**SYLLABUS Persian 2001**

**Learning Objectives**: Upon successful completely of this course, students should be able to:

* Communicate at an intermediate level in modern Tehrani semi-formal Farsi. Students should be able to speak Farsi enough to communicate in a variety of everyday settings and read and write primary texts in modern Tehrani semi - formal Farsi. We will insist on heard and spoken language and cultural awareness and literacy as much as the reading and writing skills.
* Understand the human geography and culture of Iran, using handouts and excerpts on the provinces, Persian artifacts, Iranian music, Persian poetry, cinema and more.
* Demonstrate an ability to participate in everyday life activities such as buying food, making train or plane reservations, seeing a doctor or renting a house.
* Understand basics of Persian culture, mode of life and customs today.

Beyond the basic communication skills, the two intermediate courses (2001 and 2002) are meant to serve as an introduction to Persian culture, mode of life and customs of the people of Iran today. Students are invited to participate to the Fire Festival that precedes the Persian New Year as well as to **Nowrooz,** the Persian New Year celebrated each year on the first day of Spring (March 20th or 21th) by all Iranian communities, including the Iranian community of Atlanta. Other Persian festivals are also held in Atlanta to which the Farsi students are encouraged to participate: Mehregân (Thanksgiving fall festival) Yaldâ night (longest night of the year) and Sizdah bedar (Paques picnic in April). All celebrate cultural traditions many millennia old.

**Texbooks:**

**Required: Rafiee, Abdi: Colloquial Persian. Routledge (The Colloquial Series).**

See at Barnes and Noble ($ 47.50). The book has been reprinted many times. Look for the red triangle on the upper right corner of the book saying free audio material available online.

Audio material to accompany the course is available to download free in MP3 format from [www.routledge.com/cw/colloquials](http://www.routledge.com/cw/colloquials)

**Optional: Mohajer**, Simin and Mahvash **Shahegh**. Learning Persian. Book 2&3 Ibex Publishers, Bethesda, MD, 2007 (order online with Amazon).

Handouts on History and Culture distributed in class + many websites providing linguistic and cultural insights:

**Dictionaries**:

**Dehghani,** Yavar. Persian- English / English- Persian: Learner’s dictionary. Ibex Publishers. Bethesda, MD 2006 (most recommended for this level).

**Also available at Barnes & Noble ($18.00).**

**Persian History, literature and culture you may use personally:**

**Axworthy**, Michael. A History of Iran: Empire of the mind.

Basic Books, 2010.

**Katouzian**, Homa. The Persians: Ancient, Mediaeval and Modern Iran.

Yale University Press. New Haven, 2010.

**Online resources:**

See **easypersian.com**: Free online Farsi language lessons

See [www.chaiandconversation.com](http://www.chaiandconversation.com) for grammar and pronunciation practice.

[**Iran Chamber Society**](http://www.iranchamber.com/)**,** *www.****iranchamber****.com*

You +1'd this publicly. [Undo](http://www.google.com/webhp?sourceid=toolbar-instant&hl=en&ion=1&qscrl=1&rlz=1T4ADRA_enUS445US445)

A non-profit, non- political, and non-religious order founded to unite scholars participating in research in the History and Culture of **Iran**/Persia. Please take the time to explore this site. You will find interesting information on an extensive variety of subjects related to Iran.

The most reliable source of information on Iran and Persian culture is the **Encyclopoedia Iranica published by Columbia University. The Encyclopaedia Iranica**is dedicated to the study of Iranian civilization in the Middle East, the Caucasus, Central Asia and the Indian Subcontinent.  The academic reference work will eventually cover all aspects of Iranian history and culture as well as all Iranian languages and literatures, facilitating the whole range of Iranian studies research [from archeology to political sciences](http://www.iranicaonline.org/pages/scope).

There are numerous other sources, many of them online. Students may use them for research for their presentations.

**Iranian movies**:

The white balloon by Jafar Panahi: 1995.

The color of paradise by Majid Majidi: 1999.

The Song of Sparrows by Majid Majidi: 2008.

A Separation by Ahmad Farhadi, Academy Award for Best foreign language film in 2012.

The salesman: Ahmad Farhadi, Academy award for Best Foreign.. 2016.

Persepolis by Marjane Satrapi and Vincent Parronaud, 2007. Animation

A film about a young girl’s coming of age in Iran, during the Islamic Revolution. (In French with English subtitles) Academy Awards 2007.

**IRAN: Seven Faces of a civilization:** A documentary about the History of the Persians from to today’s Iran. By Sunrise Visual innovations Ltd, 2007. (watched in class).

See on YouTube **Manoto** on different topics including a Persian series created for second language speakers: **Café Denj** and **Befarmâiid shâm, a** game on cooking and hosting.

**Evaluation:**

* Class participation 8%
* Homework from required pages in each book 7%
* Test 1 15%
* Test 2 15%
* Test 3 15%
* 2 dialogs + 1 interview 20% Group presentations 3 mn
* Final Exam 20%

Students taking this course on a pass/fail or audit basis MUST earn at least the minimum final grade of 60 (D) in order to successfully pass the course. Class presence and participation are monitored.

