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Elementary Tibetan Language
 ASIALANG 317 & ASIA LANG 327
 South Asia Summer Language Institute
 University of Wisconsin – Madison
June 15-August 7, 2020
Monday - Friday 9:00 - 1:00 PM

Level and Language: Elementary Tibetan Language

Course number: ASIALANG 317 & ASIA LANG 327 Summer 2020 (SASLI)

Instructional Mode: Online synchronous , and asynchronous

Synchronous class times: Monday - Friday from 9:00 A.M. - 11:00 A.M.

Asynchronous class times: Monday through Friday 11:00 A.M. -1:00 P.M.

Virtual office hours: Monday - Friday from 12:00 - 1:00 PM.

Prerequisite: No prior knowledge is required.

Credits: 4 credits for each semester.

Instructor: Jampa Khedup

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: it's 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. The 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 class will meet two hours synchronously and two hours asynchronously on a regular basis from Monday through Friday. The elementary Tibetan 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 principal Textbook.

We will cover two chapters a week with additional conversational materials and short story readings on a regular basis to help students to accelerate their speaking and reading skill, pronunciation and writing short stories in the Tibetan Language. **Students will hear and use only the target language during the two-hours synchronous class meeting.** Should there be concerns that need to be explained in English about grammar or structures, students are welcome to discuss with the instructor during office hours.

Students will engage in various activities during the synchronous meeting such as; group work, pair work, and individual activities. **Students are encouraged to actively participate in role-play activities in the classroom. Keep in mind that participation makes up total of 10% of the final grade.**

COURSE LEARNING OUTCOMES AND OBJECTIVES:

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 presentational writing skill. 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 language.

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

- Talk in 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, share 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 basic Tibetan language grammatical structures and write 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.

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)
- 3) iPhone / Samsung dictionary App called (Tibetan) with a red Icon showing Tibetan letters

ཀྱི་ལ་གྱི་ which allows to search both ways in English and Tibetan.

Reference materials and online Tibetan Language links:

- <https://quizlet.com/khedup/folders/1st-year-tibetan-language-class?x=1xqt&i=15m7h>
- Language materials for reading and writing for beginners at <https://youtu.be/vl0WoxLsaRg>
- 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 throughout the semester. And short assignments will be given on the supplementary materials as needed.

Course Requirement:

Students are required to study the lessons before coming to the class through the instructor's lesson recordings and the textbook. Our synchronous class hours will be strictly dedicated to group conversational activities.

CLASS ETIQUETTE:

- Be on time to class (class starts at 9:00 AM. (Central Time)
- No eating or doing other chores during the synchronous class time.
- Turn in your homework on time.
- Participate in discussions and activities.
- Show your group members respect and support in their learning and inform them of group meetings or activities if you will have to leave early or miss.
- As per FERPA regulations, you are not permitted to make audio or video recordings during synchronous class times.
- Do not use non-instructional technology (cell phones, chat applications, social media) during synchronous meeting times.

ATTENDANCE AND ABSENCE POLICIES:

It is the policy of SASLI that students are expected to attend classes every day during the semester given the intensive structure of the program. One absence per semester is permissible but more than two absences in a semester will result in a grade deduction for that semester. Three or more absences in a semester will result in the automatic failure of the course.

ADDITIONAL NOTES:

- Absences on days of exams, projects, presentations will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, 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.

- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit the necessary documentation.
- Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

Absences due to Religious Observances:

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

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 this could result in a marked absence or grade deduction. The synchronous class start at 9:00 AM to 11:00 A.M. with a short break in between. (10 minutes break)

1st tardy = email warning.

2nd tardy = 2nd email warning and 2 points participation grade deduction.

3rd tardy = five points participation grade deduction.

4th tardy = five additional points participations grade deduction and student will be referred to SASLI to office

Homework and Assignment:

All students are expected to study the vocabulary, grammar structures and the conversation section from each chapter prior to coming to the class. Daily assignments include reading, writing, and listening exercises and recording sections of the lesson.

Weekly Journal:

Students are required to write one page of journal every week starting from week two. The journal can be on any topics of the lesson that we have covered in the past weeks or it can be on **any** other topic of your choice. Make a recording of your journal and submit both the page and the recording online on Canvas **by Sunday 9:00 PM Central Time.**

The purpose of writing a journal is to enhance your writing capability and organizing thoughts in Tibetan. You are not expected to write 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 the date & day of the week on top of each entry in Tibetan.
- Keep double line spacing for error correction.

- Practice Tibetan script keyboarding. (online Tibetan fonts download available at; <http://bodhpayapp.blogspot.com/2017/01/monlam-bodyig-3-free-download.html>)
- Feel free to write more one page.

Oral Quizzes:

Vocabulary quizzes: There will be 3-5 minutes pop-up vocabulary quizzes every morning to help students to build their vocabulary. All the students will take turn and say the words from the current chapter.

