

SYLLABUS

School for International Training | 1 Kipling Road, PO Box 676 | Brattleboro, VT 05302-0676 USA Tel 888 272-7881 | Fax 802 258-3296 | studyabroad.sit.edu

Intermediate Tibetan

TIBE 2003 - 2503 Online Course

(3 Credits)

Nepal: Tibetan Language

This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.

Course Description

Tibetan language is an important tool of communication to study and understand Tibetan diaspora. Our online Intermediate Tibetan language course is tailored to fulfil the need to acquire intermediate Tibetan language skills in a short span of time. This course exposes students to intermediate colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) both by Tibetans within Tibet and in exile.

Having achieved intermediate level competence, this course will broaden colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your obvious sincere efforts to learn Tibetan will be applauded by Tibetans who see this effort as a sign of profound respect and cultural sensitivity. You will approach a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the end of the three-week course.

Language classes will take place for 6 weeks online. All written materials are studied directly in Tibetan script and not in a phonetic system. Vocabularies, grammar, sentence structures and tenses are effectively introduced in lessons thoughtfully planned around topics most relevant to daily lives. Besides Tibetan script, students are expected to use Wylie (universally accepted system of Tibetan transliteration).

Resources for this course include video and audio lectures, live classes via video calls, one-on-one virtual language partner sessions, PDF handout material and prompt feedback on homework, quizzes and exams.

Through a combination of online formal class and oral training with Tibetan conversation partners, students can expect to achieve the necessary skills to carry on an intermediate level conversation in modern Tibetan. This course aims to prepare students to put their language skills to practical use during the J-term course in Nepal or other situations in Tibetan speaking communities.

The course is composed of 3 components: asynchronous ("recorded") class, synchronous ("live") class and conversational practice with language partners.

• Asynchronous class (1 hour/2 days a week): Native Tibetan speaking instructors teach selected points of grammar as well as expressions useful in daily life. From the very first day onwards the students will be introduced to the fascinating world of Tibetan grammar and Tibetan grammatical categories which are quite special (even unique). For example, in

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the Tibetan language letters have genders, and verbs are conjugated depending on the presence or absence of volition, and whether one has direct versus inferential evidence, etc. Students memorize vocabulary lists in addition to submitting digital homework. Students are required to learn the grammatical structures in order to be able to take biweekly quizzes in which the new vocabulary and the grammar will be assessed.

- Synchronous Class (1 hour/2 days a week): Instructors review the grammar and vocabulary presented in the asynchronous class with students during a virtual class through a variety of web-based activities. Vocabulary reviews and sentence pattern drills revise previously introduced words and grammar structures through repeated application and usage. 'Mill and trade' and language games are designed for students to actively utilize their language learning through online interactions with other students and teachers.
- **Conversation Partner Class** (1 hour/3 days a week): A precious 1:1 online learning situation with trained native-speaker conversation partners allows the students to practice the material introduced in class as well as talk about topics of their individual interest. These classes, in which as little English as possible is used, will help the student to thoroughly train and digest the grammar as well as manifold vocabulary.

Language Levels and Placement

Students are placed into appropriate language course levels based on a Tibetan proficiency exam at the beginning of the program.

Learning Outcomes

The *Intermediate Tibetan* language course encompasses 45 academic hours (3 credits). Upon its completion, students should be able to:

- Understand and use intermediate grammatical structures necessary for conversation;
- Discuss research, politics, weather on an intermediate level;
- Negotiate social/commercial transactions (doctor, shopping, ordering a meal);
- Read short stories and media articles with simple grammar;
- Become proficient with a Tibetan dictionary;
- Gain cultural insight based on language usage.

Course Requirements

Methodology

Each week entails: 7 hours of teaching (grammar and vocabulary sessions, drills, and sessions with conversation partners). There will be a mid-term and final exam.

