



**Hamadan University of Medical Sciences and Health Services  
Educational Deputy of the University  
Center for Studies and Development of Medical Sciences Education**

## **Lesson Plan: Theory of Clinical Immunology**

**Dear Colleagues,**

As the teaching-learning process is one that cannot achieve its objectives without planning, it is essential to develop a lesson plan at the beginning of the educational process (as a roadmap and guide for instructors and students). Therefore, it is requested that esteemed instructors exercise utmost care in completing the lesson plan

- Course title: Persian Language and General Literature
- Instructor: Marziyeh Sohrabi
- Course coordinator: Marziyeh Sohrabi
- Head of Department: Dr. Seyedeh Zahra Asghari
- Type and credit hours: Theory (3.0 units); Practical (none)
- Program & student level: Bachelor's
- Term: First semester (Academic year as per university calendar)
- Teaching location: Hamadan University of Medical Sciences
- Language of instruction: Persian

Session schedule (24 sessions) — each session 1:30 hours unless noted

Session	Topic (Title)	Behavioral objectives	Learning domain	Teaching method	Duration	Teaching aids	Assessment method
1	Definition of Literature; Differences between Language and Literature; Functions of Literature	1. Define literature. 2. Identify earliest sources where ‘literature’ is used. 3. Explain contemporary uses of the term. 4. Describe the scope of literature according to past and present scholars. 5. Explain ways to improve language skills (reading, writing, speaking, listening). 6. Analyze modes of aesthetic enjoyment of literature. 7. Evaluate and compare literary varieties. 8. Analyze differences between language and literature. 9. Distinguish between language as material of literary art and literature itself. 10. Identify common aspects between literature and other arts. 11. Explain functions and aims of literature.	Cognitive (Knowledge, Comprehension)	Lecture + Q&A	1:30	Internet resources, whiteboard	1. Oral Q&A during term; 2. Multiple-choice written exam (end of term)
2	Introduction to Stylistics and Literary Criticism in Persian Poetry	1. Explain the word “style” and its conceptual meaning in literature. 2. Distinguish individual/personal style vs period style in Persian poetry. 3. Briefly describe methods of stylistic analysis. 4. Explain classification of poetic styles (Khorasani, Iraqi, Indian, etc.). 5.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1

		Identify stylistic differences across schools/periods. 6. Distinguish recurrent features in an author's works or frequent features in a period/style. 7. Define literary criticism. 8. Explain criteria for judging literary works. 9. Name several critical approaches (rhetorical, reader-oriented, social, etc.).					
3	Commentary on the Qasida "Daghgah" by Farrokhi Sistani (lexical notes, text-specific language, interpretation, aesthetic analysis, cultural/social/historical values)	1. Explain why this qasida represents the Khorasani style based on its stylistic and linguistic features. 2. Describe the historical context and reason for composing the poem. 3. Read the qasida aloud correctly. 4. Explain words, phrases, and concepts of the poem. 5. Provide interpretation and commentary. 6. Identify poetic imagery and analyze its aesthetics. 7. Explain the poem's cultural, social, and historical values.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
4	Commentary on the Qasida "Etebar va E'tezar" by Sanai Ghaznavi (lexical notes, interpretation, aesthetic and cultural analysis)	1. Explain why this qasida represents the Iraqi style. 2. Explain why it is one of Persian literature's most anti-oppression qasidas. 3. Read the text correctly. 4. Explain astronomical (Ptolemaic) terms, symbolic planet names, and other concepts. 5.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1

