

consists of dialog, vocabulary and grammatical explanation so that students will gain good conversation skills, vocabulary and more knowledge of the Tibetan grammar.

Regular and Substantive Student-Instructor Interaction:

We aim to cover two chapters a week and the entire class time will be focused on the interaction between teacher-student and student-student to facilitate optimum language learning process. Students will hear and use only the target language in class. students must study the vocabulary and the grammar sections of the lesson prior to coming to class.

There will be various activities in the classroom such as group work, pair work, and individual activities. During the class, students will hear and use only the target language. Should there be concerns that need to be explained in English, students are welcomed to discuss before /after class or during office hours.

Proficiency Benchmarks:

In this third and fifth semester combined class, we will use teaching materials that will enable us to accomplish the course learning outcomes for both levels. And my expectation/benchmark for my students in this class is to reach their proficiency level at the minimum of Advance mid by the end of the eight weeks of intensive Tibetan language course during the SASLI 2021.

Course Learning outcomes:

By the end of the course, students will be able

Interpretive learning outcomes;

- Understand the underlying message and most supporting details across major time frames in descriptive informational texts.
- Read, comprehend and infer different forms or styles of Tibetan compositions. Gain knowledge of grammatical features in written versus spoken.
- Follow the main story and most supporting details across major time frames in fictional texts.

Presentational learning outcomes;

- Write texts in many different writing formalities; Write articles, essays, reports while supporting and expressing opinions.
- Tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.
- Present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

Interpersonal learning outcomes;

- Maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames
- Maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

Grading:

A: 91-100

AB: 86-90

B: 81-85
BC: 76-80
C: 71-75
D: 60-70
F: 59

Oral exam criteria:

- a) Maintaining conversation topic b) Conversation fluency
- c) Reading pace
- d) Pronunciation accuracy d) Proper pausing

Quizzes 20 % d) Projects 10 % e) Midterm oral and written exam 15 % f) Final oral and written exam 15 %

Grading Criteria

Total 100

- a) Participation: 20 % b) Homework 20 % c)

Course Website, Learning Management System & Digital Instructional Tools:

Online sources for conversation in Lhasa or Central Tibet Dialect

You can listen to a conversation, interviews and weekly table talk with scholar and guests online at •

<http://www.rfa.org/tibetan>

- <http://www.voanews.com/tibetan/index.cfm>
- <http://www.vot.org>

Required Textbook, Software & Other Course Materials:

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

ISBN: 9781559391894

Textbook audio link is available via; <https://www.shambhala.com/manualofstandardtibetan/>

2. A hundred Customs and Traditions of Tibetan People-English version by Sagong

ISBN: 9788186470961

Publication: Tibetan Works and Achieves - (2013) Edition

3. Tibetan version of the textbook will be provided by your instructor via Canvas.

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4. Texts on Tibetan Cultures and Traditions, short stories, newspaper articles, philosophical text, journals, biographies, radio broadcastings, speeches and these materials will be provided by the instructor. (Course material will be provided by your instructor via UW **CANVAS**).

Dictionaries:

1. Goldstein, Melvyn (2002) The Tibetan- English Dictionary of Modern Tibetan.

Berkeley: University of California.

2. The New English Tibetan Dictionary (2000) Department Of Education. Dharamsala, India. 3.

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

Homework & Other Assignments:

Students will be given daily assignments on reading and writing. Writing assignments include journals on various topics on Tibetan cultures and traditions, translating texts from English to Tibetan / to English. All assignments should be turned in on time. Late assignments will not be graded. All assignments should be turned in before the deadlines and late assignments will not be graded.

Exams, Quizzes, Papers & Other Major Graded Work:

There will be written quizzes every Monday during the first hour of class. Quizzes will be timed quizzes for a length of 20-30 minutes on the lessons that are covered during the prior week. The written quizzes consist of fill-in-the-blank, 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 quizzes page. Students are required to do one task-based project for each semester. We will discuss the details of the project in the first week of the class.

Class Projects:

Students are required to give one presentation for each semester on a topic of their interest for a length of 7-10 minutes. Your semester (A) presentation is on Monday, July 12, 2021, and your semester (B) presentation is on Thursday, August 5, 2021. Your project presentation can be done in a PowerPoint or you can make a poster presentation. Choose your presentation topic and discuss with your instructor one week before the presentation and submit your presentation prior to two days of your presentation day.

Your project presentation will be evaluated on the following components:

- 1) Length and complexity.
- 2) Organization, pace, and proper pausing.
- 3) Proper grammar and Fluency

Recommended Tibetan keyboard:

Students are strongly recommended to practice Tibetan keyboarding starting week one of instruction if they are not familiar with it. We will be doing plenty of writing during the course of eight weeks, Tibetan keyboard will be very useful and handy for your classwork. Mac computers have already built in Tibetan fonts and for PC, you will need to download the fonts. Please, discuss with your instructor about the Tibetan keyboard options etc.

Course Policies

Attendance:

Per SASLI policy, students are expected to attend classes every day during the semester given the intensive structure of the program.

- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester. For example, if your grade is an A you will be given an AB and if your grade is AB you will be given a B and so forth.

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

Tardiness:

Joining class on time is important for successful participation in the SASLI program. If you join the class after the scheduled time, you are tardy. Being late to class is disruptive and disrespectful to classmates to instructors and it could result in a marked absence or grade deduction.

Additional Notes:

- Absences on days of exams, projects, presentations etc. 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 from 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.

Class Etiquette:

- Be on time. (class meeting at 8:30 AM Central Time)
- Let your instructor know if you are going to be late or absent and your reasons.
- Be professional, dress appropriately, be respectful to others during class.
- No eating when the class is in session.
- No texting or using other gadgets in class except for class purposes.
- All students are required to turn on your cameras during class.
- As per FERPA regulations, you are not permitted to make audio or video of the class.
- Actively participate in discussions and other class activities.

Classroom atmosphere:

Tibetan language class 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, gender, sexuality, religion, ability, or any other identity or community are deemed unacceptable in class and will be addressed by the instructor.

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.

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.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement:

The privacy and security of faculty, staff and students' personal information is a top priority for UW Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures:

See information about privacy of student records and the usage of audio-recorded lectures. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also

prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be

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addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course:

In order to accomplish the learning outcomes as mentioned above,

- Your absolute dedication is very important for the entirety of eight weeks of instruction.
- Use target language in the classroom and students will be expected to take an active role in the class discussion or activities. Students will be working in pairs during the class and your active participation and cooperation are very important.
- Have a good study plan outside the class and complete your daily assignments on time.

Important dates:

1. Independence Day observed Monday, July 5, 2021
2. Semester (A) final exam Friday, July 9, 2021
3. Project presentation Monday, July 12, 2021
4. All SASLI program Tuesday, July 27, 2021
5. Project presentation Thursday, August 5, 2021
6. Semester (B) final exam Friday, August 5, 2021
7. Last day of the class Friday, August 6, 2021

Changes may occur and will be announced ahead of time by your instructor

**2021 SASLI Weekly Instructional Plan – 3rd and 5th semester Tibetan language classes
June 14 –June 18**

Week 1. June 14 -18	Synchronous class 8:30 – 10:30 A.M. Topics and page numbers	Synchronous class 11-1 PM. Topics and page numbers	Assignments and assessments
Monday June 14th	Introduce each other and exchange personal information. Review: MST chapters 6, 7, 8. Pair work conversion, focus on grammar and structures introduced in chapter 6, 7 and 8. complete the exercises given at the end of each chapter.	Read a classical text about the white scarf. (ཁོ་མཚན་ལྷན་ Kha btags) 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answers. 5. Summarize the text.	Make sentences for each of the grammatical structures introduced in chapter 6,7 and 8. Read the text a minimum of 5 times. Write a paragraph using the new structures introduced in the readings. And upload your work to the canvas page before the end of the day.

<p>Tuesday June 15th</p>	<p>Review:</p> <p>MST chapter 9, and 10. Pair work conversation based on the dialogue section.</p> <p>Use the grammatical structures in peer conversation.</p> <p>complete the exercises given at the end of each chapter.</p>	<p>Read a classical text about the white scarf. (ཁ་བྱུང་མཁུ་ Kha btags)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answers. 5. Summarize the text. 	<p>Make sentences for each grammatical structure introduced in chapter 9 and 10.</p> <p>Read the text a minimum of 3-5 times and record the text. Upload your audio on your canvas page.</p> <p>Complete the question and answer at the end of the lesson. Post your work to your canvas page before the end of the day.</p>
<p>Wednesd ay June 16th</p>	<p>Review:</p> <p>MST chapters 11, and 12. Pair work conversation based on the dialogue section.</p> <p>Use the grammatical structures in peer conversation.</p> <p>complete the exercises given at the end of each chapter.</p>	<p>Read a classical text about The custom of swearing (མཁུ་མཁུ་མཁུ་ mna' skyel)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answers. 5. Summarize the text. 	<p>Make sentences for each grammatical structure introduced in chapter 11 and 12.</p> <p>Read the text a minimum of 5 times. Write a paragraph using the new structures introduced in the readings.</p> <p>Post your work to the canvas page before the end of the day.</p>

