

University of Wisconsin-Madison
Arabic, Persian, and Turkish Language Immersion Institute

Intermediate Immersion Persian – LCA 428
MTWRF 9:00-11:30 and 1:00 to 3:00

This Intermediate course is a component of the APTLII summer immersion program, and has been devised for students who have studied 2-3 semesters of Persian or its equivalent. This course is designed to help students develop intermediate competence in oral and written comprehension and expression of the Persian language. Emphasis is on listening comprehension, reading, speaking, writing, and cultural and historical knowledge. Knowledge of the grammatical structures taught in the first three semesters is assumed, while we review them and introduce advanced grammar preferably in context. You can expect to engage in group and pair work and to take part actively in class. Your ability to communicate in Persian will increase as you apply yourself in class and outside of the classroom. Persian will be the primary language of the class with limited use of English.

Learning Outcomes

Upon completion of this course, it is expected that students will be able to:

- Communicate in Persian – to use the Persian language in everyday communicative activities such as reserving a hotel room, buying a ticket, and general communication.
- Write a letter to state a basic need or problem, basic composition skills to be able to comment on a reading text.
- Read about Persian culture and history as a basis for reading improvement and a better understanding of the culture in general, e.g. knowing about Iranian customs, historical places in Iran, Iranian celebrities.

Approach and Technique

Language immersion and the communicative approach are the keys to APTLII instruction; it places emphasis on the functional use of language and on communication in context, as opposed to a strictly grammatical, top-down approach. Memorization of new vocabulary through preparation of the basic text and studying the grammatical notes provided in the textbook will take place outside classroom. Time in class will be devoted to reinforcing vocabulary and grammar through various drills and activities as well as to concentrated listening, reading and oral expression activities.

Students are required to learn the new vocabulary, to listen to and repeat new words and expressions outside the classroom and to complete all vocabulary exercises in the book as homework the day before the day we begin a new lesson. Likewise, the grammar must also be studied and the relevant drills completed before coming to class. In-class activities for both the vocabulary and grammar sections will assume students familiarity with the material and will build upon what students have already acquired through their own diligent preparation the night before. As a result, students who do not devote sufficient time to the vocabulary and grammar exercises ahead of time will find themselves at a serious disadvantage during class.

Checklist: The following may help you determine whether you have thoroughly assimilated each new lesson in your textbook:

- 1) Do you understand the basic video-text completely?
- 2) Did you model your pronunciation on the audiotape? Make sure that you have listened to it several times—once or twice is seldom enough.
- 3) Can you understand the text when listening to it on the tape without referring to vocabulary lists or the dictionary?
- 4) Did you practice the new vocabulary items using them in meaningful Persian sentences different from those provided in the book?
- 5) Are you able to report on or summarize the contents of each new lesson with facility (i.e. at a reasonable pace and without looking at the book)?

Course Materials

Persian Reader (available at APTLII office)

Concise Persian-English Dictionary by Aryanpur Kashani

The textbook will be regularly supplemented with the following:

- Audio and video materials
- Articles from Iranian newspapers and magazines at a later stage
- Persian songs and/or poetry
- Miscellaneous materials, drills, and assignments to be distributed in class
- Websites

Tentative Class Schedule

Week 1: Review of elementary Persian
 Conversation: Do you remember..... ? Asking people's personal information and giving yours; going shopping
 Listening to an audio file
 Vocabulary: Daily activities
 Grammar: Simple present and simple past, adverbs of frequency, comparative adjectives
 → **Quiz: Friday**

Week 2 Conversation: How to rent a house; Weather in Iran; Different genres of movie and Iranian musical instruments
 Reading: a famous Iranian director
 Learning vocabulary: different parts of a house
 Listening to an audio file
 Grammar: Future tense; present perfect
 → **Quiz: Friday**

- Week 3 Iranian food and going to the restaurant; Going to the museum; Going to the doctor and talking about health problem; Avicenna
 Reading: National museum; Ave
 Audio file & video clip; Part of two Iranian movies
 Grammar: Present subjunctive; Past perfect; Conditional sentences
 → **Project 1: Thursday**
 → **Quiz: Friday**
- Week 4 Talking about different jobs; Going to an interview; Going to the post office; Iranian marriage
 Reading: Telecommunication in Iran; news paper
 Audio file; video clip
 Grammar: Expressing surprise
 → **Midterm: Friday**
- Week 5 People characteristics and personality; going to a travel agency; at the airport and on the airplane; at the hotel
 Reading comprehension: Isfahan
 Audio file; Video clip; part of a movie
 Grammar: review of subjunctive
 → **Quiz: Friday**
- Week 6 talking about famous buildings in the world; Going to the bank; Different festivals in the world
 Listening to an audio file
 Grammar: Passive and active sentences
 → **Quiz: Friday**
- Week 7 Different kinds of news; People who made a difference
 Watching a video clip
 Grammar: Past subjunctive
 → **Project 2: Thursday**
 → **Quiz: Friday**
- Week 8 System of education in Iran
 Part of a movie; a video clip
 → **Final Exam: Friday**