**Class participation**:

Regular class attendance and full participation to the class activities are absolute requirements. Students are expected to come to class fully prepared to participate in class activities. Your class participation is evaluated on a 10-point in each class period:

10 = high degree of both active participation and preparedness

9 = moderate degree of active participation and high degree of preparedness

8 = moderate degree of both active participation and preparedness

7 = low degree of active participation and preparation

5 = present but barely effective or often shows signs of inattention

0 = absent

Your overall average is used to calculate the class participation part of the grade. If students engage in activities which indicate their inattention or non-participation in the classroom activities (e.g. falling asleep, text-messaging, doing homework, reading irrelevant materials, etc.), they will receive a score of 7 or below for the class period. Students are not allowed to use their computers, cellphones in class unless directed otherwise. Failure to comply with this will result in lowering their participation and performance grades. Students are allowed to miss a class without penalty up to two times. At the same time, the GT rules and regulations (<http://www.catalog.gatech.edu/rules/4/> ) will be honored, which allow the absences due to the participations in approved Institute activities and governs other attendance issues, such as absences due to funerals, participation in particular religious observation, jury duty, etc.

Daily participation grades can be accessed through T-square’s Gradebook weekly.

Arriving late more than 10 minutes late counts as an absence.

**Before coming to class,** students must read the indicated pages from the textbooks. Practice the pronunciation by listening and repeating with the CD. All exercises within those pages need to be done.

**Students are required to have a college ruled notebook with them everyday,** where they practice writing.

## Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

**Any student suspected of cheating or plagiarism on a quiz, exam, or assignment, is reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.**

**Disabled Persons Assistance**

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. <http://disabilityservices.gatech.edu>

**Calendar**

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| **Monday August 21**  **Syllabus** / general information  **Introduction:**  Persian Language a historic perspective. Old, middle and modern Persian.  **Simple and perfect verbs review.**  -**History doc. part 1** | **Wednesday 23**  **Ch.5: A graduation party** LP p. 59-64  **Fields of study +** | **Friday 25**  **AR dialog**: adverbs of frequency |
| **M 28**  **Lesson 7 – Humor and satire**. LP2, p. 75-79 + 81-82  Discuss American humor: Tell a joke in Farsi  **1** | **W 30**  **W2:**  AR (Abdi Rafiee book)  Party game: Who am I ? p. 38-39  Describe someone from a specific category and describe so your partner can guess who it is. | **Sept F 1**  **History Documentary** |
| **September M 4th**    No class  Labor Day | **W 6**  **Dialog: Where is your home? AR p. 50-51** | **F 8**  **Prepositions p. 52**  **Prepositions of location (Jelloye/ poshte..)** |
| **M 11**    **Lesson 8 LP2, Recipe for cooking rice.** LP, p. 83-87 + 92-93  Write a simple recipe in Farsi. | **W 13**  **AR questions** p. 36-37  **Doc: Seven faces of Civilization: part 3 &4** | **F15**  **Conversation 1: (group of 3).**  Present a recipe and  discuss it together |

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| **M 18**  **Lesson 11 LP** p. 112-118 + 120  **Students of the Persian class at the Iranian supermarket** | **W 20**    **Using subjunctive Must/ may/ want**  AR p. 79 + 82-83 | **F 22**  **Doc: Seven faces of Civilization: part 5** |
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| **M 25**  Subjunctive practice +  **expressions** p. 74-75 | **W 27**    **Test 1** | **F 29**  **Imperative AR p. 71+ étiquette** |
| **October M 2nd**  **Lesson 12 LP: Toronto or Tehranto**  **p. 121 -126** | **W 4th**  Using the vocab. from lesson 12, create a short conversation about your hometown your current neighborhood or your favorite city. | **F6**  Comparative Superlative adjectives;  (Tar & Tarin) -----🡪  ----🡪 work on it at home and put it down by written before coming to class on Wednesday |
| **M 9th**    No class  Student recess | **W 11**  **:AR p. 68-69**  **Going through customs.** | **F 13**  use the book dialog and expand & personalize. |

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| **October 16**  AF p. 84-85 Checking into a hotel + 89 vocab. for hotel reservation. | **M 23**  **AR p. 90: How to complain about your hotel room.** | **F 20**  Negative in simple and compound verbs |
| M 23  **Conversation 2**  **A hotel situation in Esfahan or Shiraz. Group of 3 or 4: a 4 minute conversation** | **W 25**  **TEST 2** | **F 27**  +History Doc. |
| **F 27**  AR: **in Iran, Getting a taxi**: p. 88-89 | **November W 1**  **AR.p. 103 - 107 : Are you hungry?**  Discussing eating habits. | **F 3rd**  **Presentation 3&4 =10 % of grade**  **Start working towards your advertising video: In** |
| **M Nov. 6**  **AR. P. 108-113**  **At the restaurant**  **Ordering food and sharing a table with other people at the restaurant.** | **W 9**  **Group work: get a table and order food.**  **AR p. 114-117 Emergency reporting**  **Emergency dial 118** | F11  **Write an ad for a restaurant. See Iranian newspapers for ideas.**  **Group work start in class** |
| **M 13**  AR . 118 -119 Emergency reporting:  Call for an ambulance, get help for fire., water pipe... | **W16**  AR p. 119-122  you were pick pocketed: **Describe appearances**. + p. 123  **Cherā:**Yes answer to negative question. | **F18**  Comparative and Superlative adjectives;  (Tar & Tarin) |
| **Nov. M 20**  **AR p. 123** Emphatic & reflexive pronouns.+ indefinite pronouns  P 122+ past perfect 123, 124.  Comprehension: p.125 | **W 22**    **Happy**  **Thanksgiving** | **F 24**  **Thanksgiving break** |
| **M 27**  .  **TEST 3** | **W 29th**  **Ad. Video presentat. (3+4) 4 minutes** | **December – F1st** |
| **Dec. 4th**  **Review** | **W 6** | **F8** |