Useful Texts

- Oertle, Franziska. (2021). The heart of tibetan language text book volume 1: A synthesis of indigenous grammar and contemporary learning methodology (2nd ed.). Dharma Publishing.
- Esukhia. A1 Book 1 (colloquial Tibetan textbook). Unpublished textbook. https://esukhia.online/PDF/A1-Book-1.pdf
- Bod rgya tshig mdzod chen mo. (1993) Beijing: Nationalities Publishing House.
- Goldstein, Melvyn. (2001) *The New Tibetan-English Dictionary of Modern Tibetan.* Berkeley: University of California Press. Available in Indian edition.
- Goldstein, Melvyn. (1984) *English-Tibetan Dictionary of Modern Tibetan.* Berkeley: University of California Press. Available in Indian edition.
- Tibetan & Himalayan Digital Library (THDL) Tibetan to English Translation Tool. <u>http://www.thlib.org/reference/dictionaries/tibetan-dictionary/translate.php</u>. For online usage, as well as instructions to download offline version.
- Tournadre, Nicholas & Sangda Dorje. (2003) *Manual of Standard Tibetan: Language and Civilization*. Ithaca: Snow Lion Publications.

Daily Class Schedule

- The class consists of 15 asynchronous classes, 15 synchronous classes and 15 language partner sessions over the course of 6 weeks. Schedules will be set up depending on the time zones of enrolled students, prioritizing morning classes.
- Each class begins with a review session. Students are drilled and each and every student is invited for active participation, which ensures each student's attention in the class.
- Quiz is conducted bi-weekly for constant assessment of the level in which each student is. The following classes are then planned and structured accordingly.
- Students are given assignments after every class. They can request help from conversation
 partners and homestay families to complete the assignments. After assignments are
 submitted, students get them back the next day with feedback and corrections. As the pace
 of language class is pretty fast, prompt feedback ensures much needed prompt removal of
 any doubts or confusions to be able to move forward to new chapters.
- Teaching assistant is available online from Monday through Friday should the students have any question regarding Tibetan language.
- Students take a mid-term exam after three weeks and a final exam at the end of the course.

Class	Grammar & Vocabulary	Quiz/Exam
ঀ৾৾ৼ৾৾ঀ৾৾৾য়ৢ	न्द्र हिंदा & केवा वार्यन	ڟٛ؆ؚٮڡٝڂ
	न्म्रु'तह्या'तहेंद्र'म् (recorded class):	I W
	orientation (schedule, class expectations policies, SHSW),	
5 ^{rt} í	রর্চ্চরম্বর্মন্দের্দ্রন্দের্দ্রেন (greetings & introductions) & র্বন্ শ্লন ক্রুন র্মবাঝ বার্বন।	
Class 1	("please speak in Tibetan")	
	َعْمَا بَمَا عَمَا العَمَانَ (Esukhia A1 textbook pdf p. 2) شَمَا بَعَانَ الْعَامَ الْعَامَ الْعَامَ الْعَامَ ال	
	בריקוֹהרית באין (live class): תשמאי תקיקרי ציאָרן	
	न्द्रुप्ट्रिग्रद्दिंद्र्याः नङ्ग्रान्त्वेत् (review)—गटात्रगांगेसेटाळना (personal pronouns)	
য়৾৾ঢ়৾য়ৼয়	& त्रचेलः आ (connective particle) यत्या यात्वता ("self & other"), द्रे केंया (question	
Class 2	words/particles) ळॅया'यायर यादेख'रा vocabulary 2 (pdf p. 10)	
	मन्याहेन्ट्र म्यू: यभुर विय (review)	
	न्द्रुपद्द्वग्रद्द्द्रम् : र्युगर् कॅग गत्र अर्क्ष ("location words," aka postposition)	
শঙ্খন্যশ্য	डेया' तिया' निया' (definite/indefinite article), ळॅया'याखरू'याह्युठा'र्पा vocabulary 3 (pdf	ڟ؆ڞۧ٢ؚۥۿۣڂ؞ۿڂ؞ٳ
Class 3	p. 20), ळेंया यासर रात्वे रा vocabulary 4 (pdf p. 29)	quiz
	मन्याहेन्ट्रविश्वः यञ्चन्द्र विया (review)	
•	न्ह्रु'त्ह्वा'तह्त्व'म् : मुत्र' केंग'गे' झूँत् (about adjectives), मुंत्र' करा' मुं' क्रूंत (about	
ସଜ୍ୱିସ୍ୟ	clothing)	
Class 4	শ্বদ্র্শন্র্র্র্যা: নন্ধ্রুম নিন। (review), ঊষা যামম প্রথম। vocabulary 5 (pdf p. 38),	
	केंग'गलर 'जूग'दा vocabulary 6 (pdf p. 47)	
	न्झु तह्वा तहेत माः नमुर लेना (review) - दुरा यसुमा (three tenses), चेन मा (the	<u>م</u> .
ଝ୍ୟା	agentive particle), त्रा भया र्च भया प्र राज्य (cooking & eating), ळेया याषार राज्य राग	ڛؙٵ۬ڡؚؚڂؚۿڂ؞ۿڂ؞ٳ
Class 5	vocabulary 7 (pdf p. 56)	quiz
	ET'IJFT'AÊTA'II : THET (review)	
<u>ज</u> ्याऱ्य Class 6	ารู้ เคร็ญ เสริส เม ู่: พุลูพุฒ นี่ เกราะสุก ส เฮ์ (body parts & sickness)	
Class 6	ยุตาซุทัตราศสิสามุ: กุลูสาลิก (review)	i)
<u>ุ</u> 25สาม	ามุาคริญาคริสามุ : กุมุรามีรา (review)	للما المعلم ا المعلم المعلم
Class 7	मन् पार्हन् प्रदेश माः स्वया (student presentation)	mid-term exam
বক্সন্থা Class	न्द्रुप्तह्वातहेंद्राम्: यावर्थ (song)—อเद्रवार्ट्र त्य्राँ नन्द्रम् न्द्रदेराम्: मायस्य क्रांग्रेन्य (appa disquestion) के मदर्भ (appa)	
Class 8	हर्गाहें दर्म मु: गु'या द में में में में में प्राप्त के में में प्राप्त के मान के प्राप्त के मान के प्राप्त के में में में में के	

