



Course No.: ASIALANG 137 First Semester & 138 Second Semester Persian

Course Title: Elementary Persian

Term/Year: Summer, 2024

Course Designations and Attributes

Foreign Language: ASIALANG 137-First Semester Language; 138-Second Semester Language Level – Elementary

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

Credits: 8 credits

Instructional Mode: In Person

Course Location: [Van Hise Hall 379](#)

Day: MTWTF **Time:** 9:00 am- 1:00 pm (Central time)

Office Hours: Mondays, Wednesdays & Thursdays 1:10 pm - 2:10 pm [Van Hise Hall 1144](#) or [Zoom link for office hours](#)

Instructor Title and Name: Dr. Fatemeh Mirsharifi

E-mail : Mirsharifi@wisc.edu

Cell Phone number: 608-358-3531

CREDIT HOURS EXPLANATION

This class meets for 20 class period hours (Mondays-Fridays, 9:00 am-1:00 pm with breaks) each week for eight weeks over the summer semester. It expects students to 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).

COURSE DESCRIPTION

This elementary-level course is a component of the MEDLI summer intensive program and is designed for students wishing to engage in the intensive study of the fundamental structure of Persian language, using the four language skills (listening, speaking, reading, and writing) to improve their proficiency level in Persian in line with the [ACTFL Proficiency Guidelines](#)¹. In addition, grammar, pronunciation and vocabulary are incorporated into the daily activities. This course first introduces the Persian alphabet. The emphasis is on speaking and using the language for communication.

You can expect to engage in group and pair works and to take part actively in the classroom. Your ability to communicate in Persian will increase as you apply yourselves in class and even outside of the classroom. Persian will be the primary language of the class with limited use of English. Sometimes you might feel completely lost, but it is totally normal in a language classroom, so try not to panic! If you're confused, have your partner help you during pair work or ask me for help. If you still feel unsure of the material at the end of class, please contact me for extra help.

Additionally, any questions and concerns that require the use of English may be addressed after class time or during my office hours.

LEARNING OUTCOMES

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

- Read and write the Persian script.
- Exchange greetings introduce yourself to native speakers of Persian by conversing where you are from, who members of your family are, what career interests you have, how to purchase an item, how to go to a place, how to order food in a restaurant.
- Respond to simple, direct questions or request information.
- Ask, give, receive, and follow directions.
- Identify the general meaning of a variety of very basic authentic cultural texts and materials.
- Identify some aspects of Persian culture including clothing, food and people.

GRADING

Quizzes: (10%)

Midterms: second and sixth week (10%)

Final exams: 4th and 8th week (10%)

Presentations and projects: (20%)

Assignments (20%)

Class Participation, Commitment to the target language (30%)

GRADING SCALE

A: 92 – 100 AB: 87 – 91 B: 81 – 86 BC: 77 – 80

C: 70 – 76 D: 60 – 69 F: £ 59

REQUIRED TEXTBOOK & OTHER COURSE MATERIALS

[Persian in Use](#): An Elementary Textbook of Language and Culture (Iranian Studies Series) by Anousha Sedighi. You can listen to the textbook audio files [here](#).

Various Handouts that will be provided during the semester. You can access these handouts through modules on CANVAS.

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

[Lectia: A free app for practicing Persian](#)

[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](#)

[Listen to Persian Music on Radio Javan](#)

[Listen to Persian music on YouTube](#)

HOMEWORK

There will be daily assignments and they are required on the next session. Late work will be marked down ½ a grade for lateness. Please read the assignment section on CANVAS every day in order to find out about your daily homework. You can scan or take a photo of your homework and upload it on CANVAS. Starting from the second week you can type your homework and upload it on CANVAS. You can type your homework using the following options:

- a. Type on the [Virtual Persian Keyboard](#), copy and paste your writing in Microsoft word, and then upload it on CANVAS.
- b. *Type in Microsoft word using On Screen Keyboard and then upload it on CANVAS. Here are two videos that you can watch in order to activate your On Screen Keyboard and Change the keyboard language for [PC](#) or [MAC](#).
- c. *You can buy [Persian Keyboard stickers/covers](#) and type using your laptop/computer keyboard.
*You can watch two short videos in order to learn how to add Persian language to your keyboard for [PC](#) or [Mac](#).

EXAMS & QUIZZES

There will be quizzes on Fridays of the first and third week, two midterms on Fridays of the second and sixth week, and two final exams on Fridays of the fourth and eighth week. They will be in the form of fill-in-the-blanks, short answers, matching vocabulary, and/or dictation.

CLASS PROJECTS

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.

USE OF ARTIFICIAL INTELLIGENCE

Students can use artificial intelligence (AI) tools and applications to enhance their learning experience. AI tools can be used for clarification, language practice, and research during self-study. For example, AI can be utilized to practice translations, generate language exercises, or receive feedback on grammar and vocabulary. While AI can be used for assistance, the final output should demonstrate the student's individual effort and comprehension.

ATTENDANCE POLICY

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)

ABSENCES DUE TO RELIGIOUS OBSERVATIONS

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 as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. 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>

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 Syllabus****

Week 1	Learning the alphabet & Writing practice Greeting People
Week 2	About You The letters and their doubles Reading letters
Week 3	Daily Activities Expressing your name and nationality
Week 4	Housing & Living Talking about majors Telling days and which classes you have
Week 5	Shopping Telling birthdays, phone numbers & address Telling the time
Week 6	Geography & Weather Talking about daily activities Use of frequency adverbs
Week 7	Food & Special Occasions Describing someone by his/her characteristic traits Identifying people by their career
Week 8	Schooling & Holidays Introducing family Describing someone by his/her physical traits

*****This syllabus is due to change during the course. Changes will be notified to the students in class.**

For a comprehensive guide to NCSSFL/ACTFL CAN-DO Statements at each proficiency level, please visit the following site:
<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

Summary Guide: ACTFL Oral Performance Descriptors for Language Learners

Proficiency Level	Tasks & Functions	Context/Content	Accuracy	Text Type
Novice “Parrot”	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases
Intermediate “Survivor”	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Some informal settings and a limited number of transactional situations. <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Advanced “Reporter”	Narrate and describe in all major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings. <i>Topics of personal and general interest.</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers.	Oral paragraph/connected discourse
Superior “Thinker”	Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. <i>Wide range of general interest topics and some special fields of interest and expertise.</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse

Source: ACTFL OPI Proficiency Interview Assessment Workshop Participant Handbook, 3rd Edition

Oral Proficiency Language-Specific Guidelines

Group II Language: Persian

Length of Training	Minimal Range	Average Range	Exceptional Range
16 weeks (480 hours)	Intermediate Low	Intermediate Mid/High	Intermediate High
24 weeks (720 hours)	Intermediate High	Advanced Low/Mid	Advanced Mid/High
44 weeks (1320 hours)	Advanced Mid/High	Advanced High/Superior	Superior

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service, 1982. ILR ratings have been converted to reflect the equivalent ACTFL ratings.
