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**University of Wisconsin – Madison**  
**SASLI SUMMER 2012**  
**Elementary - Modern Tibetan Language**

**Class room # 583**

Class meets every day Monday through Friday from **8:30 am to 1:00 pm**

**Instruction begins:** Monday, June 18, 2010 – Friday, August 10, 2012

**Course:** # 369 Elementary Tibetan

**Instructor:** Jampa Khedup

**Instructor Office Hours:** Tuesdays and Thursdays from 1:00 pm to 2:00 pm and by appointments.

**Office room # 1235 Van Hise**

**Contact Information:** [khedup@wisc.edu](mailto:khedup@wisc.edu) or Ph: 608 320 9132

### **Course description**

The first year, Modern Tibetan Language class introduces the students to spoken modern Tibetan dialect used in central Tibet as well in Tibetan communities all over the world. Our aim is to develop basic language skills, which include speaking, listening, reading and writing skills that enable the students to communicate with native speakers and read basic target language books and other materials. The first semester class meets Monday through Friday five days a week, four sessions a day and each session is 50 minutes.

In the *Purple Lotus lesson package* (Modern Tibetan Language hand out) has 16 units in two separate booklets that will be covered during semester **A** and semester **B**. Each unit consists of dialog, vocabulary and grammatical explanation so that students could gain good knowledge of conversational, vocabulary and grammatical insight. **Students will engage in various activities in the classroom such as group work, pair work, and individual activities.** In the first year elementary level **we aim to cover two units a week** and thoroughly study the whole content and use as much time in conversation and dialog between teacher and student and student-student to facilitate Language learning process. Students will hear and use only target language in the class. Should there be concerns that need to be explained in English, students are welcomed to discuss them with the instructor before/after class or during the office hour.

### **Placement of students in the appropriate levels:**

Based on teacher's assessment, teacher may move a student to a level of instruction more commensurate with the student's abilities.

## Objectives

By the end of this semester A, students will be able to

1) **Read and write simple phrases in Tibetan script.**

2) **Use the target language for daily needs such as,**

- Greetings of different time of the day.
- Talking about family members using kinship terms.
- How to ask and answer simple questions on daily activities and **basic tense cases.**
- Menu ordering at restaurant etc,
- **Use general question markers such as;** How, Where, when, who and whose.
- Describing people, places, season and weather forecast and etc.

3) Use basic grammatical features

## Texts Book required:

**Purple Lotus lesson package** (Communicative Modern Tibetan Language hand out ) by Jampa Khedup, will be distributed to the students on the first day of the class.

## Dictionaries and grammar books required:

1) **The English- Tibetan Dictionary** of Modern Tibetan. Compiled by Goldstein, Melvyn.

2) **A Basic Grammar of Modern Spoken Tibetan** ( a practical hand book by Tashi )

Both these books are available on the below website and it is much cheaper there. <http://www.phayul.com/shop/> check under book category on the left side of the screen. Order your books right away since it is shipped from India.

## Reference materials

Colloquial Tibetan by Tseten Chonjore and Andrea Abinanti

Bod Gya Tshig Mdzod Chen Mo: Tibetan- Tibetan-Chinese Dictionary

**Online sources for Dictionary and conversation in Central Tibet Dialect at <http://www.thdl.org/>**

**Supplementary materials** containing short stories, songs, sayings, simple poems etc, will be distributed by the instructor on a regular basis.

You can listen to a conversation, interviews and weekly table talk with scholar and guests online at <http://www.rfa.org/tibetan>

## Grading System

|     |        |
|-----|--------|
| A:  | 91-100 |
| AB: | 86-90  |
| B:  | 81-85  |
| BC: | 76-80  |
| C:  | 71-75  |
| D:  | 60-70  |
| F:  | 59     |

## Grading Criteria

|                                       |            |
|---------------------------------------|------------|
| a) Participation:                     | 15%        |
| b) Homework                           | 10%        |
| c) Quizzes                            | 20%        |
| d) Midterm exam                       | 15%        |
| e) Oral and reading                   | 5%         |
| f) Project                            | 5%         |
| g) Weekly presentation                | 15%        |
| h) <u>Final oral and written exam</u> | <u>15%</u> |
| Total                                 | 100%       |

### **Criteria for Oral and reading exam consist of**

- a) Conversation fluency
- b) Reading pace
- c) Pronunciation accuracy
- d) Proper pausing
- c) Amount and proper usage of grammar in the conversation.

### **Course Requirement**

**Active participation is required and key to this language course and missing classes will affect your grade. We can't afford to miss classes during this summer intensive program and thus missing more than 2 classes without valid excuse will automatically reduce your grade.** Students are required to read the grammatical explanations of the lesson before coming to the class. **Class hour will be focused on conversational activities.**

### **Homework:**

All the students are **expected to pre study the vocabulary** and practice the conversation section from the chapter prior to the class. **Students are required to turn in 10 written sentences every Tuesday and Friday** using the verbs, adjectives and vocabularies and specific structure used in the current chapter. All assignments should be turned in on time. **Late assignment will not be graded.**

**Vocabulary quizzes:** There will be pop up oral quiz every day for few minutes in the beginning of the lesson. **Instructor** will ask random vocabulary from the lesson and thus, **students are responsible to memorize the vocabularies of the current chapter and master over the vocabulary prior to coming to the class.** **Audio files of vocabulary** for the first few lessons will be sent to students by the instructor for your pronunciation purposes.

### **Written quizzes:**

There will be written quizzes every Friday during the last session of the day. The quiz will be on the lessons that are covered during the week. The format of your written quiz will be combination of multiple choices, matching and writing the vocabulary meanings in TL script.

