

## Term Information

Effective Term Autumn 2021  
*Previous Value* Autumn 2015

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

We wish to add the option to offer this course as an online class.

**What is the rationale for the proposed change(s)?**

The NELC Department has decided to request approval to regularly offer this course in a distance learning format after having learned much about online foreign language course instruction during the pandemic emergency.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area Persian  
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1103  
Course Title Intermediate Persian I  
Transcript Abbreviation Intermed Persian 1  
Course Description Further development of listening, writing, speaking, and reading skills; reading of simplified Persian texts. Closed to native speakers of this language.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam Yes  
Exam Type Departmental Exams  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1102.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	16.1199
Subsidy Level	General Studies Course
<a href="#">Previous Value</a>	<a href="#">Baccalaureate Course</a>
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Foreign Language  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Intermediate Persian proficiency beyond 1102</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Further development of Persian verb system including tenses and grammatical moods</li><li>• Further development of listening skills in Persian</li><li>• Further development of Persian speaking skills</li><li>• Further development of Persian reading skills; reading of simplified Persian texts</li><li>• Study of formal Persian versus informal Persian</li></ul>
Sought Concurrence	No

## Attachments

- Persian 1103 - Technical Review Checklist.docx: Tech. Review  
*(Other Supporting Documentation. Owner: Smith, Jeremie S)*
- Persian 1103 GE Rationale - Foreign Language.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith, Jeremie S)*
- Persian 1103 GE Assessment Plan for Foreign Language.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith, Jeremie S)*
- Persian 1103 Classroom Syllabus.docx: Classroom Syllabus  
*(Syllabus. Owner: Smith, Jeremie S)*
- Persian 1103 online syllabus.docx: Online Syllabus  
*(Syllabus. Owner: Smith, Jeremie S)*

**Comments**

- We have addressed all contingencies in the re-submitted syllabi and will share recommendations with the instructors that developed the course syllabi. Thank you for the helpful feedback. - Jeremie *(by Smith,Jeremie S on 12/15/2020 10:14 AM)*
- See 12-11-20 to M. Liu and J. Smith *(by Oldroyd,Shelby Quinn on 12/11/2020 02:48 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	11/12/2020 01:37 PM	Submitted for Approval
Approved	Levi,Scott Cameron	11/12/2020 02:45 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/12/2020 05:05 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	12/11/2020 02:48 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	12/15/2020 10:14 AM	Submitted for Approval
Approved	Levi,Scott Cameron	12/15/2020 10:16 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/16/2020 08:00 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	12/16/2020 08:00 AM	ASCCAO Approval

# Intermediate Persian I Syllabus

Persian 1103 [Autumn 2021]

## Course Information

- **Course times:** TBD
- **Credit hours:** 4
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Dr. Mehrak Kamali
- **Email:** [KamaliSarvestani.1@osu.edu](mailto:KamaliSarvestani.1@osu.edu)
- **Office location:** Hagerty Hall, Rm 380
- **Office hours:** TBD
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

1103 Intermediate Persian I is an online and synchronous focusing on the four language skills of reading, writing, listening, and speaking through work on oral fluency, written expression, and reading comprehension. Reviewing some grammatical issues from elementary courses, gradually the course intends toward extensive reading of modern Persian texts, with practice in grammar and composition at an intermediate level

## Learning Outcomes

During this course of study students will continue to increase their vocabulary, develop their abilities in oral and written expression, and complete the study of the fundamental structures essential to an understanding of Persian language. It is assumed that the students successfully completing this course will be proficient in low intermediate level of speaking, listening, reading, and composition in Persian language. 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.



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

## General Education Expected Learning Outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### 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.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

### Prerequisite

**1102 Elementary Persian II or written permission of instructor.** Students who wish to enroll in the course must have fulfilled at least two semesters of elementary 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.

## How This Online Course Works

**Mode of delivery:** This course is 100% online. There are required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into weekly modules on Carmen. The module for each week will become available at 11:59PM on the preceding Friday. Each module will contain a weekly schedule with links to daily Zoom class meetings, learning goals for the week, assignment instructions, links, and deadlines, and lecture content. It is the responsibility of each student to keep up with this weekly schedule.

**Credit hours and work expectations:** This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [8] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.



This is a distance language learning course but your attendance in classes via zoom are necessary. 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 do not practice it. Therefore, it is crucial that students attend class regularly. 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.

- You are expected to log in at least four times every week.
- Complete the assigned materials before participating in the virtual class.
  - Participate in online discussion

## How to Succeed in This Course

- **Stay on track:** the assignments are designed to keep you moving through the course material, all build on each other, so they assume that you have mastered the learnings from the previous weeks. If you fall behind, it is going to be hard to catch up.
- **Be an active participant:** Take notes, record details, mark interesting and difficult part of the contents. Discuss everything related to the content in the class. This class is about learning language through communications and connections.
- **Be a respectful peer:** discussions and groupwork will be much more productive (and enjoyable) if you are willing to keep an open mind, share your ideas and listen to other students.
- **Ask questions!** Whether it is in discussions or via email, ask questions if you are confused or would like to know more about anything related to this course.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

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

خواندن و درک مطلب فارسی ویژه‌ی زبان آموزان غیرفارسی زبان

نوشته‌ی فاطمه جعفری، اعظم السادات نوابی، حمید ابراهیمی. موسسه لغتنامه دهخدا. دانشگاه تهران، 1391

- Reading Comprehension for Learners of Farsi as A Foreign Language by Fatemeh Jafari,



Azamossadat Navvabi, Hamid Ebrahimi. Loghatnameh Dekhoda Institute. The University of Tehran. 2012.

