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Elementary Tibetan Language
 ASIAN LANG 317 & ASIAN LANG 327
 2019 South Asia Summer Language Institute
 University of Wisconsin – Madison

Instruction begins: Monday, June 17, 2019 – Friday, August 09, 2019

Language: Tibetan

Location: Van Hise # 375

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

Instructional Mode: face to face

Prerequisite: No prior knowledge is required.

Credits: 8

Instructor: Jampa Khedup

Office: 1248 Van Hise

Office Hours: Monday –Friday from 1:00 pm to 2:00 pm and by appointments

Contact Information: khedup@wisc.edu

Canvas Course URL: <https://canvas.wisc.edu/courses/152457>

Credit Hours: ASIANLANG 317 (4.0 credits), ASIANLANG 327 (4.0 credits)

The credit hours for this course is met by an equivalent of academic year credits of “One hour (i.e. 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.” Students will meet with the instructor for a total of 156 hours of class (4 hours per day, 5 days a week) over an 8-week period.

COURSE DESCRIPTION:

Tibetan is the language of the Tibetan people: its various dialects are spoken over an area the size of Western Europe, stretching from Baltistan (Pakistan) in the west to Sichuan Province (China) in the east. Its linguistic range extends beyond Lake Kokonor (in the province of Qinghai, China) to the north, and its southern limits are the southern slopes of the Himalayas, encompassing the independent state of Bhutan, Sikkim, the high valleys of Mustang, and the region of Everest inhabited by the Sherpas of Nepal.

Tibetan is also spoken in diaspora Tibetan communities in India, the USA, Europe, and elsewhere. *Tibetan literature embraces a wide variety of arts and sciences ranging from epics and poetry to medicine, grammar, rhetoric, and Buddhist philosophy.* There are over six hundred Tibetans living in the great city of Madison, Wisconsin. Tibetan Language students have ample opportunities to practice the language with Tibetan natives off the campus at the Tibetan events or visit Tibetan families during the evening hours or weekends to practice the Target Language with the native speakers.

Tibetans living in Western countries face increasing challenges of communicating in formal Tibetan language. UW Madison offers Tibetan program that suits the need of those heritage learners as well. The course offers a foundation in developing skills to be able to speak, listen, read and write in Tibetan in a culturally appropriate way in various social situations.

CLASS FORMAT:

The elementary Tibetan Language course introduces the students to Tibetan dialect used in the central part of Tibet as well in the Tibetan communities all over the world. We will use Manual of Standard Tibetan Language And Civilization by Nicolas Tournadre and Sangda Dorje as our

central part of Tibet as well in the Tibetan communities all over the world. We will use Manual of Standard Tibetan Language And Civilization by Nicolas Tournadre and Sangda Dorje as our principal Textbook.

We will cover two chapters a week with additional short story readings on a daily basis to help students to accelerate their reading skill, pronunciation and writing short stories in the Tibetan Language. Students will hear and use only the target language in the classroom during the instruction. Should there be concerns that need to be explained in English about grammar or structures, students are welcomed to discuss with the instructor before/after class or during the office hour.

Students will engage in various activities in the classroom such as group work, pair work, and individual activities. Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard or participate in the role-play activities in the classroom. Keep in mind that participation makes up 10% of the final grade.

COURSE OBJECTIVES AND LEARNING OUTCOMES:

The main objective of the course is to develop Tibetan language proficiency in the following skills: interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentation writing. The assessment of those skills and building of proficiency will be accomplished through an assortment of lessons, focusing on the various aspects of the Tibetan.

At the end of the course, students will be able to attain a proficiency level in these skills equivalent to “Intermediate Low” and they will be able to:

- Have a simple conversation on a number of everyday topics such as; ask and share personal information, read menu and order food, express likes and dislikes, talk tall about daily activities, hobbies, and interests.
- Use the language to meet basic needs in familiar situations, ask for help at school, work, or in the community, make a hotel room reservation, arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- Talk about people, events, and experiences, express needs and wants, present information on plans, give instructions and directions, use formal and informal languages appropriately.
- Use TL basic grammatical structures writing short stories, descriptions about people, events, prepare materials for a presentation; write about topics of interest and basic instructions on how to make or do things.

