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University of Wisconsin – Madison

2017 Sasli Summer Elementary Tibetan Language

Classroom location: Van Hise # 159

Classes meet Monday through Friday 8.30 am to 1:00 pm

Instruction begins Monday, June 19, 2017 – Friday, August 11, 2017

Course: # 369 Elementary Tibetan

Instructor: Jampa Khedup

Instructor Office Hours: Monday -Thursday from 2:00 pm to 3:00 pm and by appointments

Office room # 1248 Van Hise

Contact Information: [khedup@wisc.edu](mailto:khedup@wisc.edu)

Ph:

### Course description

The first year, Modern Tibetan Language class introduces the students to spoken modern Tibetan dialect used in the central part of Tibet as well in the Tibetan communities all over the world. Our aim is to develop basic Tibetan language skills, which include speaking, listening, reading and writing skills that enable the students to communicate with native speakers and read the target language books. The first semester meets Monday through Friday five days a week, four sessions a day and each session is 60 minutes.

We will use Manual Of Standard Tibetan Language And Civilization by Nicolas Tournadre and Sangda Dorje (Jun 28, 2005) as our principal Textbook for this class. Each chapter consists of dialog, vocabulary, grammatical explanation and Tibetan cultural explanations so that students could gain good knowledge of conversational, vocabulary and grammatical insight. Your instructor will provide extra supplemental materials for class activity related to the topics. 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 three chapters a week and we will thoroughly study the whole content and use as much of class time in conversation and dialog between student and student- student to teacher 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 about grammar or structures, 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 the semester, 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.
  - How to ask and answer simple questions of daily activities
  - Talk about family.
  - Grocery shopping, and menu ordering at restaurant etc,
  - How, Where, and when to use formal and informal languages,
  - Describing people and places.
- 3) Use basic grammatical features in writing short stories and frequent use common expressions.

## Texts Book required:

Manual Of Standard Tibetan: Language And Civilization by Nicolas Tournadre and Sangda Dorje (Jun 28, 2005). This textbook is available on amazon. ISBN: 9781559391894

## Dictionaries and grammar books:

- 1) The English- Tibetan Dictionary of Modern Tibetan. Compiled by Goldstein, Melvyn.
  - 2) A Basic Grammar of Modern Spoken Tibetan (a practical handbook by Tashi)
- Both of these books are available on <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 and it may longer.

## Reference materials and online Tibetan Language links

- Language materials for reading and writing for beginners at <http://www.sambhota.org>
- You can listen to a conversation, interviews and weekly table talk with scholar and guests online at <http://www.rfa.org/tibetan>

## Supplementary materials:

Your instructor will distribute short stories, songs, Tibetan sayings, and simple poems through out the semester. Short assignments will be given on the supplementary materials as needed.

## 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) Attendance / Participation         | 15%                            |
| b) Homework                           | 10%                            |
| c) Quizzes                            | 20%                            |
| d) Bi-weekly presentation and project | 15%                            |
| e) Final exam A                       | 20% (15% written and % 5 oral) |
| f) <u>Final exam B</u>                | 20% (15% written and % 5 oral) |
| <b>Total</b>                          | <b>100%</b>                    |

**Criteria for Oral exam consist of**

- a) Conversation fluency
- b) Pronunciation accuracy
- c) Reading pace
- d) Proper pausing
- e) Frequency of proper usage of particles and grammatical structures in your conversation.

In both, Midterm and Final Exams, students will complete an oral interview / conversation with your instructor for a length of 7-10 minutes. The range of subjects and topics are accumulative and all students are expected to come fully prepared to the oral interview.

**Course Requirement:**

Students are required to read the grammatical explanations in the lesson before coming to the class. Class hours will be dedicated mainly for group conversational activities. Grammar explanations and clarification can be done after class if need be.

**Attendance and Participation:**

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. Students with extenuating circumstances must discuss the situation with the instructor and SASLI administration. Absences, other than illness, will be worked out on a case-by-case basis.

Vacation is not a valid excuse for a student to have an absence. If a student misses class, it is their responsibility to make up the work and to keep up with the other students in the class. SASLI has a written absence, tardiness, and religious observance policy as below.

**Tardiness and Absence:**

Classes start on time at 8:30AM and go until 1:00PM (with a half hour break)

**Tardiness:**

- 1st time = warning
- 2nd time = 2nd warning
- 3rd time = grade deduction
- 4th time = sent to admin office/possible additional grade deduction

**Absence:**

- 1st unexcused absence = warning + grade deduction
- 2nd unexcused absence = sent to admin office + grade deduction
- Excused and unexcused absences cannot equal more than 2 per semester. Once a student has a 3rd absence, must see the admin office

**NOTE 1:** An unexcused absence is any absence with no prior approval from the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from admin office in order to be considered "excused."