Evaluation

- 25% Homework, attendance and active participation (in and outside of class)
 15% Weekly quizzes
 20% Midterm
 10% Projects

10% Writing Journal
20% Final Exam

Letter Grading Scale:

A: 92%-100%

AB: 88%-91%

B: 80%-87%

BC: 76%-79%

C: 70%-75%

D: 65%-69%

F: 0%-64%

Journals: Each student will be required to write weekly journal entries throughout the summer in order to assess the student's language progress. Each entry should be at least one and half pages double-spaced. Students are expected to incorporate into their journals new vocabulary and grammatical structures learned in class. The instructor will assign specific topics with any other guidelines. By the end of the summer, students should be able to see the progress that they have made in their language ability.

Projects: Students can do the projects either individually or in a small group, but everybody must be active participants in the group. The projects can be performed in various ways, e.g., video presentations, or in other multimedia formats on the suggested subject or a favorite one. The following topics are just suggestions; you can choose other topics of interest and do your projects based on them.

Suggestions for Project 1, due Week 3

- Interview a native speaker and ask him/her about "different kinds of Iranian restaurants," "the most famous Iranian food," or "his/her favorite food" and ask for a good recipe; then come up with a method to present your interview to the class. It could be a PowerPoint, video, etc.
- Finding a job and employment is everybody's concern after graduation. Design a presentation about employment in Iran and the procedures that Iranians go through if they want to work in either the public or private sector. You can also interview some native speakers and ask their idea about these procedures, or you can you do a comparison between the employment procedure in Iran & the U.S.

Suggestions for Project 2, due Week 7

- Interview a native speaker and ask him/her about "the most memorable trip" that s/he has ever taken.
- Many Iranian students are not really familiar with different holidays and festivals here in the U.S. Design a presentation for the Iranian students and introduce your favorite holiday or festival to them. Tell them what do you do for that holiday, and why it is a holiday. Give them suggestions about different activities they can do during this specific holiday and have fun.

Course Policies

Attendance: Regular class attendance and active participation are required. Attendance will be taken every day. Absences will be excused only in case of illness, family or other emergencies, upon the student's presentation of a written explanation establishing the reason for the absence, or with prior approval of the APTLII office and Persian Director. Four unexcused absences will automatically take the grade to an F.

Daily Preparation: Students are expected to be fully prepared for class; this will be part of the final grade. Preparation entails completing homework and actively participating in class. Students are encouraged to spend at least 4 hours per day on homework and required activities. Assignments must be completed by the beginning of class. As a rule, late assignments will not be accepted, except for a reason approved by the instructor.

Homework: Please follow these guidelines for preparing written homework assignments.

- 1) Hand in a separate piece of paper with your name and the page exercise number.
- 2) Copy the sentence you are being drilled on.
- 3) Write neatly. Persian script should be beautiful. Messy, scrawled homework will be penalized.
- 4) Skip lines, leaving enough room so that we can write legible corrections for your assistance.

Use of Persian: Since this is an immersion program and students will sign a language agreement, students are only allowed to use Persian in the classroom as well as on campus, unless the instructor permits otherwise.

Mini-courses, movies, and field trips: These components of the APTLII program are essential in understanding Persian culture beyond what will be presented in the classroom. The diversity of the topics that will be covered in such extracurricular activities will provide students with an opportunity to expand their cultural knowledge and understanding. **Students are required to attend all the mandatory activities.** The students are required, but not limited, to attend one mini-course per week. They are required to watch the movies that will be shown to all Persian students one evening per week. They are required to go to the field trips that are organized as mandatory; the administration will provide a schedule of the field trips on a regular basis. Participation in these activities is part of the course final grade. If a student is not able to participate in a given activity due to an emergency or for religious observance, they have to discuss that with their instructor in advance.

In class: Cell phones and laptops are not allowed in the classroom.

OPI: Students will have an OPI interview on the phone with a licensed OPI assessor at the beginning and end of the program to measure their spoken Persian progress.

On Academic Integrity: Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity.

Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism.

The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment, or a reduced grade on a redone assignment. All instances of serious plagiarism are reported to the Dean of Students.

On disability accommodations: Your success in this class is important. If you have a disability or particular circumstance that may have an impact upon your work in this class, please contact me immediately so that we can work together to adapt assignments to meet your needs and the requirements of the course. The McBurney Disability Resource Center (263-2741) is located at 702 W Johnson St, the corner of Lake and Johnson. Students need to provide documentation of a disability to this office in order to receive official university services and accommodations.