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.

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 <https://youtu.be/v10WoxLsaRg>
- You can listen to a conversation, interviews and weekly table talk with scholar and guests online at <http://www.rfa.org/tibetan> Or <https://www.facebook.com/voatibetan/>

Supplementary materials:

Your instructor will distribute short stories, songs, Tibetan sayings, and simple poems through out

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

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 will be done after class if needed.

CLASS ETIQUETTE:

- Be on time (Classes start at 8:30 AM.)
- Turn in your homework on time.
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not record the class on video /audio devices.
- Do not text with your cell-phone or digital devices during the class time

ATTENDANCE:

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure.

Tardiness and Absence Policies:**Absence:**

One absence per semester is permissible.

Two absences in a semester will result in a grade deduction for that semester.

Three or more absences in a semester will result in automatic failure of the course.

Things to note:

- Absences on days of exams, projects, presentations, etc. will lead to failure of that coursework. There will be no make-ups of exams, projects, presentations, etc. due to absence.
- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course, and will result in dismissal from the program without refund.
- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences will not be granted.

Emergency circumstances for absences can be addressed to the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu.

Tardiness:

Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to one's instructor(s) and classmates, and could result in a marked absence or grade deduction. Classes start on time at 8:30 AM and go until 1:00 PM (with a half hour break).

CELL PHONES AND LAPTOPS

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

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct &

these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

In the context of this course, most assignments must be completed individually (except where specified) and without the use of online translators (which will always produce comically incorrect results anyway!).

Homework and Assignment:

All students are expected to study the vocabulary and the conversation section from each chapter prior to coming the class. Assignments include, reading, writing and listening exercises, and reading and writing assignment will be take home assignments.

Journal Assignment: You are required to write your journal twice a week starting from week two and you should hand in your journals on Tuesdays and Fridays. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Tibetan. You are not expected to write in your journals without errors. In fact, the errors in your journal will allow the instructor to understand the gaps in your learning and help design remedial activities in class. Journals will be graded based on timely submission and it will be counted towards your homework assignment.

Some pointers regarding journal:

- Write date & day of the week on top of each entry in Tibetan.
- Keep double line spacing for error correction.
- Write only on one side of the page.

Oral quizzes:

Vocabulary quizzes: There will be 3-5 minutes pop-up vocabulary quizzes every morning 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 that week. The written quizzes consist of fill in the blanks, question and answer and construction of sentences focusing on the grammar rules.

Class project:

Students are assigned to do two to presents during the entire course. The first Semester class project will be a summary of presentation related to the contents covered during the first four weeks. The first project presentation will be done on Thursday, July 11th. The second semester class project can be on any topic your choice. The second semester class presentation will be done on Thursday, August 8th. The Length of presentation is 10 -15 minutes for each student. There will be discussion and Q&A session right after each presentation. Class projects count towards 10% of your final grade each semester.

All assignments must be done in the required format (as announced in class), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Late, incomplete, and missed assignments will adversely affect your final grade.

Final Exam: The final exam for (semester A) is scheduled on Friday, July 12th and final exam for semester (B) is scheduled on Friday, August 9th, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended interview will be part of your oral exam.

IMPORTANT DATES:

Holiday: July 4, 2019 (Thursday) No Class
First Semester Final: July 12 (Friday 8:30 AM)
All SASLI Program: July 30 (Tuesday 1:00 PM)

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All SASLI Program:	July 30 (Tuesday 1:00 PM)
First Semester Project:	July 11 (Thursday 11:00 AM)
Second Semester Project:	August 8 (Thursday 11:00 AM)
Second Semester Final:	August 9 (Friday 8:30 AM)

[Note: All SASLI program is organized on week 7 of the program on July 30 to showcase what students can do in the target language. Participation in the all SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be a song, a skit, recitation of a poem etc.]

Grading Scale

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

Grading Criteria	
a) Classroom Participation	10%
b) Homework	20%
c) Journals	10 %
d) Quizzes	20%
e) Class project	10%
f) Final exam written	20 %
g) <u>Final exam oral</u>	<u>10%</u>
	Total 100 %

Oral Exam Consists:

- Conversation fluency
- Pronunciation accuracy
- Reading pace
- Proper pausing
- Frequency of proper usage of particles and grammatical structures in your conversation.