- 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/Optional Materials and/or Technologies

- 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

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

As a language course set up, it would be important to see everyone's face and hear everyone's voice. Therefore, it is required to keep both your microphone and your webcam ON, unless instructed otherwise, during the synchronous Zoom class meetings. Class sessions will NOT be recorded unless it is informed beforehand. If it is recorded, you will be allowed to mute your microphones and turn off your webcams.

If you have any difficulty of using technology, online resources, and maintaining privacy during this online course, please contact me as soon as possible to discuss them.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step



instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)





## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](https://go.osu.edu/dfresources).

## Grading and Faculty Response

### Grading

Homework assignments, attendance, class participation	30%
Two quizzes (end of weeks 4 and 12)	10%
Four pop quizzes	10%
Two midterm presentations (end of weeks 5 and 10)	5%
Mid-term essay (end of week 8)	7.5%
Midterm Exam	7.5%
Final Essay	12.5%
Final exam (end of week 16)	12.5%
Final presentation	5%
Total	100%

### 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%



## Descriptions of Major Course Assignments

Students will be taught using 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 discussions for the course. There will be four pop quizzes, two quizzes, a midterm exam (final examination for first-session classes) and a final exam. In addition, a midterm essay (at least 250 words) and a final essay (at least 400 words) in a related topic to course materials and assignments are required. The essay topic will be selected in consultation with the instructor. There are two students' presentations at the end of weeks 5 and 10. Every student should have a final presentation at the end of the Semester.

### Homework Assignments, attendance, class participation (30%)

#### ○ Homework Assignments (15%)

- Students will submit their homework each day before coming to the zoom meeting.
- Each assignment will be graded according to a rubric posted on Carmen. You can skip three assignments without penalty. Late assignments are not accepted.

#### ○ 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.

#### ○ Writing Assignments

If writing assignments are required to turn in, it is required to be prepared prior to the beginning of class and posted them on carmen. Written assignments will vary in length from sentence level responses to short paragraphs and essays. Also, students are required to participate in the class discussions every week.

If assignments are required to turn in, it is required to be submitted prior to the beginning of class. Written assignments will vary in length from sentence level responses to short paragraphs and essays. Each assignment will be graded according to a rubric posted on Carmen, on a ten-point scale. You can skip three assignments without penalty. Late assignments are not accepted.

#### ○ Class Participation and Attendance (15%)

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. Online discussions for students to internalize the target language.

#### ▪ Student attendance requirements

This is a distance language learning course but your attendance in classes via zoom are necessary. 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 do not practice it. Therefore, it is crucial



that students attend class regularly. 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.

- You are expected to log in at least four times every week.
- Complete the assigned materials before participating in the virtual class.
- Participate in online discussions.

✓ **Office hours and live sessions: OPTIONAL OR FLEXIBLE**

Besides regular classes, all live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

**Pop Quizzes (10%)**

Four unannounced pop quizzes will be available in carmen in unexpected dates.

**Two quizzes (10%)**

Two online quizzes will be available on Carmen in September 18<sup>th</sup> and November 13<sup>th</sup>. They must be submitted on Carmen by the same day.

**Midterm Essay (7.5%)**

Each Student will submit a midterm essay (at least 200 words) on carmen in October 20<sup>th</sup>.

**Final Essay (12.5%)**

Each Student will submit a final essay (at least 300 words) on carmen in December 10<sup>th</sup>.

**Two Midterm and One Final Presentations (10%)**

Each student has two short presentations during and one long presentation at the end of the semester. The students will present via zoom in virtual class sessions.

**Midterm Exam (7.5%)**

A midterm will be available on Carmen in October 9<sup>th</sup>. It must be submitted on Carmen by the same day.



**Final Exam (12.5%)**

A cumulative final exam will be available on Carmen at [date TBA]. It must be submitted on Carmen by same day.

**Midterm and 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 half of the assigned words. Has no thesis and contains no relevant information. You are unsure if they are answering the question that their answer is supposed to respond to.

**Late assignments**

Late Work: Late work will not be accepted without written documentation that attests to unavoidable circumstances (illness, family emergency, etc).

**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.

**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.

**Academic integrity and collaboration:** It is expected from you to complete homework assignments, tests, and final exam yourself, without any external help or communication. The use of Google Translate or similar online translation tools is prohibited. However, you can use online dictionaries such as [seslisozluk.com](http://seslisozluk.com) or [tureng.com](http://tureng.com) while you are working on your assignments, but not tests and final exam. All of your written assignments should be your own original work. This class will provide you opportunities to collaborate with your classmates to complete group study assignments. However, working with



classmates to complete quizzes and tests are not permitted.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **seven days**.