**Homework and Assignment:**

Assignments for this course will include quizzes, speaking and listening exercises, and reading and writing assignments in class, including group work; and oral practice, reading, and writing assignments at home.

All students are expected to study the vocabulary and the conversation section from the chapter prior to coming the class. Students are required to turn in 15 written sentences everyday mainly focusing on the sentence structures, verbs, adjectives and main vocabularies from the current chapter.

Checked assignments will be returned on the next day and each assignment will be graded on a system of points. The total score will be converted to a letter grade after the final exam. All assignments should be turned in on time. Assignment turned in after 24 hours will not be graded.

### **Quizzes:**

**Vocabulary quizzes:** There will be 3- 5 pop-up vocabulary quizzes every session and 7-10 minutes multiple-choice vocabulary quizzes after every chapter to help students to build their vocabulary.

### **Written quizzes:**

**There will be written quizzes every Friday** during the last session of the day. The quiz will be on the chapter that is covered during the week. The written quizzes consist of fill in the blanks, question and answer and construction of sentences focusing on the grammar rules.

### **Bi-Weekly presentation / projects:**

**Students are assigned to do presentation in class every other Monday** during the last session on topics covered during the past two weeks. Length of presentation is 7 to 10 minutes for each student. There will be discussion and Q&A session right after each presentation.

### **Class Etiquette:**

1. Inform your instructor via email or via phone if you are going to miss the class and give your reasons for missing the class.
2. Be on time to your class and participate in discussions and other class activities.
3. Be respectful of other students and no eating during the instruction.
4. Do not record the class video /audio devices.
5. Do not text with your cell-phone or digital devices during the class time.

#### **1. CELL PHONES AND LAPTOPS:**

Students should turn off their laptops and cell phone ringers during class.

#### **2. CONSISTENT INDEPENDENT WORK**

Students should expect to spend at least 3-4 hour studying and preparing outside of class every day.

### **Classroom atmosphere:**

SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed unacceptable in class, and will be addressed by the instructor or referred to the Academic Director.

Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.

### **SASLI CULTURE DAY:**

All students are required to participate in the SASLI Culture Day. The Culture Day details, questions or concerns will be addressed in the class. The SASLI Culture Day will be held during the 7<sup>th</sup> week on Friday at 1pm right after the class.

### **2017 SASLI CALENDAR FOR ELEMENTARY TIBETAN**

1. Instruction begins Monday, June 19, 2017 – Friday, August 11, 2017
2. July 4<sup>th</sup> Independence Day.  
The Independence Day falls on Tuesday and there will be no class on that day.
3. July 6<sup>th</sup> the Wednesday, a field trip to the Tibetan Buddhist Temple. We will go on a field trip to Deer Park Tibetan Buddhist Monastery and meet with resident teachers, monks and mingle with local Tibetans and enjoy Tibetan traditional foods.
4. Semester (A) final exam: July 7<sup>th</sup> Friday at 10:00 AM in Van Hise # 159
5. Semester (B) final exam: August 11<sup>th</sup>, Friday at 10:00 AM in Van Hise # 159

**Oral and reading exam** will be conducted during the same week. Schedule for the oral and reading exam will be discussed one week prior to the exam.

### **Daily Class Format:**

**Session one and session two:** In order to achieve the goals mentioned above, the first two hours of the morning sessions will be devoted to new topics through step-by-step instructions on sentence structures with repetitions, drills pair works, real life activities and etc.

**Session three and session four:** We will have discussion on the topics covered in the previous two hours with the aid of a vocabulary list. Other related supplementary materials will be provided for a productive conversation.

We will also have simple story readings, comprehension reading, video/movie clips will be shown, and you will be given relevant questions to answer. We will also watch/ listen / sing traditional Tibetan songs and learn Tibetan sayings through songs.

### **Grievance Procedures**

If you are unhappy with your grades or there are other issues in the classroom, try and work it out with the teacher in first instance. If this is not possible then feel free to contact any of the program staff listed in your Handbook.

**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

### **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 need any disability accommodations you need to register with the McBurney 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. For a list of the services provided, please visit the website:  
<http://www.mcburney.wisc.edu/services/>

### **Rights and Responsibilities**

- Students with disabilities have the right to:
- Full and equal participation in the services and activities of the University of Wisconsin-Madison
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible formats

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance as necessary
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

The University, through faculty and staff, has the right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;

- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

**The University has the responsibility to:**

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

Contact information for the McBurney Disability Resource Center:

702 W Johnson Street, Suite 2104  
 Madison, WI, 53715  
 Phone: 608-263-2741  
 Text: 608-225-7956  
 Fax: 608-265-2998

Contact information for the University Health Services (UHS)

University Health Services (UHS)

<https://www.uhs.wisc.edu>

333 East Campus Mall

608-265-5600

Please see the website listed above for further information