



McGill

Institute of
Islamic Studies

Institut
d'études islamiques

Course and Contact Information

Course: Lower Intermediate Persian, ISLA 542 D2, 3 Credits

Semester: Winter 2020

Meeting time: MW 1:00-2:30

Location: MOR 328

Instructor

Name: Pouneh Shabani-Jadidi

Email: Pouneh.shabani-jadidi@mcgill.ca

Office Hour: W 10:30-11:30

TA

Name: Saleh Pezhman

Email: saleh.pezhman@mail.mcgill.ca

COURSE INFORMATION

Course Description

In ISLA 542 D2, you will be exposed to different 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 level. Try to read them and reinforce the structures you learned in the first year.

In addition, every week, you will be familiarized with a different topic that is 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 following the vocabulary. Persian language and Persian literature are closely tied; therefore, you will be introduced to different modern and classical prose and poetry at this level. In addition, you will learn morphological, semantic and syntactic complexities of the Persian language. You will be involved in different tasks and exercises to acquire these complexities. Various cultural themes will be discussed in the photo captions at the end of each unit. You are encouraged to listen to the audio file of the book, which is available for free in the Routledge website and includes all the texts in each lesson.

For your term project, you will read a Persian book and do an extensive library and online research about the text, its author, and other works of the author. At the end of the semester, you will give a presentation and write a paper on your assigned book as well as on the peripheral information about it.

Learning Outcomes

At the end of this yearlong intermediate course (ISLA 542 D1 & ISLA 542 D2), 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 Textbooks

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

Recommended supplementary material

Yousef, S. & Torabi, H. (2013). Intermediate Persian: a Grammar and Workbook. Routledge. Taylor & Francis Group. London & New York.

Brookshaw, D. P. (2011). Media Persian. Edinburgh University Press. UK.

Description of Instructional Methods

Students will strengthen their Persian language proficiency by participating in class discussions, reading classical and modern Persian prose and poetry, writing texts on different genres, and delivering presentations during the course of the semester. Each student will be assigned a Persian book to read for their final presentation and paper. 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 2 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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| Week 1 Jan 6-8 Lesson 9: How many of Iran's provinces do you know? | Language use and usage Vocabulary and Structure Exercises Grammar: past participle Reading/Writing Let's get to know Iran better: Kilim Reading comprehension/Translation/Writing Text: Mazandaran Advanced vocabulary building/Writing | <i>Presentations and papers from last semester</i> |

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| | <p>Media Persian: Science and technology</p> <p>Colloquial/literary Persian</p> <p>Goli Taraghi, <i>Birth</i></p> <p>Speaking</p> <p>Provinces of Iran</p> <p>Goli Taraghi and her works</p> <p>What are some recent scientific breakthroughs?</p> | |
| <p>Week 2 Jan 13-15</p> <p>Lesson 10: What is mourning?</p> | <p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: reported speech</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Symbolic coffin</p> <p>Reading comprehension/Translation/Writing</p> <p>Let's know more: Sayings</p> <p>Speaking</p> <p>How is kilim different from other rugs?</p> <p>What are the most modern energy sources?</p> | <p><i>Presentations and papers from last semester</i></p> |
| <p>Week 3 Jan 20-22</p> <p>Lesson 10: What is mourning?</p> | <p>Classical Persian prose</p> <p><i>The Tarikh-i Bayhaghi</i></p> <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Energy</p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Pilgrim</p> <p>Speaking</p> <p><i>Tarikh-i Bayhaghi</i> and its author</p> <p>How is pilgrimage different in different religions?</p> <p>What are some ancient rituals of Iranians?</p> | |
| <p>Week 4 Jan 27-29</p> <p>Lesson 11: Who is your favourite poet?</p> | <p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: passive</p> <p>Let's know more: Affixes (inflectional and derivational)</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Firdawsi's Shaahnama</p> <p>Speaking</p> <p>Firdawsi's Shaahnama and other Shaahnamas</p> | |
| <p>Week 5 Feb 3-5</p> | <p>Reading/Writing</p> | |