## Other Course Policies

### Discussion and Communication Guidelines

Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic Integrity Policy



See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc>.**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) ([go.osu.edu/coam](http://go.osu.edu/coam))
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your



sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Student Academic Services

A full overview and contact information for the student academic services offered on the OSU main campus can be found here: <http://advising.osu.edu/welcome.shtml>

## Student Services

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.osu.edu>

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

### Accessibility Accommodations for Students with Disabilities: Requesting Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](https://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.





- [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools

## Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

### Course Schedule

#### Week 1st

#### Introduction and Review

هفته‌ی اول

مقدمه و دوره دروس سال قبل

#### Weeks 2nd – 4th

#### Communicative Objectives

Making Reservations: Plane Ticket, Hotel Room; Interacting at the Iranian Airport;

Making a Complaint; Asking for Directions; Finding Directions on a Map; Narrating Stories Situated in Time; Iranian Currency; Using Polite and Modest Forms

#### اهداف ارتباطی

رزرو کردن بلیت هواپیما، اتاق هتل؛ تعامل در فرودگاه ایران؛ شکایت کردن؛ پرسیدن آدرس؛ یافتن آدرس در نقشه؛ روایت یک داستان در زمان، ارز ایرانی؛ استفاده از اشکال مودبانه بیان

هفته‌ی دوم تا چهارم

#### CONTENTS

Dialogues: Both my Passports have expired! At Mehrabad Airport; Our Hotel Room is Very Noisy! How Can I Get to Arya Handicraft Store?

Let's Learn More: Persian Handicrafts; Money and Currency; Polite, Default, & Modest Forms

Grammar: Present Perfect Tense, Past Perfect Tense, Direct and Indirect Speeches

Readings: Iran Air Instructions; Cyrus the Great; Abbasi Hotel

Poem by Rumi

Song: گل یخ (Singer: Kurosh Yaghami (خواننده کورش یغمایی)

Watching an Iranian Movie at Home (Optional)

News

#### محتوا

گفتگوها: هر دو گذرنامه‌ی من منقضی شده‌اند؛ در فرودگاه مهرآباد؛ اتاق ما در هتل خیلی پرسروصدا است! چطور می‌توانم به فروشگاه صنایع دستی آریا بروم؟

بیشتر یاد بگیریم: صنایع دستی ایران؛ پول و ارز؛ اشکال مودبانه بیان

دستور زبان فارسی: حال کامل، گذشته کامل، نقل قول مستقیم و غیرمستقیم

خواندنی‌ها: راهنمای هواپیمایی ملی ایران؛ کورش بزرگ؛ هتل عباسی

یک شعر از رومی

ترانه "گل یخ"، خواننده کورش یغمایی

دیدن یک فیلم ایرانی در خانه (اختیاری)

اخبار

#### Quiz 1<sup>st</sup>

امتحان اول



**Weeks 5th – 7th****Communicative Objectives**

Talking about: Popular Iranian Sports, Popular Iranian Cinema, Popular Favorite Hobbies, Popular Events Taking Place in the Future; Using Slang & Street Talk

**Contents**

Dialogues: Are You a fan of Persepolis or Esteghlal? Can We Get Tickets for the Fajr Film Festival?

In-class Reading: The International Roshd Film Festival

Grammar: Uses of که, Uses of تا

Reading from a Play: آرش (written by Bahram Beyzai)

Let's Learn More: What's Your Favorite Sport? What Is Your Favorite Hobby?

Reading from a Film Script: علی سنتوری (written by Dariush Mehrjui & Vahide Mohammadi)

Poem: بازگشت by Kazem Kazemi

Watching an Iranian Movie at Home (Optional)

News

**هفته‌های پنجم – هفتم****اهداف ارتباطی**

صحبت کردن درباره‌ی ورزش‌های محبوب ایران، سینمای عامه‌پسند ایران، سرگرمی‌های محبوب در ایران، وقایع مورد علاقه‌ی مردم در آینده، استفاده از اصطلاحات عامیانه و زبان خیابان

**محتوا**

گفتگوها: هوادار پرسپولیس هستید یا استقلال؟ چطور می‌توانیم بلیت‌های جشنواره فجر را تهیه کنیم؟

خواندن در کلاس: جشنواره بین‌المللی فیلم رشد

دستور زبان فارسی: استفاده از "که" و "تا"

خواندنی از یک نمایشنامه: آرش نوشته‌ی بهرام بیضایی

بیشتر یاد بگیریم: ورزش مورد علاقه‌ی شما چیست؟ سرگرمی مورد علاقه‌ی شما چیست؟

خواندنی از یک فیلم‌نامه: علی سنتوری نوشته‌ی داریوش مهرجویی و وحیده محمدی

یک شعر: بازگشت نوشته‌ی کاظم کاظمی  
دیدن یک فیلم ایرانی در خانه (اختیاری)

اخبار

**Students' First Presentations****Midterm Exam****سخنرانی اول دانشجویان****امتحان میانه‌ترم****Weeks 8<sup>th</sup> -10<sup>th</sup>****Communicative Objectives**

