



McGill

Institute of
Islamic Studies

Institut
d'études islamiques

Course and Contact Information

Course: Introductory Persian, ISLA 541 D2, 3 Credits

Semester: Winter 2020

Meeting time: MW 11:30-1:00

Location: MOR 328

Instructor

Name: Pouneh Shabani-Jadidi

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Office Hour: W 10:30-11:30

TA

Name: Amir Pournamdar

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COURSE INFORMATION

Course Description

In ISLA 541 D2, you will continue to learn the vocabulary and grammatical structures needed to communicate in simple dialogues, to read simple texts, and to write simple paragraphs. You will also continue to learn the colloquial version of Persian through simple dialogues at the end of each lesson.

Every week, like last semester, 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. Every week, you will also be familiarized with a topic related to the Iranian culture. You will be given different words and expressions used in that topic, and you will see them used in the example sentences as well as the exercises. In addition, various cultural themes will be discussed in the photo captions at the beginning of each lesson. The dialogues, sample examples, reading texts, and photo captions are all designed such that you will be familiar with the Persian culture and literature. You are strongly encouraged to listen to the audio file of the book, which is available for free in the Routledge website. Just search for the title of the book and you will see a link to the audio file in the Routledge website.

For your term project, you will read a short story in Persian and give a presentation and paper on the story and its peripheral information at the end of the term.

Learning Outcomes

At the end of the yearlong introductory course (ISLA 541 D1 & ISLA 541 D2), you will have covered all the basic principles of Persian grammar and a good scope of vocabulary to enable you

to read and write simple texts in Persian with ease. You will also be able to understand and speak about everyday topics and cultural themes with relative ease.

Required Textbooks

Shabani-Jadidi, P. & Brookshaw, D. P. (1st edition 2010 or 2nd edition 2020). The Routledge Introductory Persian Course: Farsi Shirin Ast 1. Routledge. Taylor & Francis Group. London & New York.

Recommended supplementary material

Yousef, S. & Torabi, H. (2012). Basic Persian: a Grammar and Workbook. Routledge. Taylor & Francis Group. London & New York.
Dehghani, Y. (2006). Persian-English English-Persian Learner's Dictionary. Ibex Publishers, Bethesda, MD.

Description of Instructional Methods

Students will strengthen their Persian language proficiency by participating in class discussions, reading dialogues and texts, writing short texts, and delivering presentations during the course of the semester. Every student will be given a short story to read for her/his final presentation and paper for this semester. Regular formative assessments and a midterm exam, during the semester, and a final exam, at the end of the semester, will be administered.

Average minimum amount of out-of-class or independent learning expected per week

In this 14-week semester, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction. This 3 credit course will include 3 hours of direct instruction per week in addition to 5 hours of conversation sessions per week led by the TA of the course, one hour of which is compulsory and attending 3 hours or more will get you 5 extra points.

Course Schedule Winter 2020

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

| Weeks | Textbook | Exams/events |
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| <p>Week 1 Jan 6-8</p> <p>Lesson 9: What do you believe in?</p> | <p>Language use and usage Vocabulary building Grammar: nouns, orthographic rules, numericals, determiners, demonstratives, definite and indefinite markers Reading/Writing Formal dialogue: University credits Speaking What is the ideal religion? Why?</p> | <p><i>Presentations and papers from last semester</i></p> |
| <p>Week 2 Jan 13-15</p> <p>Lesson 9: What do you believe in?</p> | <p>Reading comprehension/Translation/Writing Text: Religion Reading/Writing Colloquial dialogue: At the restaurant Speaking What courses are you taking? Going to a restaurant</p> | <p><i>Presentations and papers from last semester</i></p> |
| <p>Week 3 Jan 20-22</p> <p>Lesson 10: Are women and men equal?</p> | <p>Language use and usage Vocabulary building Grammar: prepositions, reflexive and emphatic pronouns Reading comprehension/Translation/Writing Text: A traditional way of thinking Reading/Writing Formal dialogue: Moving to a new house Colloquial dialogue: In the classroom Speaking Who does the house chores? Where is ...? What are you studying?</p> | <p><i>Presentations and papers from last semester</i></p> |

