

Middle Eastern & Mediterranean Language Institute (MEDLI)

University of Wisconsin–Madison

ASIALANG 517& 527: Fifth & Sixth Semester Summer Persian

Summer 2026 • Course Syllabus

Course Information

Course	AsiaLang 517& 527 — Fifth & Sixth Semester Summer Persian (Advanced)
Credits	8
Designations & Attributes	Foreign Language — 5th & 6th semester; Course Level — Advanced; L&S Credit
Meeting Time	Monday–Friday, 8:30 a.m.–1:30 p.m. (with breaks), June 15–August 7th, 2026
Instructional Mode	Online
Instructor	Mohamad T. Esmaili Sardari
Office Hours	Monday & Wednesday, 2:00–3:30 p.m., or by appointment
Email	

Official Course Description

The course favors a task-supported approach in which students gain mastery of Persian within situations that reflect authentic usage of the language. Students will be exposed to authentic materials taken from various sources (e.g., periodicals, the Internet, and video and radio documentaries). The selection of materials is based on the complexity of the tasks and texts, and on the students' professional and personal interests. This entails some negotiation of the syllabus between the instructor and the students to select authentic materials relevant to the students' academic interests. Examples of topics covered in this course include the Revolution in Iran, terrorism, emigration, and the economy.

Requisites

Intermediate Persian or equivalent proficiency level. Enrollment in subsequent semesters requires successful completion of the preceding semester, equivalent coursework, or demonstrated proficiency as determined by the instructor.

Learning Outcomes

By the end of the semester, students will be able to express and support opinions, analyze an infographic, paraphrase, compare and contrast, and talk about causes and effects. They will also be able to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies; and
- narrate and describe with paragraph-length connected discourse.

How Credit Hours are Met by the Course

The credit standard for each of the 4-credit courses is met by requiring at least **180 total hours of student engagement** with course learning activities, consistent with the UW–Madison standard of **at least 45 hours of learning activities per credit**. These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities. **Required co-curricular programming** will take place on Fridays, which includes lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning, and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities

Course Website and Digital Instructional Tools

<https://wisli.wisc.edu/medli/>

[REDACTED]

[REDACTED]

Required Textbook

Persian in International Relations and Foreign Policy: A Content-Based Approach, by Mohamad Esmaili Sardari and Daria Mizza. First published 2022 by Routledge. ISBN 978-1-138-34719-9.

Grading System

The general quality of a student's work is expressed in terms of a grade point average (GPA), based on the total number of credits taken for which grades of A through F are received. Semester grades are reported by letter only; plus and minus signs are not authorized. The highest possible GPA is 4.0, representing A grades in every course; the lowest possible is 0.0. The following is the official scale of grades at UW–Madison.

Grade	Percentage	Description	Grade Points per Credit
A	92–100	Excellent	4.0
AB	89–91	Intermediate Grade	3.5
B	83–88	Good	3.0
BC	80–82	Intermediate Grade	2.5
C	71–79	Fair	2.0
D	65–70	Poor	1.0
F	0–64	Failure	0.0

Evaluation

Students will be assessed on the following components:

Component	Weight
Projects (4)	40% (10% each)
Presentations (4)	40% (10% each)
Active Class Participation (attendance and Web 2.0 activities, 10%; homework, 10%)	20%

Assessment Criteria for Active Class Participation

Grade	Description
A	The student has no unjustified absences, submits all assignments on time with at least 92% accuracy, takes an active role in class discussions, and delivers carefully thought-out, well-prepared class presentations.

AB	The student has a maximum of one unjustified absence, submits all assignments on time with 89–91% accuracy, takes an active role in class discussions, and delivers carefully thought-out, well-prepared class presentations.
B	The student has a maximum of one unjustified absence, has submitted up to one assignment late, submits assignments with 83–88% accuracy, takes an active role in class discussions, and delivers carefully thought-out, well-prepared class presentations.
BC	The student has a maximum of two unjustified absences, has submitted up to one assignment late, submits assignments with 80–82% accuracy, participates regularly in class discussions but takes an active role only occasionally, and delivers carefully prepared class presentations.
C	The student has a maximum of two unjustified absences, has submitted up to two assignments late, submits assignments with 71–79% accuracy, participates in class when called upon but does not take an active role in discussions, and delivers carefully prepared class presentations.
D	The student has a maximum of three unjustified absences, has submitted up to three assignments late, submits assignments with 65–70% accuracy, and participates in class only when called upon.
F	The student has more than three unjustified absences and/or has failed to submit more than three assignments on time.

Homework & Other Assignments

Active Class Participation

For students to progress rapidly in their language development, they must engage frequently in activities that promote better understanding and production of Persian. Students are therefore expected to collaborate and participate actively in online class activities and to come to each class session prepared and ready to participate. Active class participation entails the following:

- **Class attendance.** Attendance is obligatory in online classes. Students will not be allowed to miss more than one (1) hour of unjustified absence. Every absence above the permitted one will lower the final percentage grade by one percentage point. The only reasons for which a student will be excused from class are serious medical or personal emergencies. If there are other extenuating circumstances (e.g., a family crisis, surgery, or a job interview), the student must notify the instructor before the absence or within 24 hours after the missed class. Please be advised that classes and exams are not canceled before or after holidays.
- **Homework assignments.** Students are expected to submit homework assignments by the deadlines in the course calendar. Homework includes grammar exercises, reading

and listening comprehension, and speaking (using VoiceThread). Writing assignments include compositions and Web 2.0 activities such as blogs, discussion boards (forums), and wikis. Late assignments will receive feedback but will negatively affect your grade according to the Assessment Criteria for Active Class Participation above. Students are expected to compare their answers with the instructor's answer key, reflect on any discrepancies, and come to class prepared to ask clarification questions.