Talking about Every Day Life, Places, Traveling

Singing an Iranian Song

**Contents**

Listening: Episode 1 and 2 of Kafe Denj, *Persian of Iranian Today*

Readings: My Adolescence, A Trip Full of Headaches, A Persian Literary Text

Grammar: Past Subjunctive, Wish phrases, Ordinal Numbers

**اهداف ارتباطی**

صحبت کردن درباره‌ی زندگی روزمره، مکان‌ها، و سفر کردن  
خواندن یک ترانه ایرانی

**محتوا**

شنیدنی‌ها: قسمت اول و دوم از شنیدنی‌های کافه دنج در کتاب فارسی ایران امروز  
خواندنی‌ها: نوجوانی من، سفر پردردسر، یک متن ادبی فارسی

دستور زبان فارسی: گذشته التزامی، عبارات‌های آرزویی، اعداد ترتیبی



Watching an Iranian Movie at Home  
(Optional)  
News

**Midterm Essay**  
**Students' 2<sup>nd</sup> Presentations**

**Weeks 11<sup>th</sup> -13<sup>th</sup>**

**Communicative Objectives**

Talking about: Illnesses, Hospitals  
and Clinics, Leisure Time  
Singing an Iranian Song

**Contents**

Listening: Episode 3 and 4 of Kafe  
Denj, *Persian of Iranian Today*  
Readings: Dangerous Illness, Leisure  
Time, A Persian Literary Text  
Grammar: Causative Verbs,  
Impersonal Verbs, Passive Verbs,  
Using را  
Watching an Iranian Movie at Home  
(Optional)  
News

**Quiz 2**

**Weeks 14<sup>th</sup> -15<sup>th</sup>**

**Communicative Objectives**

Talking about Sport, Parties and  
Ceremonies  
Singing an Iranian Song

**Contents**

Listening: Episode 5 and 6 of Kafe  
Denj, *Persian of Iranian Today*  
Readings: Sport and Health, Friendly  
Invitation, A Persian Literary Text  
Grammar: Sentence Structure, Simple  
and Compound Sentences  
Watching an Iranian Movie at Home  
(Optional)  
News

**Students' Final Presentations:**  
**Final Essay**

**Week 16**  
**Final Exam**

دیدن یک فیلم ایرانی در خانه (اختیاری)

اخبار

مقاله میانترم  
سخنرانی دوم دانشجویان

**هفته یازدهم-سیزدهم**

**اهداف ارتباطی**

صحبت کردن درباره‌ی بیماری‌ها، بیمارستان‌ها و  
درمانگاه‌ها، اوقات فراغت  
خواندن یک ترانه ایرانی

**محتوا**

شنیدنی‌ها: قسمت‌های سوم و چهارم از شنیدنی‌های  
کافه دنج در کتاب فارسی ایران امروز  
خواندنی‌ها: بیماری خطرناک، اوقات فراغت، یک  
متن ادبی فارسی  
دستور زبان فارسی: فعل‌های سببی، فعل‌های  
غیرشخصی، فعل‌های مجهول، استفاده از "را"

دیدن یک فیلم ایرانی در خانه (اختیاری)

اخبار

**امتحان دوم**

**هفته‌های چهاردهم و پانزدهم**

**اهداف ارتباطی**

صحبت کردن درباره‌ی ورزش، مهمانی‌ها و مراسم  
خواندن یک ترانه ایرانی

**محتوا**

شنیدنی‌ها: قسمت‌های پنجم و ششم از شنیدنی‌های  
کافه دنج در کتاب فارسی ایران امروز  
خواندنی‌ها: ورزش و سلامتی، دعوت دوستانه، یک  
متن ادبی فارسی  
دستور زبان فارسی: ساختار جمله، جمله‌های ساده و  
مرکب

دیدن یک فیلم ایرانی در خانه (اختیاری)

اخبار

سخنرانی‌های نهایی دانشجویان

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



**Intermediate Persian I**  
**Department of Near Eastern Languages and Cultures**  
**Hagerty Hall 300**  
**Ohio State University**  
**AU21 PERSIAN 1103 (4 Credits)**  
**Fall 2021**

Instructor: Mehrak Kamali

Email: [kamalisarvestani.1@osu.edu](mailto:kamalisarvestani.1@osu.edu)

Location: TBD

Time: TuWeThFr: 9:10 – 10:05 AM

Office: Hagerty Hall, Rm 380

Office Hours: Wednesday 11:30 AM- 12:30 PM; Thursday 12:30 – 1:30 PM, OR by appointment

### **Course Description**

1103 Intermediate Persian I is a course focusing on the four language skills of reading, writing, listening, and speaking through work on oral fluency, written expression, and reading comprehension. Reviewing some grammatical issues from elementary courses, gradually the course intends toward extensive reading of modern Persian texts, with practice in grammar and composition at an intermediate level.

### **Objectives**

During this course of study students will continue to increase their vocabulary, develop their abilities in oral and written expression, and complete the study of the fundamental structures essential to an understanding of Persian language. It is assumed that the students successfully completing this course will be proficient in low intermediate level of speaking, listening, reading, and composition in Persian language. 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 level texts in Persian; to provide practice in writing intermediate compositions on literary and popular topics; and to develop appropriate levels of proficiency in spoken Persian.

