



McGill

Institute of
Islamic Studies

Institut
d'études islamiques

Lower Intermediate Persian

ISLA 342/642 (D1)

Fall 2021

M-W 1:00-2:30 MOR 313

Instructor:

Dr. Manya Saadi-nejad

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Office hours: By appointment through email

TA:

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Course Description

This level focuses on a variety of authentic texts. Every week, you will read a short text on a variety of topics. In order to internalize the new vocabulary and structure, you will do different exercises on the text. Grammatical points covered last year will be repeated in Persian in this course. Try to read them carefully and reinforce the structures you learned in the first year.

In addition, every week, you will be familiarized with a variety of topics discussed in the media. You will be given the specific words and expressions used in that topic, and you will use them in language usage exercises.

Persian language and Persian literature are closely tied; therefore, you will be introduced to different modern and classical prose and poetry through short excerpts at this level.

In addition, you will learn morphological, semantic and syntactic complexities of the Persian language. You will be involved in a variety of tasks and exercises to acquire these complexities.

In addition, various cultural themes will be discussed in the photo captions at the end of each lesson. You are required to download and listen to the audio file of the book before each class. The audio file is available for free in the Routledge website and includes all the texts in the book.

Course Goal

At the end of this yearlong intermediate course, you will have read a wide variety of classical and modern Persian texts both in prose and poetry. Therefore, you will be able to read, write, understand and speak about a variety of literary, historical, cultural and journalistic topics with relative ease.

Required Textbook (You can get the eBook if you prefer)

Brookshaw, D. & Shabani-Jadidi, P. (2012). *The Routledge Intermediate Persian Course: Farsi Shirin Ast II*. Routledge. Taylor & Francis Group. London & New York.

- The audio recordings of all the lessons are available for free in the following website:
Companion website: <https://www.routledge.com/The-Routledge-Intermediate-Persian-Course-Farsi-Shirin-Ast-Book-Two/Brookshaw-Shabani-Jadidi/p/book/9780415691376>

Dictionary

Dehghani, Y. (2006). *Persian-English English-Persian Learner's Dictionary*. Ilex Publishers, Bethesda, MD.

Online Dictionaries and Resources

<http://www.farsidic.com/> (English-Persian and Persian-English dictionary)

<https://www.vajehyab.com> (Persian-Persian dictionary)

<http://www.omniglot.com/writing/persian.htm> (good resource for useful Persian-related links)

http://sites.la.utexas.edu/persian_online_resources/ (good online resource for grammar and quizzes)

<http://libraryguides.mcgill.ca/islamiclanguages/persian> (good resource available at our own library)

<http://libraryguides.mcgill.ca/iranianstudies/home> (good resource available at our own library)

Online Audio Books: (Great resource to practice listening and pronunciation)

<http://ketabkhaneyegooya.blogspot.ca>

Online Persian Poetry: (Great resource to enjoy a variety of classical and modern Persian poetry with audio and definitions)

<http://ganjoor.net>

Evaluation

Your course grade will be calculated as follows. Each semester is worth 50% of your final grade since it is a year-long course.

15% Timely submission of all assignments

Each week, you will get 1/15 point for timely completion of the week's assignment. Late or incomplete submission of assignments will cost you 50% of the mark. You must write down the questions and your answers. Do not photocopy the pages and simply fill in the blanks.

10% Final oral interview with instructor

I will conduct a 15 minutes interview with each student during the last two weeks of the class. Each student will choose a time and day in consultation with the instructor for this interview. The topics will be the topics covered in the textbook.

15% Final paper

By the last day of our class, each student has to post on myCourses the scan of a paper about one of the authors or poets whose work we read in class. The papers must be handwritten and 4-5 pages long.

10% Final oral presentation

Each student must give 15-20-minute presentations in class about any topics from the book or discussed in class (date and topic to be determined with Instructor).

The oral presentation and the paper **MUST NOT** be exactly the same. You must try to be as fluent and as natural as possible in your presentation.

Things to do for online learning

1. You must read and listen to the audio file of the designated sections of each lesson on your own before the class so that during the class, you can ask your questions and practice your Persian.
2. Due to the nature of the course and its being a language course, you are strongly encouraged to attend the class.
- 3 All assignments must be posted in myCourses on the due day specified in the syllabus below. Please note that myCourses will automatically send all communications to your @mail.mcgill.ca email. Instructors are unable to change this setting.
4. The instructor is available throughout the semester to answer your questions; therefore, you can write your questions via email or you can ask for an appointment with the instructor to ask your questions.