- **Class presentations.** All students are expected to give a minimum of four class presentations, which may be done individually or collaboratively. Presentations should last 15–20 minutes and must not exceed 25 minutes. Although desirable, the topic does not need to relate directly to the student's current academic studies; however, it should show some relevance (personal or professional) to the student's motivations for joining this program. Presentations are not to be read; note cards may be used for reference only. Following the oral presentation, there will be a 20-minute period in which the audience (the other students in the class) will ask questions about the presentation. This component assesses your ability to interact with an audience in a less controlled linguistic environment—for example, your ability to handle questions, support your opinions, and clarify concepts.

Overall class participation will be graded according to the Assessment Criteria for Active Class Participation above.

Course Schedule/Calendar

Include a course calendar/schedule that outlines the coursework and deadlines to help students plan their time and know what to expect. Demonstrate opportunities for instructor-student interaction where appropriate.

Required co-curricular Friday programming is as follows:

Friday, June 19	11:00 am	Global Professionals Panel Sessions
Friday, June 26	11:00 am	Language Practice Tables
Friday, July 3	TBD	WISLI Research Symposium
Friday, July 10	8:30 am	Final Exams
Friday, July 17	–	Asynchronous Review/Study Day
Friday, July 24	11:00 am	Language Practice Tables
Friday, July 31	11:00 am	Intercultural Learning Session
Friday, August 7	8:30 am	Final Exams

WISLI Program Policies

Attendance Policy

Students may miss one class per semester without penalty; a second absence can result in a full grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

Tardiness Policy

Tardiness is defined as arriving more than 5 minutes late to the start of class as well as the time immediately following scheduled breaks. **Excessive tardiness** is arriving more than 10 minutes late to class. Tardiness in excess of 30 minutes will be considered a half- or full-day absence. In instances of repeated tardiness:

- **Three instances of tardiness** will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.
- **Three instances of excessive tardiness** (arriving more than 10 minutes late but less than 30) will be counted as a half-day absence.
- **Repeated tardiness in excess of 30 minutes** will be subject to the WISLI absence policy.
- **Continued tardiness or excessive tardiness** may result in further penalty or dismissal.

WISLI understands that unforeseen circumstances can occur. Please notify the course instructor of any tardiness or absences as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and these tools should be used responsibly and in alignment with UW-Madison expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#). Do not use translation software or AI tools unless instructed to use these tools for assignments or projects. In these instances, these tools are to be used only in the manner permitted by the instructor. Ask for clarification if you have any questions about what is allowed.

Please see CTLM's [AI Statements for Course Syllabi](#). Instructors may adapt or expand these statements to reflect their own academic integrity standards and expectations for AI use.

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)
- [Accommodations for Students with Disabilities](#)
- [Course Evaluations](#)
- [Diversity and Inclusion](#)
- [Student Health, Well-Being & Basic Needs](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Remote Proctoring with Honorlock \(if applicable\)](#)
- [Students' Rules, Rights and Responsibilities](#)

- [Teaching & Learning Data Transparency](#)

Course Calendar

Week	Unit	Theme	Sub-unit	Topics	Language Forms	Language Skills	Language Functions	Project
1–2	1	Upheaval	1a	Revolution	Comparative forms of adjectives; past absolute tense	Listening; speaking (interpretive, presentational)	Asking and answering survey questions; analyzing survey data; comparing events	“Ranking Historic Events” — writing and presenting a report based on survey information [Technology: VoiceThread]
			1b	Terrorism	Past imperfect tense	Reading; speaking (interpersonal)	Expressing facts; narrating events; expressing points of view; supporting opinions	“Criminal or Justified Act?” — narrating events and supporting opinions in class discussions [Technology: Wiki]
3–4	2	Emigration	2a	Emigration waves	Time and cause–effect connectors	Reading; speaking (interpersonal, interpretive)	Talking about causes and their effects	“Historical Overview of Iranian Migration” — completing a table and presenting factors causing immigration
			2b	Emigration of youth	Indicative past narrative; present perfect	Reading; listening; speaking	Narrating using the past	“Brain Drain” — supporting your position on the topic
5–6	3	Economy	3a	Predictions of economic growth	“Predict that” + future/subjunctive	Reading; speaking (presentational)	Analyzing an infographic; finding and extracting key information; predicting/forecasting a situation	“Forecasting the Iranian Economic Situation” — preparing and presenting a PowerPoint with predictions of Iran’s economic situation

Week	Unit	Theme	Sub-unit	Topics	Language Forms	Language Skills	Language Functions	Project
			3b	Corruption	Subjunctive with verbs expressing suggestions, wishes, commands, and necessity; conditional clauses	Listening; speaking (presentational)	Giving advice	“Stopping Corruption” — listing advice to follow [Technology: Wiki]; preparing an in-class presentation with measures to stop corruption [Technology: VoiceThread]
7–8	4	Education	4a	Social progress	Passive construction	Reading; speaking (presentational)	Analyzing a scorecard and extracting information; identifying positive/negative elements and advantages/disadvantages; researching and finding a solution for a social problem; providing recommendations	“Reducing the Scope of Educational Poverty” — preparing a 4-minute oral presentation presenting facts and proposing a solution [Technology: VoiceThread]
			4b	Education quality	Plural nouns	Reading	—	“An Information Session for Future Teachers” — preparing a flier for an information session for future teachers