### **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.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

### Prerequisite

**1102 Elementary Persian II or written permission of instructor.** Students who wish to enroll in the course must have fulfilled at least two semesters of elementary 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.

### Readings and Sources

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

خواندن و درک مطلب فارسی ویژه‌ی زبان آموزان غیرفارسی زبان

نوشته‌ی فاطمه جعفری، اعظم السادات نوابی، حمید ابراهیمی. موسسه لغت‌نامه دهخدا. دانشگاه تهران، 1391

Reading Comprehension for Learners of Farsi as A Foreign Language by Fatemeh Jafari, Azamossadat Navvabi, Hamid Ebrahimi. Loghatnameh Dekhoda Institute. The University of Tehran. 2012.

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

### How to Succeed in This Course

- **Stay on track:** the assignments are designed to keep you moving through the course material, all build on each other, so they assume that you have mastered the learnings from the preview weeks. If you fall behind, it is going to be hard to catch up.
- **Be an active participant:** Take notes, record details, mark interesting and difficult part of the contents. Discuss everything related to the content in the class. This class is about learning language through communications and connections.
- **Be a respectful peer:** discussions and groupwork will be much more productive (and enjoyable) if you are willing to keep an open mind, share your ideas and listen to other students.
- **Ask questions!** Whether it is in discussions or via email, ask questions if you are confused or would like to know more about anything related to this course.

### COVID-19

We are living through a global pandemic. We have lost so much over the past few months – so many people, so much time, so much of normal life. But we can still learn together, in a way that responds to the uncertainties of this historical moment with flexibility and grace. What does that mean for this course?



- You *never* owe me personal information about your health (mental or physical) or anything else. If I ask for an explanation or documentation to extend a deadline, it just needs to explain/document that something is going on in general terms, it does not need to include any personal information. All information will be held in strict confidence.
- You are always welcome to talk to me about things that you are going through. If I cannot help, I can try to connect you with someone who can.
- If you need extra help, more time or other special arrangements, just ask. I will do my best to work with you. I cannot do that if you disappear and stop responding to emails.
- Please extend the same flexibility and grace to me and other people in this class. There will be times when we all need it!

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process \(Links to an external site.\)](#), managed by Student Life Disability Services.

### Requirements

Students will be taught using 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 discussions and write in Persian. There will be four pop quizzes, two quizzes, a midterm exam (final examination for first-session classes) and a final exam. In addition, a midterm essay (at least 250 words) and a final essay (at least 400 words) in a related topic to course materials and assignments are required. The essay topic will be selected in consultation with the instructor. There are two students' presentations at the end of weeks 5 and 10. Every student should have a final presentation at the end of the Semester.

### Attendance and Participation (15%)

#### ○ 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. 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.

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.



○ **Class Participation**

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

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.

- ✓ **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
Besides regular classes, all live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- ✓ **Contact Me:** Please come talk to me over the course of the semester if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It is great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email ([kamalisarvestani.1@osu.edu](mailto:kamalisarvestani.1@osu.edu)) is the best way to reach me. I will do my best to respond within 24 hours.

**Homework Assignments (15%)**

Homework is the essential part of language courses. Students should do all assignments 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 submitted prior to the beginning of class. Written assignments will vary in length from sentence level responses to short paragraphs and essays. Each assignment will be graded according to a rubric posted on Carmen, on a ten-point scale. You can skip three assignments without penalty. Late assignments are not accepted.

**Students' Presentations (10%)**

Every student should have two five to seven-minute presentation during the semester and a twelve to fifteen- minute final presentation at the end of the course.

**Pop Quizzes (10%)**

Pop quizzes based on the readings assigned for that week will be given randomly throughout the semester. The questions will be "objective," meaning that if you have followed the course carefully, you should be able to answer every question correctly. You will not be allowed to make up quizzes unless you have an officially excused absence.

**Two quizzes (10%)**

- There will be two quizzes at end of the weeks 4 and 12.

**Midterm Project (15%)**

- A midterm project includes two parts:





- A midterm exam [date TBA]. The midterm exam instruction will be provided by the instructor.
- A midterm essay [date TBA]. The midterm essay instruction will be provided by the instructor.

**Final Project (25%)**

- A final project includes two parts:
  - A cumulative final exam [date TBA]. The final exam instruction will be provided by the instructor.
  - A final essay [date TBA]. The Final essay instruction will be provided by the instructor.

**Late assignments**

Late Work: Late work will not be accepted without written documentation that attests to unavoidable circumstances (illness, family emergency, etc).

**Midterm and 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 half of the assigned words. Has no thesis and contains no relevant information. You are unsure if they are actually answering the question that their answer is supposed to respond to.

**Grading**

Homework	15%
Class attendance and participation	15%
Two quizzes (end of weeks 4 and 12)	10%
Four pop quizzes	10%
Student presentations	10%
Mid-term essay (end of week 8)	7.5%
Midterm Exam (Final Examination for First-session Classes)	7.5%
Final Essay	12.5%
Final exam (end of week 16)	12.5%
Total	100%



### **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).

### **Students with Disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **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.

