



Course Title: Persian Intermediate

Course No.: ASIALANG 417 & 427

Credits: 8

Term/Year: Summer, 2026

Instructional Mode: Online

Meeting Time: 8:30 a.m. - 1:30 p.m. Central Time

Course Location: [REDACTED]

Office Hours: Tuesdays and Thursdays at 2:30- 3:30 [REDACTED]

Instructor Title and Name: Dr. Fatemeh Mirsharifi

E-mail: [REDACTED]

Cell Phone number: [REDACTED]

Course Overview

This intermediate Persian course is designed to build upon students' prior knowledge and help them reach *Intermediate-High to Advanced-Low* proficiency in accordance with the ACTFL Proficiency Guidelines.

The course focuses on developing skills in **listening comprehension, speaking, reading, and writing**, while expanding students' cultural and historical understanding through a combination of authentic materials and activities modeled on real-life situations.

Students are expected to have already mastered elementary-level grammar. These foundational structures will be reviewed and reinforced as necessary, while new advanced grammar topics will be introduced in context. **Classroom instruction will be conducted primarily in Persian**, with minimal use of English, to maximize immersion and language acquisition.

A communicative and task-based approach will be used, encouraging students to actively participate in **pair and group activities**, engage in class discussions, and take initiative in applying Persian outside the classroom. Students will be expected to complete assigned readings and grammar explanations at home, which will then be applied and discussed in class.

The course promotes **contextual guessing and inference strategies**, empowering learners to deduce meaning from context rather than relying solely on direct translation. These strategies are critical for real-life language use and long-term retention. Students are encouraged to be patient with ambiguity and to view uncertainty as part of the learning process.

Course Learning Outcomes

While individual progress may vary, students are expected to demonstrate many or all of the following outcomes by the end of the semester. These learning goals are presented as *Can-Do Statements* to reflect what students will be able to accomplish in Persian through their participation in the course.

By the end of the course, I can:

- Participate in conversations on familiar topics and some topics beyond everyday life, such as personal interests, school, or cultural issues.
- Talk about things that happened in the past, are happening now, or will happen in the future, using appropriate sequencing and transitions.
- Give short and organized presentations on topics related to my life, studies, or community using connected sentences.
- Write simple paragraphs about personal experiences, opinions, and everyday topics using various time frames.

- Understand the main idea of what I hear in conversations or presentations, even if I don't catch every detail.
- Follow stories and descriptions in both spoken and written Persian that involve different time frames.
- Recognize and talk about basic cultural practices and perspectives from Persian-speaking communities, based on what I've learned in class.

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.

Course Website and Digital Instructional Tools

- [Link](#) to institute website
- [Link](#) to Canvas page
- [Link](#) link for class
- [Link](#) to Quizlet for practicing vocabulary

Online Classroom Etiquette

To ensure a respectful and productive learning environment during Zoom sessions, please follow these guidelines:

- **Be on time.** Just like in a physical classroom, arriving late disrupts the flow of class and distracts others. If you know you'll be late or absent, please inform your instructor in advance.
- **Keep your video on.** Unless you are ill or have made prior arrangements, you are expected to have your video on in order to fully participate in class activities.
- **Dress appropriately.** You are in class with your instructor and classmates. Make a good impression by dressing professionally and presenting yourself in a respectful manner.
- **Participate actively and respectfully.** Avoid talking over others. Use the "Raise Hand" feature if needed or contribute via the chat. Stay engaged throughout the session.
- **Mute your microphone when not speaking.** This helps minimize background noise and distractions for others.

Important: Use of non-instructional technology—such as cell phones, messaging apps, or social media—is **not permitted** during synchronous class sessions unless explicitly approved by the instructor.

Use of AI Tools in This Class

AI tools such as ChatGPT, Gemini, or CoPilot are becoming more common. In this class, you **may not** use AI to write your homework or projects for you. This means you cannot copy and paste AI-written sentences or paragraphs as your own work. However, you **may** use AI in some helpful ways, such as:

- Checking a word's meaning or pronunciation
- Finding examples of how a word or phrase is used
- Getting ideas for topics (but writing the sentences yourself)

If you use AI for your work, you must **tell me exactly how you used it**. If you use AI and do not report it, it may be considered academic dishonesty. Also, relying too much on AI will slow your progress in learning Persian. Our goal is for you to build your own language skills, and AI should only be a support, not a substitute for your learning.

Course Materials

This course does not follow a specific textbook due to the limited availability of suitable Persian-language materials. Instead, we will use a variety of sources tailored to the class level and students' needs. A Comprehensive Grammar Reference is available [REDACTED].

Various handouts will be provided throughout the semester and can be accessed through the Modules on [REDACTED].

These links are useful if you would like to practice more:

[Lectia: A free app for practicing Persian](#)

[You can make flashcards here](#)

[Practice your pronunciation](#)

[Iranian Movies with English subtitles](#)

[Listen to Persian Music on Radio Javan](#)

[Listen to Persian music on YouTube](#)

[Learn Grammar here](#)

[Online Persian picture dictionary](#)

[Persian Dee](#)

[Learn Persian with Majid](#)

[Talk like a Persian](#)

[Farsi Iran-e emrooz](#)

[Global Language Online Support System](#)

[Easy Persian](#)

Homework and Other Assignments

There will be daily assignments, and completion of these assignments is required to prepare for the next class session. Homework may involve writing, reading, recording, or other preparation activities. Assignments may serve as **preview activities** (preparing you for upcoming class work) or **review activities** (reinforcing material covered in class).

Homework will be submitted through Canvas unless otherwise specified and will be graded primarily on **completion, effort, and engagement rather than accuracy**. Making mistakes is a natural part of language learning, and students are encouraged to take risks and use the language. Occasionally, I may ask students to revise and resubmit an assignment to address misunderstandings and ensure that we are on the same page before moving forward.

Please check the **Assignments** section on **Canvas** daily for homework instructions. You may scan or take a clear photo of handwritten homework and upload it to Canvas; however, typing in Persian is highly recommended.

You can type your homework using the following options:

- Type on the [Virtual Persian Keyboard](#), copy and paste your writing in Microsoft word, and then upload it on CANVAS.
- Type in Microsoft word using On Screen Keyboard and then upload it on [REDACTED]. Here are two videos that you can watch in order to activate your On Screen Keyboard and Change the keyboard language for [PC](#) or [MAC](#).
- You can buy [Persian Keyboard stickers/covers](#) and type using your laptop/computer keyboard. You can watch two short videos in order to learn how to add Persian language to your keyboard for [PC](#) or [Mac](#).

Exams, Quizzes, and Other Major Graded Work

- **Quizzes:** There will be five quizzes during Fridays of weeks 2, 3, 5, 6, and 7. Each quiz will assess the material covered up to the quiz date. Quiz formats may vary depending on the course content and classroom

activities. For example, quizzes may include written responses, recommendations and suggestions, Jeopardy-style review games, or other communicative tasks that require students to use the vocabulary and grammar and cultural components learned in class. Students will be informed of the quiz format and expectations in advance so that they can prepare accordingly.

- **Final Exams:** Two final exams will be administered on Fridays of weeks 4 and 8. Each final includes a written component and a 20–30-minute oral interview conducted in the OPI (Oral Proficiency Interview) format with the instructor.

- **Projects:** There will be two projects during this course. Each project will include a series of oral and written tasks focused on a specific topic and will culminate in an oral presentation. Project topics and their corresponding rubrics will be posted on Canvas. Students may present their projects in various formats, such as a PowerPoint presentation, poster, YouTube video, or other appropriate visual aids.

Required Co-Curricular Activities

In addition to regular class meetings, students are required to attend several WISLI-sponsored co-curricular activities throughout the summer. These activities are designed to provide additional opportunities for language practice, cultural learning, professional development, and engagement with the broader WISLI community.

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 17	–	Asynchronous Review/Study Day
Friday, July 24	11:00 am	Language Practice Tables
Friday, July 31	11:00 am	Intercultural Learning Session

Grading

This course includes material and instruction for two semesters, resulting in two separate final grades. Grades are not cumulative. While students are participating in a single eight-week program, they are enrolled in two distinct courses.

Quizzes: (20%)

Final exams: (20%)

Projects: (20%)

Assignments (20%)

Commitment to the target language in class (20%)

GRADING SCALE

A: 92 – 100 AB: 87 – 91 B: 81 – 86 BC: 77 – 80

C: 70 – 76 D: 60 – 69 F: > 59

WISLI PROGRAM POLICIES

WISLI 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.

WISLI 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.

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](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Teaching & Learning Data Transparency](#)

Tentative Syllabus: This syllabus may be revised during the semester. The students will be informed of the changes in advance.

Week 1	Review; Persian food, going to restaurants and order food, write a recipe.
Week 2	Travel to Iran, buy tickets, reserve a hotel room; Sports and entertainment
Week 3	Going to the doctor and asking for advice; talking about nutrition and healthy Diet
Week 4	Job interview, looking at job postings and analyzing them.
Week 5	Different genres of movie and Iranian musical instruments
Week 6	People who made a difference; Architectural landmark in Iran
Week 7	News and Incidents
Week 8	Advantages and disadvantages of living in big cities