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| <p>Lesson 11: Who is your favourite poet?</p> | <p>Let's get to know Iran better: Synagogue Advanced vocabulary building/Writing Media Persian: The environment Classical Persian prose <i>Qabusnaama</i> Speaking <i>Qabusnaama</i> and its author What do you do to protect the environment?</p> | |
| <p>Week 6 Feb 10-12</p> <p>Lesson 12: What are the main characteristics of people's clothing in your country?</p> | <p>Language use and usage Vocabulary and Structure Exercises Grammar: the tense and person of the verb Let's know more: Inflectional affixes Reading comprehension/Translation/Writing Text: Men's and women's clothing in Iran Reading comprehension/Translation/Writing Let's know more: Omar Khayyam Speaking How has men's and women's clothing changed through time? How are places of worship different in different religions? What has the UN done to establish world peace?</p> | <p>Feb 10 Midterm (lessons 9-11)</p> |
| <p>Week 7 Feb 17-19</p> <p>Lesson 12: What are the main characteristics of people's clothing in your country?</p> | <p>Advanced vocabulary building/Writing Media Persian: Development and aid Classical Persian prose <i>Kimia-yi Sa'aadat</i> Reading/Writing Let's get to know Iran better: Potter Speaking <i>Kimia-yi Sa'aadat</i> and its author Omar Khayyam and his works What do you know about pottery in Iran?</p> | |
| <p>Week 8 Feb 24-26</p> <p>Lesson 13: What day of the year is New Year's Day in Iran?</p> | <p>Language use and usage Vocabulary and Structure Exercises Grammar: subjunctives Reading comprehension/Translation/Writing Text: The Norouz table setting</p> | |

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| | <p>Reading comprehension/Translation/Writing</p> <p>Let's know more: Sa'di</p> <p>Speaking</p> <p>What are some customs associated with Norouz?</p> <p>What is the origin of Norouz?</p> | |
| <p>Week 9 March 2-6</p> | <p>STUDY BREAK</p> | <p>STUDY BREAK</p> |
| <p>Week 10 March 9-11</p> <p>Lesson 13: What day of the year is New Year's Day in Iran?</p> | <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Culture</p> <p>Classical Persian prose</p> <p><i>Marzubaan-naama</i></p> <p>Reading/Writing</p> <p>Let's know more: Hafiz</p> <p>Speaking</p> <p><i>Marzubaan-naama</i> and its author</p> <p>What is considered high culture in Iran?</p> | |
| <p>Week 11 March 16-18</p> <p>Lesson 14: Can natural disasters be prevented?</p> | <p>Language use and usage</p> <p>Vocabulary and Structure Exercises</p> <p>Grammar: conditionals</p> <p>Reading comprehension/Translation/Writing</p> <p>Text: Famine in Iran</p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Hafiz's tomb</p> <p>Speaking</p> <p>What are some examples of natural disasters in Iran?</p> <p>What is the latest sports news?</p> <p>How is the urban planning in Iran?</p> | <p>Norouz event:</p> <p>Wednesday March 18, 2020, 12:00-4:00 PM</p> <p>Actual Norouz:</p> <p>Thursday March 19, 2020, 23:49:37 PM</p> |
| <p>Week 12 March 23-25</p> <p>Lesson 14: Can natural disasters be prevented?</p> | <p>Advanced vocabulary building/Writing</p> <p>Media Persian: Sport</p> <p>Classical Persian prose</p> <p><i>Maqaamaat-i Hamidi</i></p> <p>Reading/Writing</p> <p>Let's get to know Iran better: Alley</p> <p>Speaking</p> <p>What do you know about Hafiz and his works?</p> | |

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| | What do you know about Sa'di and his works? | |
| Week 13 March 30-April 1 Lesson 15: What do you know about Islam? | Language use and usage Vocabulary and Structure Exercises Grammar: impersonal constructions Language use and usage Let's know more: Compounding Reading comprehension/Translation/Writing Text: Islam in Iran Advanced vocabulary building/Writing Media Persian: Common media vocabulary Speaking What are different purposes of mosques? What is the latest national news? Classical Persian prose <i>Kalila va Dimnai</i> Reading/Writing Let's get to know Iran better: Mosque Speaking Different manuscripts and translations of <i>alila va Dimnai</i> . Fables | |
| 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 about one page 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 | |
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| 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

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 in your assignment the following session after your absence.

10% Final oral presentations

You will be given a Persian book about Iran. You will present the book 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 book 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 book and your evaluation and criticism of it. The papers must be handwritten and 4-6 pages long. Your paper must contain the two sections of: a) summary, and b) your critical evaluation and criticism.

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>

Persian audiobooks: <http://ketabkhaneyegooya.blogspot.ca>

McGill Library Resources: <http://libraryguides.mcgill.ca/islamiclanguages/persian>

<http://libraryguides.mcgill.ca/iranianstudies/home>