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc>.**

### **Statement on title IX (Recommended)**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you



may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**Accessibility accommodations for students with disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Your mental health!**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

**Course Schedule**

**Week 1st**

**Introduction and Review**

هفته‌ی اول

مقدمه و دوره دروس سال قبل

**Weeks 2nd – 4th**

**Communicative Objectives**

Making Reservations: Plane Ticket, Hotel Room; Interacting at the Iranian Airport; Making a Complaint; Asking for Directions; Finding Directions on a Map; Narrating Stories Situated in Time; Iranian Currency; Using Polite and Modest Forms

هفته‌های دوم - چهارم

اهداف ارتباطی

رزرو کردن بلیت هواپیما، اتاق هتل؛ تعامل در فرودگاه ایران؛ شکایت کردن؛ پرسیدن آدرس؛ یافتن آدرس در نقشه؛ روایت یک داستان در زمان، ارز ایرانی؛ استفاده از اشکال مودبانه بیان

**CONTENTS**

Dialogues: Both my Passports have expired! At Mehrabad Airport; Our Hot<sup>ل</sup> Room is Very Noisy! How Can I Get to Arya Handicraft Store?

محتوا

گفتگوها: هر دو گذرنامه‌ی من منقضی شده‌اند؛ در فرودگاه مهرآباد؛ اتاق ما در هتل خیلی پرسروصدا اس! چطور می‌توانم به فروشگاه صنایع دستی آریا بروم؟



Let's Learn More: Persian Handicrafts; Money and Currency; Polite, Default, & Modest Forms

Grammar: Present Perfect Tense, Past Perfect Tense, Direct and Indirect Speeches

Readings: Iran Air Instructions; Cyrus the Great; Abbasi Hotel

Poem by Rumi

Song: گل یخ (Singer: Kurosh Yaghami (خواننده کورش یغمایی

Watching an Iranian Movie at Home (Optional)

News

بیشتر یاد بگیریم: صنایع دستی ایران؛ پول و ارز؛ اشکال مودبانه بیان

دستور زبان فارسی: حال کامل، گذشته کامل، نقل قول مستقیم و غیرمستقیم

خواندنی‌ها: راهنمای هواپیمایی ملی ایران؛ کورش بزرگ؛ هتل عباسی

یک شعر از رومی

ترانه "گل یخ"، خواننده کورش یغمایی

دیدن یک فیلم ایرانی در خانه (اختیاری)

اخبار

### Quiz 1<sup>st</sup>

### امتحان اول

### Weeks 5th – 7th

### هفته‌های پنجم - هفتم

#### Communicative Objectives

#### اهداف ارتباطی

Talking about: Popular Iranian Sports, Popular Iranian Cinema, Popular Favorite Hobbies, Popular Events Taking Place in the Future; Using Slang & Street Talk

صحبت کردن درباره‌ی ورزش‌های محبوب ایران، سینمای عامه‌پسند ایران، سرگرمی‌های محبوب در ایران، وقایع مورد علاقه‌ی مردم در آینده، استفاده از اصطلاحات عامیانه و زبان خیابان

#### Contents

#### محتوا

Dialogues: Are You a fan of Persepolis or Esteghlal? Can We Get Tickets for the Fajr Film Festival?

گفتگوها: هوادار پرسپولیس هستید یا استقلال؟ چطور می‌توانیم بلیت‌های جشنواره فجر را تهیه کنیم؟

In-class Reading: The International Roshd Film Festival

خواندن در کلاس: جشنواره بین‌المللی فیلم رشد

Grammar: Uses of تا, Uses of که

دستور زبان فارسی: استفاده از "که" و "تا"

Reading from a Play: آرش (written by Bahram Beyzai

خواندنی از یک نمایشنامه: آرش نوشته‌ی بهرام بیضایی

Let's Learn More: What's Your Favorite Sport? What Is Your Favorite Hobby?

بیشتر یاد بگیریم: ورزش مورد علاقه‌ی شما چیست؟ سرگرمی مورد علاقه‌ی شما چیست؟

Reading from a Film Script: علی سنتوری (written by Dariush Mehrjui & Vahide Mohammadi

خواندنی از یک فیلم‌نامه: علی سنتوری نوشته‌ی داریوش مهرجویی و وحیده محمدی

Poem: بازگشت by Kazem Kazemi

یک شعر: بازگشت نوشته‌ی کاظم کاظمی

Watching an Iranian Movie at Home (Optional)

دیدن یک فیلم ایرانی در خانه (اختیاری)

News

اخبار

### Students' First Presentation Midterm Exam

### سخنرانی اول دانشجویان امتحان میان‌ترم



**Weeks 8<sup>th</sup> -10<sup>th</sup>**

**Communicative Objectives**

Talking about Every Day Life, Places, Traveling  
Singing an Iranian Song

**Contents**

Listening: Episode 1 and 2 of Kafe Denj, *Persian of Iranian Today*  
Readings: My Adolescence, A Trip Full of Headaches, A Persian Literary Text  
Grammar: Past Subjunctive, Wish phrases, Ordinal Numbers  
Watching an Iranian Movie at Home (Optional)  
News