Both for semester A and Semester B 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.

Student Code of Conduct: The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:
<https://www.students.wisc.edu/doso/academic-integrity/>

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.

- performance.
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Please see the website listed above for further information.

CLASSROOM ATMOSPHERE

- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Bangla, some with none. Additionally, each student learns best in a different style and at a different pace. Just like any other subject from art to zoology, some students have an aptitude for language learning (or certain aspects of it) and some find it more challenging. Some have more difficulty reading than speaking, and vice-versa. These differences do not necessarily reflect on a student's commitment, effort, intelligence, or worthiness. Although it can be difficult during the prolonged contact of an intensive language program, **all students are expected to respect each other's learning needs and abilities at all times**. Disrespect will not be tolerated.
- UW 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/on the online forum.
- Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or pronoun.

UNIVERSITY POLICIES

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:

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, through faculty and staff, 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:

<https://mcburney.wisc.edu/mcburneyconnect/>

Student Health/ Resource Centers:

University Health Services: You are all considered UW-Madison students for the summer, and so you have access to all student services, including those relating to physical and mental well-being. Issues tend to arise in small, intensive classes, and some students find that the pace and intensity of the summer classes can be mentally or even emotionally difficult. You are encouraged to take good care of yourself, and take advantages of the resources available should any issues arise.

University Health Services: <https://www.uhs.wisc.edu/> or 608-265-5600

University Mental Health Services: <https://www.uhs.wisc.edu/mental-health/>

24-Hour Mental Health Crisis Services: 608-265-5600 (option 9)

LGBTQ Support:

The Gender & Sexuality Campus Center is a fantastic resource for LGBTQ students on campus. Visit them in person at the Red Gym or online at <https://lgbt.wisc.edu/>.

Dean of Students:

The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall

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The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

Daily Class Format:

First and second session: In order to achieve the goals of this class, the first two hours will be devoted towards new topics through step-by-step instructions on sentence structures with drills, pair works, repetitions and lots of communicative activities.

Third session: We will have discussion with follow up questions on the topics covered in the previous hours with the aid of additional related supplementary materials for a productive conversation.

Fourth session: Reading Short stories, 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.

Week one schedule

Week One 06.17-06.21	Topic and page numbers	Assignment
Day One	<ul style="list-style-type: none"> • Introduction to alphabets • Vowels, sub script letters • Single letter words • Greetings at different times of the day • Basic personal information • Frequent used expressions. Page # 41,42,47, 51, 	<ul style="list-style-type: none"> • Practice writing the alphabets • Read alphabets, sub scripts • Read and write the single letter words. • Practice the frequent used expressions

	<ul style="list-style-type: none"> • Frequent used expressions. Page # 41,42,47, 51, 	expressions
Day Two	<ul style="list-style-type: none"> • Super script letters • Stacked and reverse letters • Thick sounding letters • Single letter words • Basic personal information • Frequent used expressions. Page # 52, 53, 55, 64, 73 	<ul style="list-style-type: none"> • Practice writing and reading super scripts, stacked letters and single letter words. • Practice writing simple sentences using the handouts.
Day Three	<ul style="list-style-type: none"> • The ten suffix letters • The two secondary suffixes • The five prefix letters, • Basic personal information • Frequent used expressions. Page # 55-59, 67, 	<ul style="list-style-type: none"> • Practice writing and reading suffixed letter words, • Secondary suffixes, and prefix letter words,
Day Four	<ul style="list-style-type: none"> • Identify the radical letters • Prefix letters with radical and stacked consonants. • Basic personal information • Frequent used expressions. • Page # 60-63, 74 	<ul style="list-style-type: none"> • Practice writing and reading prefix letter with radical and stacked consonants. • S common expressions.
Day Five	<p>Chapter # One. What is this?</p> <ul style="list-style-type: none"> • Verb to be • Demonstratives • Interrogative pronouns • Formal and informal expressions. <p>Page # 76-82</p>	Complete the home-work on page 81 and 82