

# Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

## **Elementary Persian I**

Instructor:

Email:

Location:

Time:

Office:

Office Hours:

### **Course Description**

1101 Elementary Persian I is an elementary course focusing on the four language skills of reading, writing, listening, and speaking through work on oral fluency, written expression, and reading comprehension. Starting from learning Persian alphabet, gradually the language of instruction becomes mostly Persian and most course discussions will be in Persian. During the course students will be required to write short papers in Persian examining different topics.

### **Objectives**

The objectives of the course are to help students to:

- 1- Develop students' Persian grammar and vocabulary awareness.
- 2- Read simple texts in Persian.
- 3- Communicate and converse in Persian on a variety of topics.
- 4- Write elementary narrative style paragraphs coherently and with reasonable accuracy.
- 5- Develop Students' awareness of essential Iranians' cultural elements.

### **Expected Learning Outcomes**

By the end of this course students will develop the ability to read simple texts in Persian; to provide practice in writing elementary compositions on routine topics; and to develop appropriate levels of proficiency in spoken Persian.

### **Course Requirements and Attendance**

Students will be taught through the use of Persian language in simulated settings and situations through frequent use of vocabulary, doing tasks, and acting. This will be augmented by discovering the grammatical rules and functioning in simulated as well as few real language tasks and events. Students are encouraged to speak Persian in class discussion. There will be seven quizzes and one exam. Class attendance is absolutely necessary. In addition to the classes, students may opt to attend several Persian events.

## **Attendance**

Class attendance is essential. In fact, much of the responsibility for learning a language falls on the students. It is not realistic to expect to develop communication skills in a new language if students are not physically present to practice it. Therefore, it is crucial that students attend class regularly.

More than two unexcused absence will affect your attendance and participation score (worth 15% of your final grade). Five or more absences will notably affect your final grade (by a third of a grade level if you have five absences, i.e., from A to A-, etc). If you miss class (regardless of whether this is excused or unexcused) please make sure to ask your colleagues (but not your instructor) to provide information as to what was covered in your absence. Covering the class material that you have missed on your own will be your responsibility and not your instructor's. Excused absences include documented illnesses or accidents, religious holidays, participation in scheduled events as a member of a university-sponsored organization, and family emergencies. If you believe you are going to have an excused absence be sure to clear it with your instructor. Absence that fall into one of the listed categories for excused absences but that are not cleared with your instructor (ideally prior to the date of the absence) will be considered unexcused. It is your responsibility to inform the instructor of any intended absence for religious observances in advance.

## **Reading Assignments**

Students will read all materials assigned by the instructor and be responsible for the content of each. Daily homework will be assigned from the text, workbook, handout, CD-ROM, movie, or Internet. If assignments are required to turn in, it is required to be prepared prior to the beginning of class and handed in at that time. Written assignments will vary in length from sentence level responses to short paragraphs and essays.

## **Projects**

Students must complete all weekly, midterm, and term final projects as well as the other activities; listening activities in class will be conducted which will require attention and response in Persian. Oral discussion will occur throughout the semester. Students are expected to perform not only on a daily basis, but at prearranged times throughout the semester.

## **Class Performance**

Students will bring all materials required to each class session, participate in class discussions, and come prepared with homework completed. They must be present for all examinations and quizzes. Quizzes may be announced or unannounced.

## **Class Participation**

Each student must be an active member of individual and group activities. Every class session must be viewed as an opportunity to contribute to the group experience with the Persian language and the cultural materials presented.

## Readings and sources

*Persian in Use: An Elementary Textbook of Language and Culture* by Anousha Sedighi, Leiden University Press, 2015

Also, some supplementary materials from different Persian textbooks and audio/visual sources will be provided in the course Carmen and/or hand out during the course.

## Recommended texts

- Yousef, Saeed and Hayedeh Torabi. *Basic Persian: A Grammar and Workbook*, Routledge; Bilingual edition. ISBN-10: 0415616522
- Aryanpur-Kashani, Abbas. *The Combined New Persian-English and English-Persian*. Mazda Pub; ISBN-10: 0939214296

## Evaluation

Homework	20
Four Quizzes	20
Final Examination for First-session (Mid-term exam)	15
Participation and Attendance	20
Final Exam	25

Total: 100

Final exam is on all lessons and class materials.

## Grading Scale

A = 100% - 94% A- = 93% - 91% B+ = 90% - 89% B = 88 % - 83% B- = 82% - 80% C+ = 79% - 78% C = 77% - 73% C- = 72% - 71%

**Note:** Ohio State does not offer the grades A+ and D-. You earn no points from an E or an EN, but the hours are calculated into your grade point average. (An EN grade indicates that, at some point during the semester, you stopped attending the class).

## Student with disabilities

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu).

## **Academic Plagiarism**

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. All work you submit must be your own scholarly and creative efforts. Based on OSU policy, at any stage of the writing process, all academic work submitted to the teacher must be a result of a student's own thought, research or self-expression. When a student submits work purporting to be his or her own, but which in any way borrows organization, ideas, wording or anything else from a source without appropriate acknowledgment of the fact, he/she is engaging in plagiarism. You are expected to familiarize yourself with OSU's policy on plagiarism.

