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.
Reading and Composition in High Intermediate Persian Level (PRS 2105)
Ohio State University

High Intermediate Persian: Reading and Composition

Instructor: Email:
Location:
Time:
Office:
Office Hours:

Description
Extensive reading of classical and modern Persian texts, with practice in grammar and composition at an intermediate level.

Objectives
During this course of study you will continue to increase your vocabulary, to develop your abilities in oral and written expression, and to complete the study of the fundamental structures essential to an understanding of modern literary Persian. It is assumed that the students successfully completing this course will be proficient in speaking, reading, and composition in Persian language. In this course, students will have the opportunity to read literary texts and essays and comment on them, both in writing and orally. Some of the activities will involve skits that will be video-recorded, in-classroom debates, formal polished presentations to the class, and compositions and written exercises that are sometimes to be submitted in typed format.

Expected Learning Outcomes
By the end of this course students will develop the ability to read intermediate classical, modern and popular texts in Persian; to provide practice in writing intermediate compositions on various topics; and to develop appropriate levels of proficiency in spoken Persian. This course will enable students to read, speak, and compose in literary as well as colloquial Persian.

Prerequisite
Persian low intermediate level courses or written permission of instructor. Students who wish to enroll in the course need have fulfilled two years of elementary and intermediate level courses or passed equivalent courses at other universities. Native, heritage, or other students who believe they have enough proficiency to bypass these requirements must obtain the permission of the instructor. A proficiency examination may be administered for this purpose.

General Education (GE) Goals and Expected Learning Outcomes
Goals
Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes
1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
   - Students compare and contrast the cultures and communities of the language that they are studying with their own.

Requirements and student evaluation
There will be weekly journals (1-2 pages) which cover vocabulary, grammar, short reading and writing passages according to the course materials that delivering to instructor every Monday. There will be a midterm exam and a final exam. There will also be a midterm and a final writing assignment. Midterm essay should be more than 500 words. Final essay should be at least 800 words. The essays’ topics will be selected in consultation with the instructor.

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

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 and term projects and 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.

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.

Sources
فارسی شیرین است (کتاب دوم)؛ پونه شعبانی جدیدی و دومینیک پروز برکشاو
The Routledge Intermediate Persian Course: Farsi Shirain Ast, Book Two by Pouneh Shabani Jadidi and Dominic Parviz Brookshaw

Texts from different sources will either be handed out or emailed to students on the proper date. Materials may be changed or modified.

Final Essay Grading Rubric
Total grade (100%) – Has a catchy intro; a clear thesis; flawless grammar; Facts relevant to argument; a mention of three readings – either author name or article name; has a sound conclusion; flows well – good transitions, etc.

90% points - Is missing one of the first requirements but definitely contains a good intro, thesis, two readings – might be a bit iffy on grammar at one or two points and might have a problem with a transition or two.

80% - Is missing two of the first requirements but definitely contains a thesis – usually only cites one reading and has some noticeable problems with structure, transitions, etc.

70% - Is missing at least three of the requirements for receiving a total grade. Problems in this category include notable factual errors. Lacks a clear thesis and has poor grammar that detracts from one’s ability to read the easy.

60% - Lacks a clear thesis, does not contain relevant factual information. Has no reference to readings.

50% - Only wrote one page. Has no thesis and contains no relevant information. Unsure if students are actually answering the question that their answer is supposed to respond to.

Grading
Homework Assignments, Group Works, Class Participation, Presentation, and Performance 30%
Mid-term exam 10%
Midterm Essay 10%
6 Quizzes 15%
Weekly Journals 10%
Final exam 12.5%
Final Essay 12.5%

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 of A+ and D-. You earn no points for an E or an EN, but the hours are calculated into your grade point average. (An EN grade indicated 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.