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| <p>Week 4 Jan 27-29</p> <p>Lesson 11: Where is Persepolis?</p> | <p>Language use and usage</p> <p>Vocabulary building</p> <p>Grammar: relative clauses</p> <p>Reading</p> <p>comprehension/Translation/Writing</p> <p>Text: Tourist sights</p> <p>Reading/Writing</p> <p>Formal dialogue: Shopping</p> <p>Colloquial dialogue: At the post office</p> <p>Speaking</p> <p>Touristic centres</p> <p>Buying clothes</p> <p>Sending a letter at the post office</p> | <p><i>Presentations and papers from last semester</i></p> |
| <p>Week 5 Feb 3-5</p> <p>Lesson 12: Is pop music better or traditional music?</p> | <p>Language use and usage</p> <p>Vocabulary building</p> <p>Grammar: adverbial clauses, conditional sentences, possible and impossible conditionals, impersonal constructions</p> <p>Reading/Writing</p> <p>Formal dialogue: Favourite singer</p> <p>Speaking</p> <p>What kind of music do you like?</p> <p>Who is your favourite singer?</p> | <p>Feb 3 Midterm (lessons 9-11)</p> |
| <p>Week 6 Feb 10-12</p> <p>Lesson 12: Is pop music better or traditional music?</p> | <p>Reading</p> <p>comprehension/Translation/Writing</p> <p>Text: Education</p> <p>Reading/Writing</p> <p>Colloquial dialogue: At the doctor's surgery</p> <p>Speaking</p> <p>What is the education system like?</p> <p>Visiting the doctor</p> | |
| <p>Week 7 Feb 17-19</p> | <p>Language use and usage</p> <p>Vocabulary building</p> <p>Grammar: passive constructions</p> <p>Reading/Writing</p> | |

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| Lesson 13: What kind of a university is your university? | Formal dialogue: Police station Speaking What kind of university is your university? Filing a report at the police station Buying books at the bookstore | |
| Week 8 Feb 24-26 Lesson 13: What kind of a university is your university? | Reading comprehension/Translation/Writing Text: Different kinds of university Reading/Writing Colloquial dialogue: At the bookstore Speaking Buying books at the bookstore Visiting a library | |
| Week 9 March 2-6 | STUDY BREAK | STUDY BREAK |
| Week 10 March 9-11 Lesson 14: Are you single or married? | Language use and usage Vocabulary building Grammar: compounding, derivatives, conjunctions Reading/Writing Formal dialogue: The birthday present Speaking How is a wedding ceremony in your country? When is your birthday? What is the best birthday gift you have received? | |
| Week 11 March 16-18 Lesson 14: Are you single or married? | Reading comprehension/Translation/Writing Text: Traditional marriage practices Reading/Writing Colloquial dialogue: Travelling Speaking What is the best way to travel? Where is your next travel destination? | Norouz event: Wednesday March 18, 2020, 12:00-4:00 PM Actual Norouz: Thursday March 19, 2020, 23:49:37 PM |

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| Week 12 March 23-25 Lesson 15: Why do you stand on ceremony? | Language use and usage Vocabulary building Grammar: causative verbs, review of tenses Reading/Writing Formal dialogue: Beeping your car horn Speaking What kind of books do you read? Who is your favourite author? | |
| Week 13 March 30-April 1 Lesson 15: Why do you stand on ceremony? | Reading comprehension/Translation/Writing Text: Book fair Reading/Writing Colloquial dialogue: Standing on ceremony Speaking What is Ta'arof? What kind of international exhibitions have you visited? | |
| Week 14 April 6-8 | Oral presentations | Papers due |

CLASSROOM MANAGEMENT

Course organization

Students can expect to be informally assessed on a weekly basis with respect to their progress with grammar, reading, writing, listening and speaking skills. Formal composition assessments will be administered regularly. Compositions will be at least one paragraph in length. Students will deliver formal and informal oral presentations during this class. Language can only be learned and absorbed if it is practiced on a regular basis, inside and outside the classroom.

Students are encouraged to take every opportunity to practice their Persian language skills throughout their daily routine.

Attendance

This language course requires students to attend class regularly and punctually. Successful completion of this course requires students to actively participate in class and finish all assignments in a timely manner.

GRADING

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| A 85-100 | A- 80-84 | B+ 75-79 |
| B 70-74 | B- 65-69 | C+ 60-64 |
| C 55-59 | D 50-54 | F 0-49 |

FINAL GRADE

| Assignment Contribution Towards Grade | |
|---|--|
| Assignment | Percentage/Points towards Final Grade |
| Participation, attendance, homework, compositions, presentations, papers, and exams | 10% Participation/attendance/assignments 20% Midterm exam 20% Speaking session attendance and oral exam with the TA 10% Final presentation 10% Final paper 30% Final exam |
| Total: | 100% |

*** Important note: Being absent for the final exam leads to failing the course.**

DETAILS OF GRADING

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.