**Midterm Essay**

**Students' 2<sup>nd</sup> Presentations**

**Weeks 11<sup>th</sup> -13<sup>th</sup>**

**Communicative Objectives**

Talking about: Illnesses, Hospitals and Clinics, Leisure Time  
Singing an Iranian Song

**Contents**

Listening: Episode 3 and 4 of Kafe Denj, *Persian of Iranian Today*  
Readings: Dangerous Illness, Leisure Time, A Persian Literary Text  
Grammar: Causative Verbs, Impersonal Verbs, Passive Verbs, Using را  
Watching an Iranian Movie at Home (Optional)  
News

**Quiz 2**

**Weeks 14<sup>th</sup> -16<sup>th</sup>**

**Communicative Objectives**

Talking about Sport, Parties and Ceremonies  
Singing an Iranian Song

**Contents**

**هفته‌های هشتم – دهم**

**اهداف ارتباطی**

صحبت کردن درباره‌ی زندگی روزمره، مکان‌ها، و سفرکردن  
خواندن یک ترانه ایرانی

**محتوا**

شنیدنی‌ها: قسمت اول و دوم از شنیدنی‌های کافه دنج در کتاب فارسی ایران امروز  
خواندنی‌ها: نوجوانی من، سفر پردردسر، یک متن ادبی فارسی  
دستور زبان فارسی: گذشته التزامی، عبارت‌های آرزویی، اعداد ترتیبی  
دیدن یک فیلم ایرانی در خانه (اختیاری)

**اخبار**

**مقاله میانترم**

**سخنرانی دوم دانشجویان**

**هفته یازدهم-سیزدهم**

**اهداف ارتباطی**

صحبت کردن درباره‌ی بیماری‌ها، بیمارستان‌ها و درمانگاه‌ها، اوقات فراغت  
خواندن یک ترانه ایرانی

**محتوا**

شنیدنی‌ها: قسمت‌های سوم و چهارم از شنیدنی‌های کافه دنج در کتاب فارسی ایران امروز  
خواندنی‌ها: بیماری خطرناک، اوقات فراغت، یک متن ادبی فارسی  
دستور زبان فارسی: فعل‌های سببی، فعل‌های غیرشخصی، فعل‌های مجهول، استفاده از "را"  
دیدن یک فیلم ایرانی در خانه (اختیاری)

**اخبار**

**امتحان دوم**

**هفته‌های چهاردهم تا شانزدهم**

**اهداف ارتباطی**

صحبت کردن درباره‌ی ورزش، مهمانی‌ها و مراسم  
خواندن یک ترانه ایرانی

**محتوا**



Listening: Episode 5 and 6 of Kafe Denj, <i>Persian of Iranian Today</i>	شنیدنی‌ها: قسمت‌های پنجم و ششم از شنیدنی‌های کافه دنچ در کتاب فارسی ایران امروز
Readings: Sport and Health, Friendly Invitation, A Persian Literary Text	خواندنی‌ها: ورزش و سلامتی، دعوت دوستانه، یک متن ادبی فارسی
Grammar: Sentence Structure, Simple and Compound Sentences	دستور زبان فارسی: ساختار جمله، جمله‌های ساده و مرکب
Watching an Iranian Movie at Home (Optional)	دیدن یک فیلم ایرانی در خانه (اختیاری)
News	اخبار
<b>Students' Final Presentations</b>	<b>سخنرانی‌های نهایی دانشجویان</b>

**Final Essay**

**Final Exam**

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

## **GE Rationale – Online Foreign Language Persian 1103 Intermediate Persian I**

### **Course objective:**

Prerequisite: 1102 Elementary Persian II or written permission of instructor.

During this course of study students will continue to increase their vocabulary, develop their abilities in oral and written expression, and complete the study of the fundamental structures essential to an understanding of Persian language. It is assumed that the students successfully completing this course will be proficient in low intermediate level of speaking, listening, reading, and composition in Persian language. 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:**

- 1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.**
  - **In speaking**, students will be able to create with the language in various timeframes (past, present, future) , ask and answer basic questions on many familiar topics, give some explanations and excuses, ask and give simple directions and advice, talk about themselves, personal interests, family, residence, likes and dislikes, use more cultural expressions and show more awareness about cultural differences and similarities and areas of study and academic interest. Interactive activities are used extensively to help students practice the above skill. Students work in pairs or small groups and practice interpersonal communication.
  - **In Listening**, students will comprehend information in Persian presented to them in simple discussions and short presentations and lectures by the instructor. Students are expected to be able to comprehend simple statements and questions that relate to their immediate environment, familiar topics and some general topics. Activities to practice the interpretive listening\viewing of students will be conducted in class and online out-of- class in an interactive way so students who work in pairs or small groups listen and watch a variety of educational audio materials based on daily life situations, weather forecast, social interactions, daily routines, weekly schedules, short biographies, etc.
  - **In reading**, Students will be able to read simple and authentic materials in Persian. They will be able to scan short authentic texts on familiar topics and some general interest topics (menus, brochures, infographics, TV shows programs, etc.) and extract from them the general idea, and specific details and idiomatic expressions. Reading materials other than the ones in the textbook will come mainly from the internet and will consist of texts of varying length containing factual and biographical information, charts, schedules, narrations, descriptions of people, places, and things, and very short stories on familiar topics and situations, etc.
  - **In writing**, students are expected to be able to write simple short narratives in major time frames and describe places, people and things and express basic opinions about them while

making simple contrasts and comparisons. Students will start writing simple sentences and structures on a variety of highly familiar topics. Many different types of writing assignments will be assigned regularly, and students are expected to write a composition based on the new learned topic. They are also expected to be able to write, with accurate spelling and structure, compositions of varying short length, dealing with the self or the immediate environment and general interests.