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Fall 2021 Syllabus

**Note that there might be some changes to the following syllabus if required.*

Weeks	Textbook (Listen and read!)	Assignments due by the end of the week (Write!)
<p>Week 1 Sep 1</p> <p>Lesson 1: Which sport are you interested in?</p>	<p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: simple sentences</p> <p>Let's know more: Compound verbs</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Football</p>	<p>Exercises of lesson 1</p> <p>Pages 1, 3, 4, 5</p>
<p>Week 2 Sep 6-8</p> <p>Lesson 1: Which sport are you interested in?</p>	<p>Advanced vocabulary building/Writing</p> <p>Media Persian: general media vocabulary</p> <p>Colloquial/literary Persian</p> <p>Jalal Al-e Ahmad, <i>Preparing the nation</i></p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Script</p> <p>Interview questions</p> <p>Explain a sport in detail.</p> <p>Jalal Al-e Ahmad and his works</p> <p>What are the current news headlines?</p> <p>How was pre-Islamic Persian written?</p> <p>Is Arabic alphabet suitable to write in Persian?</p> <p>How is divorce in your civil law?</p> <p>What is the political system like in your country?</p>	<p>Exercises of lesson 1</p> <p>Pages 8, 9, 10, 14</p>
<p>Week 3 Sep 13-15</p> <p>Lesson 2: Which issues normally cause divorce?</p>	<p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: simple sentences</p>	<p>Exercises of lesson 2</p> <p>Pages 15, 17, 18, 19, 22</p>

	<p>Reading comprehension/Translation/Writing Text: Divorce in Iran’s tribal communities</p> <p>Advanced vocabulary building/Writing Media Persian: Politic and government</p> <p>Interview questions Forugh Farrokhzad and her works What do you know about wind towers? What are other particularities of Persian architecture? What do you know about the archeological sites in Iran?</p>	
<p>Week 4 Sep 20-22</p> <p>Lesson 2: Which issues normally cause divorce?</p> <p>Lesson 3: What do you know about Iran’s ancient sites?</p>	<p>Lesson 2: Colloquial/literary Persian Jalal Al-e Ahmad, <i>Samanu cooking</i></p> <p>Reading/Writing Let’s know more: Forugh Farrokhzad</p> <p>Reading/Writing Let’s get to know Iran better: Wind tower</p> <p>Lesson 3: Language use and usage Vocabulary and Structure Exercises Grammar: subject and predicate/ simple and compound sentences Let’s know more: Morphology</p> <p>Reading comprehension/Translation/Writing Text: Tepe Marlik</p>	<p>Exercises of lesson 2 Pages 23, 24, 26, 27</p> <p>Exercises of lesson 3 Pages 28, 30, 31, 32</p>
<p>Week 5 Sep 27-29</p>	<p>Advanced vocabulary building/Writing Media Persian: Elections</p> <p>Colloquial/literary Persian Goli Taraghi, <i>Hibernation</i></p>	<p>Exercises of lesson 3 Pages 33, 34, 35, 36, 37, 38</p>

<p>Lesson 3: What do you know about Iran's ancient sites?</p>	<p>Reading/Writing Let's get to know Iran better: Mud brick</p> <p>Interview questions Goli Taraghi and her works How are buildings made in Iran? How is election in your country?</p>	
<p>Week 6 Oct 4-6</p> <p>Lesson 4: What are the advantages and disadvantages of living in the capital?</p>	<p>Language use and usage Vocabulary and Structure Exercises Grammar: exclamatory sentences</p> <p>Reading comprehension/Translation/Writing Text: Tehran</p> <p>Advanced vocabulary building/Writing Media Persian: Security and conflict</p>	<p>Exercises of lesson 4 Pages 39, 41, 42, 43, 44</p>
<p>Week 7 Oct 11 (Oct 13: Fall Reading Break)</p> <p>Lesson 4: What are the advantages and disadvantages of living in the capital?</p>	<p>Colloquial/literary Persian Moniru Ravanipur, <i>The long night</i></p> <p>Reading comprehension/Translation/Writing Let's know more: Fereydun Moshiri</p> <p>Reading/Writing Let's get to know Iran better: Motorway</p> <p>Interview questions Fereydun Moshiri and his works Moniru Ravanipur and her works How is the traffic different in Iran and in your country? What can be done to decrease air pollution? What is Tehran famous for? How did the "imposed war" affect Iran?</p>	<p>Exercises of lesson 4 Pages 45, 46, 48, 49</p>
<p>Week 8 Oct 18-20</p>	<p>Language use and usage Vocabulary and Structure Exercises Grammar: <i>chon/cho</i></p>	<p>Exercises of lesson 5 Pages 50, 52, 53, 54, 55</p>