10% Attendance, active participation, and timely submission of all assignments

You will get the full mark if you do not miss more than 3 classes, have active participation in every class, and submit all the assignments required by the instructor, regardless of the number of mistakes you make. Making mistakes is a very important component of language learning and the best way for the instructor to know your problems and to help you overcome them. Therefore, avoid using Google translate or other methods of this kind.

If you are absent, it is your responsibility to consult with one of your classmates and to ask what the assignment is. You must hand it your assignment the following session after your absence.

10% Final oral presentations

You will each be given a short story by Zoya Pirzad, modern novelist and short story writer, to read for the term project. You will present your story at the end of the semester. No notes are allowed. Full mark will be given to natural and fluid presentations regardless of the number of difficult words you use. Therefore, try to understand your story and speak in your own words with whatever vocabulary you have acquired at that level.

10% Final paper

On the day of your presentation, you must hand in your paper that is based on your assigned short story and your evaluation and criticism of it. The paper must be handwritten and 3-4 pages long. Your paper must contain the two sections of: a) summary, evaluation, and criticism, and b) your personal thoughts and experience reading it.

You will get the full mark if your paper does not contain too many mistakes. Some mistakes are fine, so do not have your paper proofread by a native speaker. If your Persian is as perfect as a native speaker, what is the point of taking the course?

20% Midterm examination

The midterm examination of the fall semester is from lessons 9-11 inclusively.

30% Final examination

The final examination of the fall semester is from lessons 9-15 inclusively.

20% Speaking sessions attendance and active participation

There will be 5 one-hour speaking sessions during the week organized and led by the TA of the course. If you regularly attend **at least one of them**, you will get your full mark. However, you are strongly recommended to attend as many as you can, as what you learn in the class will be reinforced in the speaking sessions in practice. You will be given 5 extra points if you attend 3 sessions or more per week.

McGill Policy Statements

1) 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).

« 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/).»

2) 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.”

« 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).»

LEARNING RESOURCES

Online Dictionaries:

Farsi 123: online Persian-English Dictionary.

<http://farsi123.com/>

Aryanpour Dictionary: a simple online dictionary that provides Persian to English and English to Persian translation. This source is not always accurate.

<http://www.aryanpour.com>

Farsi Dictionary: almost identical to Aryanpour Dictionary.

<http://www.farsidic.com>

Francis Joseph Steingass Persian-English Dictionary: in use since the 1870's, it is the most complete and concise Persian dictionary. The collection of definitions is exceptional and has yet to be surpassed. Persian language and literature scholars retain this dictionary as a principal source for information.

<http://dsal.uchicago.edu/dictionaries/steingass>

(Note: A German native, Steingass learned Persian as a second language.)

Vajehyab Online Persian-Persian Dictionary: a great resource for pronunciation, definitions and authentic examples from classical and modern Persian literature.

<https://www.vajehyab.com>

Other Resources:

University of Texas at Austin Persian: a unique and extensive resource for Persian language learning. Search through it in your spare time. Of particular interest are the Persian Verb Conjugation and Joining and Disjoining Persian Letters, both found in "Archived News" on the home page.

http://sites.la.utexas.edu/persian_online_resources/

Persian verb conjugator: an online conjugator for Persian verbs. It can conjugate Persian verbs in all tenses, aspects and moods. Type the infinitive of the verb you want and then, click on Conjugate button or hit Enter on your keyboard. <http://www.jahanshiri.ir/>

Persian online writing resource: a good resource for useful Persian-related links.

<http://www.omniglot.com/writing/persian.htm>

Persian online video resource: a good online resource for the beginning level.
www.persianlanguageonline.com

Useful Links:

Persian News Links: <http://www.gooya.com/>
BBC Persian News: <http://www.bbc.co.uk/persian/>
VOA Persian News: <http://ir.voanews.com/>
Persian Culture: <http://www.ichto.ir/>
Persian Classical Poetry: <https://ganjoor.net>
McGill Library Resources:
<http://libraryguides.mcgill.ca/islamiclanguages/persian>
<http://libraryguides.mcgill.ca/iranianstudies/home>