Program Policies

Program Structure

- This class meets for 20 class hours (Monday-Friday, 9am-1.00pm with breaks) each week for eight weeks over the summer semester and INCLUDES 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.

Grades

- Participants will receive two grades – one for each session.

Grading system

Class participation

Grade	Percent
D	65-69
F	0-64
Homework	20 %
Quizzes (mini tests)	10 %
Projects and presentations	20 %
Final examination oral and written	30 % 20 %

Total: 100 %

- This intensive course moves at four times the usual speed - [preparation is critical](#).

Homework assignments-

- will focus on activities that can be done without an instructor present (e.g., reading, writing, grammar, learning vocabulary, etc.).
- are your opportunities to practice new structures.

- Homework Grading policies:

- You will not be marked down for making mistakes. Mistakes are part of learning.
- You will receive full credit for homework that is completed and submitted on time.
- Incomplete assignments are graded normally with a score of 0 at the end of the course.

Class activities

- Will focus on activities that require live instructor feedback (e.g., conversation, oral drills, etc.).
- Class time will be reserved for the most difficult and important topics.

Participation

- Not every homework assignment will be reviewed in class (although the topics covered in that homework will be incorporated into

classwork).

MEDLI Participants are expected to:

- Read ahead and work with material that has not yet been covered in class.
 - Learn assigned material before class and come prepared to apply what you have learned.
 - Master every topic assigned, including topics not emphasized in class.
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- This course relies heavily on listening and speaking practice.

- Participation is mandatory and counts toward your course grade.
- Participation reflects your daily preparation and active participation in class discussions.
- If you are late/leave early or come unprepared, you will not receive full participation credit.

NOTE: Any technical problems in Canvas should be directed to [DoIT Help Desk](#) support, not your instructor. You can reach them at help@doit.wisc.edu or at 608.264.4357. They are very good at responding quickly.
 For Troubleshooting Canvas, see: <https://kb.wisc.edu/helpdesk/page.php?id=2520>
 For Zoom Knowledge Base, see: <https://kb.wisc.edu/zoom/>

Course-specific Policies	
<i>Course Format:</i>	In person
<i>Supplies and Tech Requirements:</i>	<ul style="list-style-type: none"> • A reliable computer capable of supporting Canvas • Speakers or headphones • A microphone (built-in or external) • A webcam • A dependable Internet Service Provider (ISP) with high-speed internet access
<i>Grading System</i>	See Grading System (page above)
<i>Communication</i>	Please communicate with the instructor only by email pedragha@iu.edu . Information sent through other channels may not reach the instructor.
<i>Bi-Weekly Projects</i>	There will be four group projects. The projects will be group activities and will be performed in class in groups of 2 or 4 people. Projects will be graded based on the rubrics that will be provided throughout the course.
<i>Homework</i>	There will be daily homework, partly writing and partly recording. The oral part should be uploaded on Canvas by 8am CT the next day.
<i>Late Homework</i>	For every day there will be -30% penalty. HW submitted more than 3 days late will be graded normally with 0 grade assigned.
<i>Submitting work</i>	For online HW, submit your work through Canvas. Anything sent through phone, social media or email will not be counted. For textbook homework, please write the HW in your textbook.
<i>Feedback & Resubmissions</i>	Check the feedback on your assignments. The instructor may ask you to redo an assignment. In this case, he will set a new deadline (<u>3 days = 72 hours</u>) for that assignment. The revised assignment will receive full credit if it is submitted by the new deadline.
<i>Missing Homework</i>	Missing homework will be assigned a grade of zero.
<i>Quiz</i>	There will be a quiz usually on Monday (or other days with prior notice) after every two lessons. The quizzes consist of various written tasks.
<i>Late Tests</i>	Tests, quizzes, and exams submitted after the submission deadline will be assigned a grade of zero. NOTE: If you experience difficulty submitting an assignment or test through Canvas, contact the instructor by email before the submission deadline to get help or arrange email submission.

<i>Final Exam</i>	The final exam consists of different sections including listening, speaking, writing, reading, and presentation. There may be some questions or tasks requiring the use of multiple skills as well.
<i>CLASS PROJECTS</i>	Project work consists of a series of oral and written tasks conducted throughout the semester on a specific topic and an oral presentation. The project topics will be announced during the class. The projects can be performed in various formats, e.g., PowerPoint, poster, YouTube video, or any other visual aid. The instructor will provide a project rubric along with each topic.

WISLI 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 a 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/>.

It is the policy of MEDLI that students are expected to attend class every day during the summer due to the intensive nature of the classes. 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)

Grade	Percent
A	92-100
AB	88-91
B	80-87
BC	76-79
C	70-75
B-	80-82

ABSENSES DUE TO RELIGIOUS OBSERVANCES

MEDLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor of the specific days or dates on which you request relief **on the first week of the course by the second day**. You must email both the instructor (aghaalikhani@wisc.edu) and MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu). The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

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/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center 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."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

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STUDENT HEALTH/RESOURCE CENTERS

Covid-19 Information: UW-Madison's website to support students. Please visit <https://covid19.wisc.edu/for-students/> for tips and other relevant information.

University Health Services (UHS) is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

LGBTQ Support: The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>

Dean of Students: The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

Tentative schedule of First four weeks (Book2)

HW pages are from the textbook and will be announced in class.

The schedule is subject to change.