<p>Lesson 5: Which do you prefer: poetry or prose?</p>	<p>Let's know more: Morpheme types</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Nezami Ganjavi</p> <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Law and order</p>	
<p>Week 9 Oct 25-27</p> <p>Lesson 5: Which do you prefer: poetry or prose?</p>	<p>Colloquial/literary Persian</p> <p>Zoya Pirzad, <i>The acrid taste of persimmons</i></p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Pillar</p> <p>Interview questions</p> <p>Who are the most celebrated poets of Iran?</p> <p>Nezami Ganjavi and his works</p> <p>Zoya Pirzad and her works</p> <p>How is law and order established in Iran?</p>	<p>Exercises of lesson 5</p> <p>Pages 56, 57, 58, 59</p>
<p>Week 10 Nov 1-3</p> <p>Lesson 6: What are the pros and cons of travelling by train?</p>	<p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: Arabic broken plurals</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Railways</p> <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Human rights</p>	<p>Exercises of lesson 6</p> <p>Pages 60, 62, 63, 66</p>
<p>Week 11 Nov 8-10</p> <p>Lesson 6: What are the pros and cons of travelling by train?</p>	<p>Colloquial/literary Persian</p> <p>Ahmad Mahmud, <i>Scorched Earth</i></p> <p>Reading/Writing</p> <p>Let's know more: Sadeq Hedayat</p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Pigeon tower</p> <p>Interview questions</p> <p>Ahmad Mahmud and his works</p> <p>Sadeq Hedayat and his works</p>	<p>Exercises of lesson 6</p> <p>Pages 67, 68, 69, 70, 72</p>

	<p>Have you ever seen a Pigeon tower?</p> <p>What is the best way to travel?</p> <p>Why is the pillar so important in architecture in Iran?</p> <p>What are some human rights issues in Iran?</p>	
<p>Week 12 Nov 15-17</p> <p>Lesson 7: What do you do to protect the environment?</p>	<p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: compound nouns</p> <p>Let's know more: affixes</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Iran's natural geography</p> <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Economics</p>	<p>Exercises of lesson 7</p> <p>Pages 74, 75, 76, 77, 79, 80</p>
<p>Week 13 Nov 22-24</p> <p>Lesson 7: What do you do to protect the environment?</p>	<p>Colloquial/literary Persian</p> <p>Simin Daneshvar, <i>The life of the alley</i></p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Fire temple</p> <p>Interview questions</p> <p>What do you know about Iran's geography?</p> <p>Simin Daneshvar and her works</p> <p>How is the economics status of Iran?</p>	<p>Exercises of lesson 7</p> <p>Pages 80, 81, 82, 83</p>
<p>Week 14 Nov 29 – Dec 1</p> <p>Lesson 8: What do commercial centers look like in your country?</p>	<p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: compound adjectives</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Bazaar</p> <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Trade and industry</p>	<p>Exercises of lesson 8</p> <p>Pages 84, 86, 87, 88, 89</p>
<p>Week 15 Dec 6</p>	<p>Colloquial/literary Persian</p> <p>Sadeq Hedayat, <i>The darkroom</i></p>	<p>Exercises of lesson 8</p> <p>Pages 90, 91, 92, 93, 94</p>

<p>Lesson 8: What do commercial centers look like in your country?</p>	<p>Reading comprehension/Translation/Writing Let's know more: The folklore of the people of Iran</p> <p>Reading/Writing Let's get to know Iran better: Traditional marketplace</p> <p>Interview questions Sadeq Hedayat and his works What do you know about Persian folklore? Describe a traditional market place. How is the traditional market place different from the modern one? Why is fire important in Zoroastrianism? What are some imports and exports of Iran?</p>	
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McGill Policy Statements

Academic Integrity:

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see www.mcgill.ca/students/srr/honest/ for more information). *(Approved by Senate on 29 January 2003)*

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

Language of Submission:

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” *(Approved by Senate on 21 January 2009 - see also the section in this document on Assignments and Evaluation.)*

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le

droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »