



EURA 330 Intensive Grammar: Persian

(1.0 units*)

EURA 525 Intensive Grammar: Persian

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** One Bryn Mawr College unit is equivalent to four undergraduate semester hours or five graduate semester hours.*

Instructor: TBD

Time: TBD

Location: American Councils Language Center, Dushanbe, Tajikistan

Number of hours: 72 (9 academic hours per week, over the course of 8 weeks)

COURSE DESCRIPTION

This Advanced Grammar and Composition course is designed for students who are developing higher level proficiency in Farsi and want to strengthen their grammar, writing, and overall communication skills. The course focuses on helping learners understand and use complex Farsi structures accurately while gaining confidence in expressing complex ideas.

Students will practice writing in a variety of formats, including analytical paragraphs, summaries, and short essays in Farsi. The course emphasizes clear organization, effective use of transitions, and stylistic accuracy. Special attention is given to the unique features of Farsi grammar—such as compound verbs, ezāfe constructions, idiomatic expressions, and formal vs. informal register—and how they shape written communication.

To support learning, students read authentic Farsi texts from modern media, literature, and academic sources. These readings serve as models of strong writing and provide cultural context for how language is used in Iran and across the Persian-speaking world. Through guided discussions, grammar workshops, peer review, and instructor feedback, students gradually refine their writing style and improve both accuracy and fluency.

By the end of the course, students will be able to demonstrate stronger control of advanced grammar, and produce clear, coherent, and culturally appropriate texts suitable for academic and professional communication.

OBJECTIVE

Upon the completion of this course, students shall be able to:

- Use advanced Farsi grammar structures accurately in writing and speaking.
- Read and understand authentic Farsi texts from media and academic sources.
- Develop stronger critical reading and thinking skills through analysis of authentic texts.
- Write clear, organized paragraphs and short essays in Farsi.
- Express ideas with greater clarity, detail, and appropriate register.
- Edit and revise their writing to improve accuracy and style.
- Communicate more confidently about political and academic topics in Farsi.

MATERIALS



Students are placed in small groups or individualized tutorials for class, based on proficiency level. Textbooks and course materials will be based according to group.

- “Intermediate Persian” by Saeed Yousef
- Dr. Yadulloh Samare “Persian” Advanced level, Part 3, Teheran, 1384-2005
- Dr. Yadulloh Samare “Persian” Advanced level, Part 4, Teheran, 1384-2005
- Persian grammar book by Gholam Hossein Yousefi
- Persian grammar book by Hasan Anvari
- Persian grammar book by Shafiei Kadkani
- Writing and Editing by Abdolhossein Zarrinkoub
- Principles of Writing and Editing by Ahmad Samiei (Gilani)
- Persian site: www.gooya.com

The content of the classes will be complemented through the use of appropriate media materials—such as articles and audio-visual resources—prepared by the instructor, ensuring that students more effectively understand and apply the vocabulary related to the course topics.

COURSE POLICIES

Attendance Policy:

It is essential that students attend classes and keep up with course work on a daily basis, since the development of speaking skills requires active preparation and participation. Moreover, students who come to class unprepared fall behind and hold up the rest of the class. For this reason, attendance is mandatory. Repeated or extreme tardiness may also be counted as unexcused absence.

Homework:

Missed homework assignments will also lower your final grade. Homework must be submitted on the day that it is due and will be returned to students on the following day (late work will be accepted only by arrangement with the instructor).

GRADING AND ASSESSMENT

Class attendance is a critical part of progress in language and students are expected to come on time and prepared for each class.

Individual student work includes reading of assigned literary works, historical, current and interesting texts, daily newspapers; working on spelling and grammar exercises, as well as homework and linguistic exercises assigned by the professor; essay writing, student creating and keeping up with their own pocket dictionaries based upon vocabulary learned in class.

Grade Calculation

Category	% Points
Class participation, attendance, and homework	30
Writing assignments	15
Presentations and discussions	20
Reading tasks and quizzes	15
Midterm and final exams	20
TOTAL	100

Grade Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
4.0 Scale	4	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0.0
% Points	93–100	90–92	87–89	83–86	80–82	77–79	73–76	70–72	60–69	0–59

COURSE CONTENT (SUBJECT TO CHANGE*)

Based on our previous experiences, we would like to emphasize that change to the curriculum provided below are inevitable and by design. Ultimately, which topics will be covered and how much time will be dedicated to them is at the discretion of language faculty and may be adjusted over the course of the program according to the student's language proficiency, classroom performance, and academic interests. We kindly ask to take this into consideration.

Week	Grammar Topics	Reading & Listening Topics	Hours
1	Academic Writing & Diagnostic Assessment: - Academic writing characteristics - Formality, Objectivity, Hedging - Diagnostic Essay (in-class)	Politics and International Relations * Why does the world get used to some wars? * Is the era of Western dominance over? * The return of nationalism in the world * Sanctions policy and its impact on people's lives * The future of democracy in a multipolar world	9
2	Advanced Sentence Structure: - sentence Variety & Stylistic Control - Coordination vs Subordination - Emphasis & Focus (Cleft sentences, Inversion)	Economy and Livelihoods * Global Inflation and the Shrinking of the Middle Class * Platform Economy and Job Instability of the Young Generation * Digital Currency: The End of Paper Money * Will Economic Growth Necessarily Lead to Prosperity?	9
3	Clauses & Embedding: - Noun Clauses (Advanced uses) - Adjective Clauses (Reduced / Non-finite) - Embedded Clauses in Academic Writing	Society and Cultural Change * The Crisis of Loneliness in the Modern World * Generation Gap and Conflicting Values * Success Pressure and Psychological Burnout * Mass Migration by Force or Choice	9
4	Verb Systems in Advanced Writing: - Tense & Aspect for Academic Discourse - Voice & Agency - Nominalization vs Verb-based structures	Technology and the Future of Humanity * Smart Surveillance, Security vs. Freedom * Privacy, Red Line or Memory? * The Future of Education in the Digital World	9
5	Modality & Stance: - modal Verbs & Semi-modals - Hedging & Boosting - Authorial stance in academic texts	Environment and Survival * Climate Change and Intergenerational Justice * Food Security and the Future of Agriculture * Modern Lifestyle and Nature Destruction	9
6	Midterm Review & Assessment - integrated grammar–writing test - Error analysis workshop - timed essay	Science, the body and human biology * Modern medicine and inequality of access * Population aging and the silent crisis of the future * Mental health, individual or societal responsibility * The	9

		body as a project but how far do we have the right to change	
7	Advanced Punctuation & Style: • Semicolons, Colons, Dashes • Punctuation for meaning & emphasis • Style consistency	Art, Literature, and the Narrative of Life * Is Art in Times of Crisis a Form of Resistance or a Form of Decoration? * The Aesthetics of Violence in Art * Can Art Still Create Change?	9
8	Final Assessment & Reflection: • Final Research-based Essay • Individual feedback • Writing portfolio review	Türkiye and Regional Influence * Domestic Politics and Minorities * Influence in Syria, Iraq and the Caucasus * Türkiye's Role in NATO and Relations with the United States	9