Written Quizzes:

There will be written quizzes every Friday during the asynchronous class time. The quizzes will be timed quizzes for a length of 20-30 minutes on the chapters that are covered during that week. The written quizzes consist of fill in the blanks, multiple choices, matching and question and answer, and construction of sentences focusing on the grammar rules. The quizzes will be conducted either through the CANVAS or CANVAS collaborations Google doc.

Class Project:

Students are assigned to do two project base presentations during the course of the eight-week program. The first-semester class project can be on any topics related to the contents covered during the first four weeks. The first project presentation will be done on Thursday, July 9th.

The second-semester class presentation will be done on Thursday, August 6th. The Length of the 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 for 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 10th and final exam for the (semester B) is scheduled for Friday, August 7th, the last day of the class. The format and content of the exam will test all skills, grammar, and vocabulary points learned in the second half of the program. **One on one extended interview will be part of your oral exam.**

IMPORTANT DATES:

- Holiday: July 4, 2020 (Saturday)
- Semester A. Project: July 9th Thursday 9:00 AM)
- Semester A. Exam: July 10th Friday 9:00 AM)
- All SASLI Program: (TBA)
- Semester B. Project: August 6th Thursday 9:00 AM)
- Second Semester Final: August 7th Friday 9:00 AM)

Note: All SASLI program and other dates will be announced by SASLI ahead of time.

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

Oral Exam Consists:

- 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.

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.

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 & Community Standards for additional review. For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

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.

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 Tibetan, 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 AND 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, 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, please contact;

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 and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

Daily Class Format:

1. The first session and the second session will be conducted synchronously from 9-11 AM and the entire class time will be dedicated towards conversation amongst and students/students and students/ teacher on the current chapter with various communicative activities.

2. The third and the fourth session will be asynchronous class and it will be held independently, and students will be working on their own pace. However, for the asynchronous two hours of class, students will be given guided class work for reading and writing from the lesson, and video/audio recordings from the text book to prepare for the next day class.

Week one schedule:

Week One 06.15 – 06.19	Synchronous class 9-11 A.M. Topic and page numbers	Asynchronous class 11-1 P.M.	Assignments / homework
Day One	Pronunciations of alphabets, vowels, sub script letters, single letter words. Greetings at different times of the day and general personal information question and answer sentences. Frequent used expressions. Page # 41,42,47, 51,	Listens to the recordings on Quizlet and practice the alphabets, vowels and sub scripts letters. Practice reading the single letter words. Listen and repeat after the recordings of frequent used expressions. Practice the personal information sentences with transliteration.	Write the alphabets, vowels, subscripts and the single letter words and upload to your personal folder. Follow the writing strokes shown on the YouTube link provided. Memorize the meaning of the single letter words, frequent expressions and personal information sentences.

Day Two	<p>Pronunciation of the super script letters. Stacked and reverse letters, and thick sounding letters.</p> <p>Single letter words with vowels.</p> <p>General personal information question and answer sentences and frequent expressions.</p> <p>Page # 52, 53, 55, 64, 73</p>	<p>Listen to the recordings on Quizlet and practice reading of the super script letters and stacked letters.</p> <p>Spell the single letter words conjugated with vowels.</p> <p>Listen and repeat the personal information question and answer sentences and the frequent expressions.</p>	<p>Write all the super script letters and upload to your personal folder.</p> <p>Read and record the alphabets, single letter words and single letter words with vowels,</p>
Day Three	<p>The ten suffix letters and conjugation of the suffix letters with the radical letters.</p> <p>The two post suffixes letters and conjugation of the post suffix letters with the radical letters..</p> <p>The five prefix letters and conjugation of the prefix letters with the radical letters. Page # 55-59, 67,</p>	<p>Practice writing and reading the suffixed letter words and their meanings.</p> <p>Practice post suffixes, and prefix letter words and their meanings.</p>	<p>Spell and read all the conjugated sample words of the suffix letters, post suffix letters, prefix letters.</p> <p>Record your reading and upload to your personal folder.</p>
Day Four	<p>Identify the radical letters Prefix letters with radical and stacked consonants.</p> <p>Basic personal information Frequent used expressions. Page # 60-63, 74</p>	<p>Listen and repeat after the audio recordings of the prefix letter with radical and stacked consonants.</p> <p>Read and practice the entire section of the personal information dialogue.</p>	<p>Read and record the entire section of the personal information dialogue and upload to your personal folder.</p>
Day Five	<p>Chapter # One. What is this?</p> <p>The verb “to be” Demonstrative adjectives Interrogative pronouns</p> <p>Formal and informal expressions.</p> <p>Page # 76-82</p>	<p>Listen and repeat after the Audio/video recordings of the dialogue and sample sentences.</p> <p>Practice how to pose questions using the auxiliary verbs.</p>	<p>Complete the homework on page 81 and 82 .</p> <p>Upload your assignment to your personal folder.</p>