		Comprehend and interpret the text. 6. Identify Quranic and hadith allusions and narrative references. 7. Critically analyze cultural, social, historical values. 8. Identify aesthetic and imaginative aspects.					
5	Introduction and types of Persian ghazal; reading and brief commentary on selected ghazals (Seyyed Hasan Ghaznavi, Saadi, Rumi, Indian-style poets)	1. Define ghazal. 2. Explain formation of the ghazal form. 3. Name the eight types of Persian ghazal. 4. Describe main features of each ghazal type. 5. Name prominent poets of each type. 6. Identify the era of popularity for each ghazal type. 7. Describe early ghazal poets of Persian. 8. Recite selected ghazals correctly. 9. Briefly explain meanings of the ghazals. 10. Distinguish Indian-style ghazal from earlier styles.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
6	Commentary on Attar's qalandar-style ghazal ("Azam an daram ke emshab nim-mast...")	1. Explain the term 'qalandar' and the group's Sufi perspective. 2. Describe the qalandar style in Persian poetry. 3. Discuss the story of Sheikh San'an: symbols and interpretation. 4. Read the ghazal correctly. 5. Explain archaic astronomical terms and other concepts. 6. Comprehend the text and analyze its aesthetics. 7. Identify Quranic and hadith allusions.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1

7	Hafez studies: introduction to Hafez's personality, worldview, and poetry	1. Explain Hafez's literary stature and historical context. 2. Describe Hafez's worldview and vision of God, existence, and humanity. 3. Explain Hafez's theological and jurisprudential views (e.g., free will vs predestination). 4. Explain Hafez's pen name and his status as a Qur'an reciter. 5. Describe aesthetic features and main rhetorical devices in Hafez. 6. Explain the musicality of Hafez's poetry and Qur'anic influences on his diction. 7. Explain the epithet 'Lisan al-Ghayb' for Hafez. 8. Explain why Hafez's poetry is used for divination (Ta'fal). 9. Discuss Hafez's recurring critique of hypocrisy and pretension. 10. Recite selected couplets from memory.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
8	Commentary on Hafez ghazal 1 ("Manam ke shohra-ye shahram be 'eshq varzidan")	1. Read the ghazal correctly. 2. Explain the blameworthy Sufis (Salik-e-Malamati) and Malamati thought. 3. From verse interpretation, evaluate the ghazal as foundational to Hafez's Malamati ideas. 4. Identify historical, narrative, and Qur'anic references. 5. Identify literary devices and poetic ornaments. 6.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1

		Determine the ghazal's theme. 7. Explain each couplet by meaning and imagery. 8. Identify Malamati elements in each couplet's message.					
9	Commentary on two ghazals of Hafez ("Biya ke qasr-e amal sakht saste bonyad ast"; "Roshani-e tel'at to mah nadarad")	1. Read the ghazals correctly. 2. Identify historical, narrative, Qur'anic references. 3. Identify literary devices and poetic ornaments. 4. Determine the ghazals' themes. 5. Explain each couplet by meaning and imagery.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
10	Commentary on the Masnavi story "Pir-e-Changi" by Rumi	1. Provide a brief description of Rumi, his ideas and works. 2. Explain Rumi's storytelling method in Masnavi. 3. Summarize the "Pir-e-Changi" story. 4. Read selected Masnavi passages correctly. 5. Explain historical, narrative, and Qur'anic allusions. 6. Explain Sufi terms and other expressions in the text. 7. Interpret main messages and themes of the story.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
11	Continuation of Masnavi "Pir-e-Changi"	1. Read the Masnavi correctly. 2. Interpret historical/narrative/Qur'anic references. 3. Explain Sufi terminology and expressions. 4. Interpret the story's central message and themes.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1

12	Commentary on the story of Siyavash in Ferdowsi's Shahnameh	1. Summarize Siyavash's story from birth to death. 2. Read the Shahnameh passages correctly. 3. Explain archaic vocabulary, metaphors, and rhetorical devices. 4. Discuss characters and their personalities in Shahnameh.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
13	Continuation of the Siyavash story	1. Continue correct reading of Shahnameh passages. 2. Explain archaic vocabulary and literary devices. 3. Analyze metaphors and rhetorical features. 4. Discuss principal characters, setting, and plot climax. 5. Briefly explain Shahnameh's three-part structure.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
14	Literature of the Constitutional Era: social, cultural, economic transformations and literary changes	1. Analyze social, cultural, economic changes during the Constitutional period. 2. Explain causes of the Constitutional Revolution and related cultural shifts. 3. Describe roles of journalists and literati in social struggles and cultural change. 4. Explain literary developments in poetry and prose of the era. 5. Name prominent literary figures of the period. 6. Identify journalist-writers and poet-activists. 7. Describe major themes of constitutional-era literature.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
15	Introduction to Nimaic	1. Define poetry. 2. Identify	Cognitive	Lecture +	1:30	Internet	Same as