**2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.**

Educational, simplified, and authentic Persian materials that give insights into the Persian culture used in this course will help the learners explore the Persian culture. It helps them to build and/or strengthen a positive attitude to the Persian culture.

Students will acquire a general understanding of aspects of Persian culture connected to everyday life, including culturally important expressions commonly used among friends in Iran. They will be exposed to a variety of topics related to the Persian culture such as Family life, marriage, studies, celebrations, traditions, social customs, and habits, etc.

They will demonstrate a broad understanding of a variety of topics related to the Persian culture by working on group projects, short essays, and presenting on topics related to the Arab world and the Arab culture.

**3. Students compare and contrast the cultures and communities of the language that they are studying with their own.**

The students compare and contrast the elements of the Persian culture and American culture. This will allow students to compare and contrast a variety of topics related to Persians and the Persian culture, society, and history, to features of their own culture.

The topics will engage students in discussions about various cultural differences and similarities throughout the course such as the clash of cultures and perspectives, negotiating identity, generational differences, etc. Students will reflect and show more awareness about cultural differences and similarities and analyze them.

The textbook, discussions, presentations, essays, projects, digital stories will help students to think about these differences and similarities and reflect on them.

The different reading, listening, speaking, and writing tasks and activities assigned during this course will help students develop this cultural awareness and reflect on their own culture.



**GE Assessment Plan for Online Foreign Language Course  
Persian 1103 Intermediate Persian I**

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<p><b><u>ELO 1</u></b> Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.</p>	<p><u>Direct:</u> Online discussion posts, Writing and reading assignments</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><b><u>ELO 2</u></b> Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p><u>Direct:</u> Online discussion posts, Writing and reading assignments</p> <p><u>Indirect:</u> Student opinion survey</p>		
<p><b><u>ELO 3</u></b> Students compare and contrast the cultures and communities of the language that they are studying with their own.</p>	<p><u>Direct:</u> Online discussion posts, Writing and reading assignments</p> <p><u>Indirect:</u> Student opinion survey</p>		

## Appendix: Assessment Rubric for Persian 1103 Online Course

### Two examples of direct measures:

#### 1. Students will have in-class and online discussions on readings and other course materials

##### a. *ELO 1 example question:*

Speaking activity: Students will prepare six questions to ask their partners about the things they used to do in the past, still do now and what they began to do recently. The infinitives کردن، داشتن، بودن will be useful in formulating these questions. They should think of what they would say in response to these questions and they should use verbs from lessons 4, 5, and 6 of the textbook to complete this task.

##### b. *ELO 2 example question:*

Presentations: Each student has two short presentations during and one long presentation at the end of the semester. The students will present via zoom in virtual class sessions. The presentations will be on the following topics:

- An Iranian cultural or social tradition (marriage, popular social practices, celebrations, etc.)
- Significant Iranian figure/personality/leader and his/her impact on the country (leader, king, prime minister, philosopher, etc.)
- Iranian women
- Iran's ethnics and religious minorities

##### c. *ELO 3 example question:*

Students will discuss and compare the similarities and differences between personal, national, and religious celebrations between Iran and the United States.

Students will talk about these topics in class and post their opinions on the online discussion part on Carmen.

#### 2. Sample of short assignments used to assess achievement of ELO 1, ELO 2, and ELO 3 These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.

##### a. *ELO 1 sample assignment:*

##### **Students should write two essays, midterm and final**

The aim of these essays is the students' practice on writing, arguing, and discussing about different issues in Persian.

When the students write these essays, they practice both reading and writing skills in Persian. They will try to use the vocabulary learned in class. By writing these essays, the students will also learn about the culture, everyday life, and contemporary issues in Iran.

b. *ELO 2 example question:*

Presentations: Each student has two short presentations during and one long presentation at the end of the semester. The students will present via zoom in virtual class sessions. Students will research and write about their selected topics about Iran and then present it to the class.

c. *ELO 3 example question:*

Oral and written discussions: Pair work and group work in both virtual classes and online discussions. One of the aims of these activities is Comparing\Contrasting Iranians and Americans. Students will prepare to talk about different issues from an Iranian perspective.

**Indirect measure:**

**Opinion Survey**

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

**Cultures and Ideas ELO 1**

1. Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Cultures and Ideas ELO 2**

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Persian 1103**

**Instructor: Mehrak Kamali**

**Summary: Intermediate Persian**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Office 365</li> <li>Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>CarmenZoom</li> <li>Synchronous lectures</li> <li>Daily conversations.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Add statement a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

## Reviewer Information

- Date reviewed: 11/10/20
- Reviewed by: Ian Anderson

## Notes: Looks good!

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.