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त्रमु:स्म Class 9	न्द्र्श्रुप् ह्र्यायहेंद्राय्चः secondary verbs (द्युत्त' यहेंद्र' द्येंषि' झेंद्र' र्शेत्'), र्झ्वेयळ्ळायीुःर्झ्नेत्त् (about traveling) ळेंयायायत्र त्यमुद्र'या vocabulary 8 (pdf p. 65) विद्र्याहेंद्र'याः वस्तुर'वित्ता (review)	ઐॺऻॱळ॔॔ऀॖॡॖॖॖॖॖॖॖॖॖॖॖॱॡॖ ॖॖॖॖॖॖॖ quiz
ଅଷ୍ଟ୍ରଂସ୍ Class 10	ମଞ୍ଚୁମ୍ଟ୍ଟ୍ସ୍ମ୍ମ୍ନ୍ଝ୍ଟ୍ଙ୍ଗ୍: ଟ୍ଟ୍ (because) ଗ୍ର୍ୟ୍ୟ୍ଟ୍ ("though," "even though"), ग୍ର୍ୟ୍ମ୍ଥ୍ରିନ୍ ଗ୍ର & ସ୍ୱତିସ୍ୱୀମ୍ଭ୍ର ର୍ୟ୍ସ୍ ଗ୍ର୍ୟ୍ମ୍ ସ୍ବ୍ୟ୍ ସ୍ବ୍ୟ୍ୟ୍ୟ୍ର୍ୟ୍ vocabulary 9 (pdf p. 74) ସ୍ଟ୍ୟୁନ୍ଟ୍ନ୍ୟ୍: ସ୍କ୍ର୍ୟୁନ୍ଟ୍ରିମ୍ବ (review)	
নন্তু:শৃঙিবা:না Class 11	પશ્ચુ'લ્हग'લ્हेंद्र'ग्नुः तुष'नृत्त'ञ्चत्पर्थ'ग्रे'र्झेन्त'व्य (about time), ळेवा'गुष्पत्त'त्वर्छु'त्य vocabulary 10 (pdf p. 83) इन्'गहेंन्-'दहेंद्र'ग्नु : तञ्चुर्न'दिन्न (review)	
ସନ୍ତ୍ରଂସ୍ୱାରିଷଂଧ୍ୟ Class 12	न्द्रुप्तह्रगप्तद्देव्राग्नुः क्रुव् क्रेंग छन् प्यन् (adjectives & comparisons), लेव्रया ठव् ग्री क्लॅन् (about animals), ख्रागुप्यगप्प दन्पहिन्द्र्यहेव्राग्नुः चक्लुरु विन् (review)	ઐॺऻॱक़॔॔ऀॖॱक़ॖऀऀऀॱक़ॖऀऀऀॱॱक़ॖ ऀऀ
ସକ୍ତୁ ସକ୍ଷିକ୍ଷ ସା Class 13	न्द्र्श्रुतह्रग्र्रात्स्विंग्ज्ञ्ः probability (दर्येतें। ग्रेंग्रेनेन्। यारेन्। यारेवाय्युयाव्याव्याव्याः & हात्यव्याः), क्रॅयायाययत्याद्ययाद्येयाया vocabulary 11 (pdf p. 92) हान्याहिन्दस्वाज्ञ्यः वञ्चरः विवा (review)	
ସଞ୍ଚ'ସଜ୍ୱି'ସ୍	אַד אָד אָד אָד אָז אָז אָז אָז אָד אָד אָד אָד אָד אָד אָד אַ	ڛٛ؆ؾڡؚڂؚڗۿڂ؞
Class 14	मन् महिन्दह्ति मु: र्ह्वन पु: र्	quiz
<i>ସ</i> ତ୍ତ୍ୱେଅସ୍	ာန္မွာၾရာက္ရန္ကား မိဖျာဆံရာက္ဆိုက္သားမွားျပီး (review for final exam)	ڟٚ؆ڗۿڂ
Class 15	मिन् महिन् माः क्षेत्र सुगागि सवा (student presentation)	final exam