	free verse: definition of poetry, elements of poetry, and Nima's innovations	constituent elements of poetry. 3. Explain elements: form, emotion, imagination, music, thought, language. 4. Illustrate divisions of poetic elements with examples. 5. Explain changes Nima introduced in each of the six elements and their role in transforming Persian classical poetry.		Q&A		resources, whiteboard	session 1
16	Interpretation of Nima Yushij's poem "Mahtab"	1. Read "Mahtab" correctly. 2. Explain terms, metaphors, artistic ambiguities, and innovations. 3. Interpret poem's symbols. 4. Discuss meter, musicality, phonetic relations and semantic links. 5. Analyze personal emotional response to the poem. 6. Interpret six poetic images and poet's imagination and imagery basis.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
17	Interpretation of "Zemestan" by Okhovvat (Akhavan)	1. Read "Zemestan" correctly. 2. Explain terms, metaphors, artistic ambiguities, and innovations. 3. Interpret poem's symbols. 4. Discuss meter and musicality and phonetic/semantic relations. 5. Analyze personal emotional response. 6. Interpret poetic imagery and imagination foundations.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
18	Forugh Farrokhzad and	1. Correctly read selected poems	Cognitive	Lecture +	1:30	Internet	Same as

	interpretation of selected poems; Sepehri and Shamloo — commentary on two poems each	by the three poets. 2. Explain terms, metaphors, artistic ambiguities, and innovations. 3. Interpret poetic symbols. 4. Discuss meter, musicality, and phonetic/semantic relations. 5. Analyze personal emotional response. 6. Interpret poetic imagery and imagination.		Q&A		resources, whiteboard	session 1
19	Persian Prose: commentary and explanation of “The Ascetic and the Weasel” from Kalila wa Dimna	1. Read the classical text correctly. 2. Explain Kalila wa Dimna’s history, origins, and translations. 3. Explain the style and narrative method of the book. 4. Clarify meanings of old vocabulary, idioms, and proverbs. 5. Paraphrase sentences into modern Persian.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
20	Commentary on the story “Dar Dideh be Jaye Khwab Ab Ast Mara” and “Khodbini” from Asrar al-Tawhid	1. Read ancient prose and stories correctly. 2. Explain the author and his writing style. 3. Clarify meanings of archaic words, idioms, and proverbs. 4. Rewrite sentences into modern Persian.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
21	Commentary on several anecdotes from Saadi’s Gulistan	1. Read Gulistan excerpts correctly. 2. Explain the author and style. 3. Clarify archaic vocabulary, idioms, and proverbs. 4. Paraphrase sentences into modern Persian.	Cognitive	Lecture + Q&A	1:30	Internet resources, whiteboard	Same as session 1
22	Reading and critique of	1. Evaluate and interpret modern					

	works by Allameh Dehkoda and selected contemporary writers	prose from Constitutional era to present. 2. Identify types					
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## Grading scheme

<b>Assessment type</b>	<b>Assessment tool</b>	<b>Points</b>
<b>Midterm exam</b>	Written exam — descriptive (essay/short answer)	8
<b>Final exam</b>	Written exam — multiple-choice	8
<b>Class conduct and compliance (attendance, punctuality, adherence to absence policy, etc.)</b>	Observational / instructor evaluation	2
<b>Oral questions during the term</b>	Oral Q&A	2
<b>Total</b>		20

## Student duties and class rules

1. Arrive and leave on time.
2. Mobile phone use during class is prohibited.
3. Observe the permitted number of absences according to academic regulations.
4. Use of mobile phones or other audiovisual devices to record the instructor (audio/video) is forbidden.
5. Maintain classroom decorum and respect toward the instructor and fellow students.

## References

- University course booklet (General Persian) — authored by Dr. Mahmoud Fotouhi and Dr. Habibollah Abbasi.
- Use any additional reputable, published sources in Persian literature for commentary and interpretation as needed.