### **Weekly presentation (Fridays)**

Students are assigned to do short presentation in class every Friday of your own choice of topic / theme. Most likely related to the topic that is taught in class. The length of presentation is from 5 to 7 minutes for each student. Further discussion about the presentation will be done during the first week of the class. And there will be discussion and question and answer session after the presentation.

### **Oral exam:**

For our oral exam, your instructor will provide you a list of topics with images to choose from for your oral exam. All the topics will be from the lesson covered in class and the length of the oral exam will be 5 -7 minutes. **Important elements to focus in oral exam is to make sure that students use fair amount and proper usage of grammar as well as the structures learned in class.** More detail will be discussed in class as we approach closer to the exam.

**Reading exam:**

Your instructor will provide you with few short stories and students will get to choose their story for the reading exam. Key focus in the reading exam will be **pronunciation accuracy, proper pausing, and pace of the reading**. At the end of the reading students will be given a two minutes to explain / summarize the story to check their comprehension level.

**SASLI CULTURE DAY:**

All the students are required to participate in the SASLI culture day. The culture day performance details will be discussed during the first week of the class. Any questions and concerns will be addressed during that week. Day and time for the Culture Day will be posted as it becomes available from the SASLI office.

**Projects:**

Students are required to do one project for this semester and turn it in during the last week of the semester. **The details of the projects will be discussed during the first week of the class.**

**2012 SASLI CALENDER FOR ELEMENTARY TIBETAN****Semester (A) final exam:**

July 12<sup>th</sup>, Tuesday at 10:00 am

**Semester (B) final exam:**

August 10<sup>TH</sup>, Friday at 10:00 am

**Oral and reading exam will be conducted during the same week of written exam. Schedule for the oral and reading exams will be discussed in the class.**

**Daily class guidelines and topics covered during semester A.****Unit 01:**

**Alphabets**, vowels, prefix, suffix, subscript, superscript letters and general expressions.

**Unit 02: Greetings**

**1<sup>st</sup>** session: Vocabulary review and practice with peers and introduce new structures of the lesson

**2<sup>nd</sup>** session: Continues new structures of the lesson and pair up drill and exercise.

**3<sup>rd</sup>** session: Mingling communicative activity of the lesson / real life situation activity.

**4<sup>th</sup>** session: Story time for reading comprehension and listening. Tell your own story to your peers.

### **Unit 03: Classroom, student and teacher.**

- 1<sup>st</sup> session: Vocabulary review and practice with peers and introduce new structures of the lesson
- 2<sup>nd</sup> session: Continues new structures of the lesson and pair up drill and exercise.
- 3<sup>rd</sup> session: Mingling communicative activity of the lesson / real life situation activity.
- 4<sup>th</sup> session: Story time for reading comprehension and listening. Tell your own story to your peers.

### **Unit 04: Family tree**

- 1<sup>st</sup> session: Vocabulary review and practice with peers and introduce new structures of the lesson
- 2<sup>nd</sup> session: Continues new structures of the lesson and pair up drill and exercise.
- 3<sup>rd</sup> session: Mingling communicative activity of the lesson / real life situation activity.
- 4<sup>th</sup> session: Story time for reading comprehension and listening. Tell your own story to your peers.

### **Unit 05: Describing your house**

- 1<sup>st</sup> session: Vocabulary review and practice with peers and introduce new structures of the lesson
- 2<sup>nd</sup> session: Continues new structures of the lesson and pair up drill and exercise.
- 3<sup>rd</sup> session: Mingling communicative activity of the lesson / real life situation activity.
- 4<sup>th</sup> session: Story time for reading comprehension and listening. Tell your own story to your peers.

### **Unit 06: Daily routine, weekly activity and tense cases.**

- 1<sup>st</sup> session: Vocabulary review and practice with peers and introduce new structures of the lesson
- 2<sup>nd</sup> session: Continues new structures of the lesson and pair up drill and exercise.
- 3<sup>rd</sup> session: Mingling communicative activity of the lesson / real life situation activity.
- 4<sup>th</sup> session: Story time for reading comprehension and listening. Tell your own story to your peers.

### **Unit 07: At the Restaurant**

- 1<sup>st</sup> session: Vocabulary review and practice with peers and introduce new structures of the lesson
- 2<sup>nd</sup> session: Continues new structures of the lesson and pair up drill and exercise.
- 3<sup>rd</sup> session: Mingling communicative activity of the lesson / real life situation activity.
- 4<sup>th</sup> session: Story time for reading comprehension and listening. Tell your own story to your peers.

### **Unit 08: Describing people and personality**

- 1<sup>st</sup> session: Vocabulary review and practice with peers and introduce new structures of the lesson
- 2<sup>nd</sup> session: Continues new structures of the lesson and pair up drill and exercise.
- 3<sup>rd</sup> session: Mingling communicative activity of the lesson / real life situation activity.
- 4<sup>th</sup> session: Story time for reading comprehension and listening. Tell your own story to your peers.

**2<sup>ND</sup> semester lesson packet will be available for students at the end of the 1<sup>st</sup> semester**

**McBurney Disability Resource Center:** The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with Disabilities. If you are in need of any of the services provided by the Center, please feel free to contact the McBurney Center staff directly. For a list of the services provided, please visit the website:

<http://www.mcburney.wisc.edu/services/>

Contact information for the McBurney Disability Resource Center:

905 University Avenue  
Madison, WI 53715  
608-263-2741 (phone)  
263-6393 (tty)  
265-2998 (fax)

[mcburney@uwmadmail.services.wisc.edu](mailto:mcburney@uwmadmail.services.wisc.edu)

**Student Code of Conduct:** The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

This document outlines the rules and regulations regarding your student rights and responsibilities while a student at the University of Wisconsin-Madison. It states that "Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts."

Please see the website listed above for further information.