*Lessons are subject to change-students will always be notified about changes to the schedule.

Evaluation and Grading Criteria

Instructors evaluate each student's performance based on following criteria. Final grades are assigned by the Academic Director in consultation with the language instructors on the basis of each instructor's evaluation, each student's own self-evaluation and the Academic Director's observation of each student.

Methods of Evaluation

Grammar (10%)

Grammar is an integral part of any language. It governs the composition of word order, conjugation, tenses etc. Grammar is evaluated by going through students' homework, test papers and speech.

Vocabulary (10%)

New vocabularies are introduced with the introduction of every new lesson. Some vocabularies are given more importance than others based on how often the vocabularies are used in daily lives and in the class. Students are also expected to acquire more vocabularies from conversation partners, homestay families and books and practice them.

Comprehension (10%)

Students are graded based on their ability to comprehend statements or questions and to answer or carry on the conversation accordingly.

Pronunciation and Fluency (10%)

Native pronunciation is not expected. However, students' pronunciation should be clear and comprehensible to classmates and others. Fluency is also taken into consideration.

Motivation and Attitude (10%)

Students are expected to be positive and enthusiastic towards the host culture and language class, and to be positive, encouraging and helpful to their classmates as well.

Attendance (10%)

Students are expected to attend all classes. If students get sick, have an important appointment, or have network issues they need to inform the teacher or re-schedule the class.

Language Use during Conversation Partner & Drill Class (10%)

Students need to use Tibetan as much as possible during one-on-one sessions with conversation partners and interactive online drill activities.

Tibetan script (10%)

Reading and Writing/Typing.

Progress (20%)

Students' progress is evaluated based on homework, quizzes and exams.

Oral proficiency interviews are conducted at the end of the semester to provide a measurement of students' overall linguistic progress.

Grading Scale: The grading scale for all classes is as follows:

94-100%	А
90-93%	A-
87-89%	B+
84-86%	В
80-83%	B-
77-79%	C+
74-76%	С
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Expectations and Policies

<u>Class attendance is mandatory</u> and unexcused absences will reduce the language grade (see attendance policies in the front matter of the syllabus). For online classes, this means being digitally present on the class platform promptly and for the entire duration of the class.

<u>Show up prepared</u>. Be online on time, have your assignments completed and points in mind for clarification. Complying with these elements raises the level of class discussion for everyone.

<u>Have assignments completed on schedule and done according to the specified requirements</u>. This will help ensure that your assignments are returned in a timely manner.

<u>Ask questions in class</u>. Teachers are highly respected in Nepal and among Tibetan and Himalayan peoples. Your polite and engaged behavior is expected.

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

<u>Respect differences of opinion</u> (classmates', teachers'). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also,

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refer to the specific information available in the Student Handbook and the program handbook given to you at Orientation.

Disability Services: For information about and support from Disability Services (DS) to facilitate an accessible educational experience, please contact SIT Disability services at <u>disabilityservices@sit.edu</u>. Additional information regarding SIT Disability Services can be found on the DS website at <u>http://studyabroad.sit.edu/disabilityservices</u>.