## **Course Schedule**

### **Week 1-3 (August 23, September 9)**

Introduction

Theme: The writing system, Alphabet and sounds

Grammar Structure: Persian Alphabet, Basic numbers, Parts of speech

**Quiz 1: Friday September 9**

### **Week 4 - 6 (September 13 – 30)**

#### **Lesson 1: Greetings and Introductions**

##### COMMUNICATION OBJECTIVES

Greetings and farewells

Introducing yourself

Using written and spoken forms

Using formal and informal forms

Asking yes/no questions

Talking about your nationality, hometown, and profession

Describing people and things

##### CONTENTS

Written and spoken forms

Interactive dialogue 1: How are you Mina?

Interactive dialogue 2: How are you Mr. Parsa?

Formal and informal forms

Interactive dialogue 3: Are you a professor?

Interactive dialogue 4: I am Iranian American

In-class Reading: My name is Kamran

Grammar 1: Present tense of "to be" (long and short forms)

Let's learn more: More about written and spoken forms  
Grammar 2: Sentence structure (part 1), Stress and intonation  
Let's learn more: Adjectives, professions  
Poem: در گلستانه by Sohrab Sepehri  
Cultural note: First interaction, how to address people properly  
**Quiz 2: Friday September 30th**

## **Week 7 - 9 (October 4 - 21)**

### **Lesson 2: About You**

#### COMMUNICATION OBJECTIVES

Talking about your family  
Talking about your courses  
Talking about your age  
Identifying class objects and people  
Expressing likes, dislikes, needs, and possession  
Counting and calculating

#### CONTENTS

Written and spoken forms  
Interactive dialogue 1: How many siblings do you have?  
Interactive dialogue 2: How many classes do you have this term?  
Interactive dialogue 3: Have you got time?  
In-class Reading: Parsa family  
Grammar 1: Present tense of "to have"  
Grammar 2: Conjunction with 'و'  
Let's learn more: In the classroom, demonstrative pronouns, Who is she/he?  
Grammar 3: Nouns: specific, Non-specific, and generic  
Grammar 4: Specific direct object maker را  
Grammar 5: Possessive pronouns with مال  
Let's learn more: Expressing needs and likes, numbers (0 – 100), how old are you? Basic calculation  
Poem: کتاب خوب by Abbas Yamini-sharif  
Cultural note: Diverse Iran –the Persian speaking world, Persian vs. Farsi  
**Midterm Exam: Friday October 21st**

## **Week 10 - 12 (October 25 – November 11)**

### **Lesson 3: Daily Activities**

## COMMUNICATION OBJECTIVES

Talking about daily activities and the weekly schedule  
Talking about means and transportation  
Talking about actions taking place in the near future  
Talking about knowing someone vs. something  
Using common courtesies  
Saying where things are

## CONTENTS

Written and spoken forms  
Interactive dialogue 1: What are you doing tonight?  
Interactive dialogue 2: Where do you live?  
Interactive dialogue 3: Do you know him?  
In-class Reading: Kamran's daily schedule  
Let's learn more: Times of the day  
Grammar 1: Simple present tense, compound verbs  
Let's learn more: Means of transportation, languages  
Grammar 2: Plurals  
Let's learn more: Common courtesies, days of the week, prepositions of location  
Grammar 3: Sentence structure (part 2)  
Poem: بنى آدم by Sa'di  
Song: سيب (Singer: Simin Ghanem)  
Cultural note: Ta'arof  
**Quiz 3: Friday November 11th**

**Week 13 - 15 (November 15 – December 2nd)**

**17 – 18 November: No Class Because of my Participation at Middle Eastern Studies Conference in Boston**

**24- 25 November: No Class, Thanks Giving**

**Lesson 4: Housing and Living**

## COMMUNICATION OBJECTIVES

Talking about your house and belongings  
Inquiring about a rental apartment  
Talking about time and being late  
Requesting information on the phone  
Asking questions, using question words

## CONTENTS

Written and spoken forms

Interactive dialogue 1: You are not ready yet?

Interactive dialogue 2: I am looking for a two-bedroom apartment?

In-class Reading: Parsa's family house

Grammar 1: Suffix pronouns, difference between suffix pronouns and full pronouns

Let's learn more: Numbers (100 – 1,000,000,000), ordinal numbers

Let's learn more: Means of transportation, languages

Grammar 2: Question words

Let's learn more: What time is it? colors, body parts, pets

Poem: پرنده مردنی است by Forough Farrokhzad

Song: گل سنگم (Singer: Hayedeh)

Cultural note: Using body parts in expressions

**Quiz 4: Friday December 2nd**

**Week 16 (6 - 7 December)**

**Review**

**Final Exam**

**Note:** This syllabus may be revised during the semester. The students will be negotiated with and informed of the changes in class.