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

Everyday Activities
اخرگوش و خبر روز 
دیدن ویدئو و گفتگو درباره اخبار
سخنرانی در کلاس، انتقاده هر پنج و هفت

Oral activities: Presenting in class for 10 minutes every Thursday
Visual activity: Watching two TV programs
Discussion: About the movie, readings, news, and TV programs
News time: Reading or discussing the latest news

WEEK ONE & TWO
25 August – 3 September

INTRODUCTION
Persian Song: سلطان قلب ها، عارف
Three Persian Proverbs & Idioms
Lesson One: Which sport are you interested in?
Reading: Football
Grammar: Simple Sentences
Media exercise: general media vocabulary
Let’s know more: Compound verbs

Quiz 1

WEEK THREE & FOUR
8 – 16 September

Persian Song: سلطان قلب ها، عارف
Three Persian Proverbs & Idioms
Lesson Two: Which issues normally cause divorce?
Reading: Divorce in Iran’s tribal communities
Grammar: Simple Sentences (cont’d)
Colloquial/written Persian: Jalal Al-e Ahmad, “The Samanu Cookers”
Let’s know more: Forugh Farrokhzad
Media Exercise: Politics and Government
Grammar: Simple Sentences, Direct and Indirect Speech

Quiz 2

WEEK FIVE & SIX
21 September – October 1

Persian Song: آنگه یه روز، داريوش و فرامرز اصلاني
Three Persian Proverbs & Idioms
Lesson Three: What do you know about Iran’s ancient sites?
Reading: Tape Marlik
Grammar: Direct and Indirect Speech, Simple and Compound Sentences
Media exercises: Elections
Colloquial/written Persian: Goli Taraghi, “Hibernation”
Let’s know more: Morphology
Let’s get to know Iran better: Mud Brick
Quiz 3

WEEK SEVEN & Eight
5 – 14 October

Persian Song: من تو، گوگوش
Three Persian Proverbs and Idioms
Lesson Four: What are the advantages and disadvantages of life in the capital?
Reading: Tehran
Grammar: Conditionals and Wishes, Passive Sentences
Media Exercise: Security and Conflict
Colloquial/Written Persian: Moniru Ravanipour, “The Long Night”
Let’s know more: Fereydu Moshiri
Let’s get to know Iran better: motorway

WEEK NINE & TEN
19 – 29 October

Persian Song: سوسن خانوم، گروه برویکس
Three Persian Proverbs and Idioms
Lesson Five: Which do you prefer: poetry or prose?
Reading: Nizami Ganjavi
Grammar: Arabic broken plurals, Choon & Cho
Media Exercises: Law and Order
Colloquial/Written Persian: Zoya Pirzad, “The Acrid Taste of Persimmons”
Let’s Know More: morpheme types,
Let’s Get to Know Iran Better: Column
Quiz 4

WEEK ELEVEN & TWELVE
2 – 12 November

Persian Song: شفق، داريوش
Three Persian Proverbs and Idioms and Idioms: سه ضرب المثل و اصطلاح فارسي
Lesson Six: What are the pros and cons of traveling by train?
Reading: Railways
Grammar: Causative form, deleting a similar verb
Media Exercise: human rights
Colloquial/Written Persian: Ahmad Mahmoud, “Scorched Earth”
Let’s know more: Sadeq Hedayat
Let’s get to know Iran better: pigeon tower

Quiz 5

WEEK THIRTEEN & FOURTEEN
16 – 24 November

Persian Song: ايران اي سراه اميد، شجريان
Three Persian Proverbs and Idioms and Idioms: سه ضرب المثل و اصطلاح فارسي
Lesson Seven: What do you do to protect the environment?
Reading: Iran’s natural geography
Grammar: Compound nouns, either …. or, not only …. but also
Media Exercises: Economics
Colloquial/Written Persian: Simin Daneshvar, “The Life of the Alley”
Let’s Know More: Affixes (prefixes and suffixes)
Let’s Get to Know Iran Better: Fire temple

Quiz 6
Quiz 6

WEEK FIFTEEN & SIXTEEN
30 November — 9 December

Persian Song: سر اومد زمستون، شبايک كمالي
Three Persian Proverbs and Idioms and Idioms
Lesson Eight: What do commercial centers look like in your country?
Reading: Bazar
Grammar: Compound adjectives, Impersonal forms
Media Exercise: trade and industry
Colloquial/Written Persian: Sadeq Hedayat, “The Darkroom”
Let’s know more: The folklore of the people of Iran
Let’s get to know Iran better: Traditional marketplace

Final Essay Due: December 14
Final Exam: December 17
Final exam is on all lessons and class materials.

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