<p>Thursday June 17th</p>	<p>Review:</p> <p>MST chapter 13, and 14. Pair work conversation based on the dialogue section.</p> <p>Use the grammatical structures in peer conversation.</p> <p>complete the exercises given at the end of each chapter.</p>	<p>Read a classical text about The custom of swearing (མནལ་པ་ལྟ་བུ་ལྟ་བུ་)</p> <p>mna' skyel)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answers. 5. Summarize the text. 	<p>Make sentences for each grammatical structures introduced in chapter 11 and 12.</p> <p>Read the text a minimum of 3-5 times and record the text. Upload your audio to your canvas page before the end of the day.</p> <p>Complete the question and answer page at the end of the lesson. Post your work to your canvas page before the end of the day.</p>
<p>Friday June 18th</p>	<p>Review:</p> <p>MST chapter 15, and 16. Pair work conversation based on the dialogue section. Use the grammatical structures in peer conversation.</p> <p>complete the exercises given at the end of each chapter.</p>	<p>Read a classical text about Sights seen when travelling. (ལམ་རྒྱལ་ལ་བཞུགས་པའི་སྐབས་ལྟ་བུ་)</p> <p>Lam rtags Tsi srol)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answers. 5. Summarize the text. 	<p>Make sentences for each grammatical structure found in chapter 15 and 16.</p> <p>Read text a minimum of 3-5 times and record the text. Upload your audio on your canvas page before the end of the day.</p> <p>Complete the question and answer page at the end of the lesson. Post your work to your canvas page before the end of the day.</p> <p>Prepare for Monday's Quiz</p>
<p>Week 2. June 21-25</p>	<p>Synchronous class 8:30 – 10:30 A.M. Topics and page numbers</p>	<p>Synchronous class 11-1 PM. Topics and page numbers</p>	<p>Assignments and assessments</p>

<p>Monday June 21st</p>	<p>25-30 minutes timed quiz: Comprehension quiz on the reading materials on the Canvas quizzes page.</p> <p>MST page # 225-229 chapter 17th vocabulary, adjectival suffixes and long. Read and practice the sample sentences on how to use the adjectives and comparatives.</p>	<p>Read a classical text about Tibetan Performing Arts. (Tibetan Opera !ཏམ་ལོ་ཏྲ་)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answer 	<p>Make ten sentences using the expressive adjectives and comparatives on page # 229.</p> <p>Read text a minimum of 5 times and record the text. Upload your audio on your canvas page before the end of the day.</p>
<p>Tuesday June 22nd</p>	<p>MST page # 230. The interrogative ལོ་སྲོལ་</p> <p>Present continuous √+ བཤེན་པར་ཡོད་ཅིང་ / རྩི་བྱེད་</p> <p>MST page # 224 peer work conversation section.</p> <p>Page # 230 and 231 exercise 17.4.1 and 17.4.2 orally.</p>	<p>Read a classical text about Tibetan Performing Arts. (Tibetan Opera !ཏམ་ལོ་ཏྲ་)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answer 	<p>Complete page # 230 and 231 exercise 17.4.1 and 17.4.2 in writing.</p> <p>Read the text minimum of 3-5 times. Complete the question and answer page at the end of the lesson. Post your work to your canvas page before the end of the day.</p>
<p>Wednesd ay June 23rd</p>	<p>MST page # 234 and 236 Chapter 18 vocabulary, How to use the nominalizer སྲིད་ and the auxiliary of probabilities. Peer conversation practice using the above structures.</p>	<p>Read a classical text about Tibetan Performing Arts. (NangMa རྣང་མ་)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answer 	<p>Write a 10 sentences using combination of the structures on page # 234 and 236.</p> <p>Read text a minimum of 5 times and record the text. Upload your audio on your canvas page before the end of the day.</p>

<p>Thursday June 24th</p>	<p>MST page # 233. Peer conversation using the dialogue.</p> <p>Page # 237 practice Adverb །སྣ་ with your peers.</p> <p>Page # 238. Finish exercises; 18.4.1, 18.4.2 and 18.2.3 orally in class.</p>	<p>Read a classical text about Tibetan Performing Arts. (NangMa ནང་མཁའ་)</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answer 	<p>Complete MST page 237 exercises 18.4.1, 18.4.2 and 18.4.3</p> <p>Complete the question and answer page at the end of the lesson.</p> <p>Read text a minimum of 5 times and record the text. Upload your audio on your canvas page before the end of the day.</p>
<p>Friday June 25th</p>	<p>Recap: Students will pair up and review MST dialogue sections and grammar structures in chapters 10 through 18.</p>	<p>Read a classical text on རྩི་འཕྲུལ་ཡུལ་ཡུལ་</p> <p>Swastika with sun and moon</p> <ol style="list-style-type: none"> 1. Highlight vocabulary. 2. Read the text in pairs. 3. Discuss the text in pairs. 4. Questions and answer 	<p>Complete the question and answer pages at the end of the classical reading lesson.</p> <p>Read the text minimum of 5 times and record the text and post it to your canvas page before the end of the day.</p> <p>Prepare for Monday's Quiz 25-30 minutes timed quiz: Comprehension quiz on the reading materials on the Canvas quizzes page.</p>

University Health Services (UHS) is the UW-Madison student health center with a mission “to enhance learning and student success by promoting, protecting, and restoring the health and well-being”. Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotethealth/>). Note that some services offered at UHS are limited to in-state students only.

LGBTQ+ Support : The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>

Dean of Students: The Dean of Students' office can provide you with support and resources for a variety of concerns; their main objective 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/>.

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Students' Rules, Rights & Responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison Badger Pledge (for Madison-based students)

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to be isolated or quarantined, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

<https://diversity.wisc.edu/>

UW-Madison 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 instructors with the student's legal name. We will gladly honor your request to

address you by an alternate name and your selected pronouns.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>