Persian II – Tentative Course Schedule						
Day	Unit	Language Functions & Tasks	Themes	Forms	Culture	Assignments
Monday June19 Start-Review	11	Introduce each other. Say what year in college. Major of study Where do you live? Describe your place. Describing daily routine.	City of birth Life Apartment description Hobbies	 Present simple tense Word order	 Greetings formal, informal	Homework1 p1 and p3

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T&W June20-21	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, Q words Connectors, Unit counters	Shopping Culture, Social Transactions	Homework Pages Upcoming quiz on Friday
R-F(quiz) June22-23	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	Prepositions Word Formation	Iranian Cities, Tourist Attractions	Homework Pages.
M-T 26-27	13	Task: Describing a house or an apartment. Handling simple social transactions such as renting an apartment.	Home, Apartment, Urban Life	Question Forms, Definite & Indefinite Nouns	Urban Life Culture	Homework pages.
W-R 28-29	14	Task: Narrating in present. Describing health issues, seeking emergency help. Reading about Iranian prominent scientists and physicians	Health, Medical Emergency	Present & Past Tenses Revisited	Iranian History of Science	Homework pages. (Upcoming quiz on Friday)
F(quiz)-M 30th-3rd	15	Task: Navigating through a map. Finding locations by following instructions. Reading about Persepolis and Iran's ancient history. Reading contemporary poetry.	Home, Map, Navigation	Imperative Revisited	Contemporary Poetry	Homework pages.
Tuesday 4th	NO CLASS	روز استقلال ایالات متحده آمریکا	Independence Day-No class			
W,5th & R,6th	16	Task: Narrating in past. Talking about past trips and memorable events. Retelling a story. Writing a coherent paragraph. Writing a simple letter. Reading	Travel, Tourism	Past Tense Revisited, Subjunctive, Paragraph	Iranian Touristic Attractions, Isfahan	Homework pages. Upcoming quiz on Friday

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		contemporary poetry and tales.				
F,7 th (quiz) & M,10 th	17	Task: Narrating in future. Talking about future plans, travels, studies, etc. Reading about Persian classic literature. Reading classic poetry. Writing persuasive letters.	Travel, Literature, Poetry	Future Tense, Subjunctive	Iranian Touristic Attractions, Shiraz, Persian Literature	Homework pages
T,11 & W,12 th	18	Task: Describing people, strangers. Recognizing faces, moods and talking about personal characteristics. Handling a complicated situation such as a hit and run accident. Reading a contemporary story.	Friends, Police, Dating	Adjectives, Adverbs	Complicated Social Transactions, Police	Homework pages.
R,13 th & F	19	Task: Narrating in past revisited. Handling a complicated situation. Reading an airport map. Reading advertisements. Recounting an event. Test prepration	Travel, Visa, Passport	Direct Object, Specificity & /râ/	Complicated Situations, Airport Inspection	Homework pages. Upcoming test on Monday-no quiz)
M,17 th TEST1 Project1	20	Task: Interviewing a roommate. Narrating an event, news item or a story. Reading about Iranian hand-made handcrafts and contemporary visual arts. Describing art pieces.	Study, Work, Home	Using Infinitive as a Noun	Cultural Events, Concerts, Festivals, Conferences	Homework pages.

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Tentative Course Schedule						
Day	Unit	Language Tasks	Themes	Forms	Culture	Assignments
T,18 W,19 R,20	21	Describing food and places in details Explaining instructions in steps. Dealing with a simple situation. Expressing opinions in simple terms. Narrating a memorable event. Identifying positive, negative and neutral views. Project: Writing a food critic short essay.	Food Traditional Restaurants	Verb Infinitive	Food & Traditional Restaurants Persian Poetry	Homework pages 6, 11, 16, 20 Quiz on Friday
F,21(quiz) M,24 T,25	22	Finding similarities and differences. Comparing objects, places, concepts, jobs, etc. Expressing and supporting opinions through comparing places. Comparing national traditions and customs; e.g. Noruz with Christmas. Project: Writing a letter invitation to an event.	Traditions & Customs	Comparing Form	National Customs and Traditions, Persian Songs	Homework pages 25, 30, 35, 39
W,26 R,27 F,28 (quiz)	23	Identifying cultural values, personalities and characters. Expressing opinion on characteristics. Describing personality. Comparing marriage Iranian vs. western styles. analyzing a case. Watching a movie Project: Writing about a memorable event	Marriage Iranian Style	Main Clause Subordinate Clause Adjectives & Nouns Past Perfect	Iranian Marriage Cultural Values Persian Poetry & Songs	Homework pages 46, 50, 57, 60
M,31 T,1 W,2	24	Supporting opinions. Dealing with social interactions properly using Taarof. Dealing with a familiar situation with complexity. Analyzing humor and cartoons. Project: Writing a short story	Taarof Requests	Subjunctive Accept or Reject Forms Compound Verb Taarof Forms	Iranian Taarof, Cinema Persian Classic Poetry	Homework pages 66, 71, 76, 80

R,3						
F,4 (quiz)	25	Describing current events. Describing an accident in details. Narrating an event. Report an event.	Accidents Current Events	Subjunctive Present Perfect	Cultural Events Persian Proverbs	Homework pages 87, 92, 96, 100
M,7						
T,8		Review				
W,9		Review				
R10		Review-Presentations				
F11		Test				