

ELT101.xxxx Elementary Tibetan 1 (Elem Tibetan 1)

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SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This is a course for those with little or no understanding of Tibetan. The course will focus on development of aural comprehension, and speaking and reading skills. Students will be expected to correctly produce the Tibetan sound system, master and reproduce basic sentence patterns, and achieve the ability to engage in basic Tibetan conversation.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites:

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as **Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways)**. Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- Communicate orally in Tibetan on subjects covered in the topical outline.
- Understand a native speaker of Tibetan in a controlled situation.
- Read graded texts in Tibetan and identify the main ideas within the topical outline of the course.

- Write short paragraphs demonstrating control of idiomatic Tibetan.
- Use the Tibetan alphabet and write and spell a basic number of words.
- Present research projects on aspects of Tibetan life and culture that they have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

Grades: Your final grade will be determined based on the following evaluation points.

- Midterm 10%
- Final exam 30%
- Tests (4 quizzes x10) 40%
- Classwork 10%
- Presentation 10%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 01: Introduction to the course. Greetings and gratitude phrases. Introduction to the Tibetan alphabet—the 30 consonants. Reading and writing practice.
Week 2 [Insert DATE]	Week 02: Basic personal pronouns. Single and combined consonants which have meaning. Practice of vowels in combination with consonants. Spelling. Test 1
Week 3 [Insert DATE]	Week 03: Linking verbs and sentences. Introduction of ten suffixes, practice forming simple words with suffixes. Practice reading with traditional spelling.
Week 4 [Insert DATE]	Week 04: Verbs ཡོད། and རྟུག།; and མེད། and མེད་ལྟུག།; the two post-suffixes and their rules; the five prefixes and their base-syllables; practice in making simple words with prefixes and suffixes. Test 2
Week 5 [Insert DATE]	Week 05: Verbs ཡོན། ཡོད། རྟུག་རེད།; the seven ya-tas and eleven ra-tas, and making some simple words of these subjoined letters with vowels, suffixes, and prefixes. Practice reading and writing.
Week 6 [Insert DATE]	Week 06: Words—འདོ། and རོ།; the six lab-tas; the twelve ra-headed letters; combining them with vowels, prefixes and suffixes. Practice of reading noticing the change in pronunciation. Writing practice.
Week 7 [Insert DATE]	Week 07: Review for the Midterm Exam. Midterm Exam.
Week 8 [Insert DATE]	Week 08: Interrogative words and sentences; the ten la-headed letters; eleven sa-headed letters; combining them with vowels, prefixes, suffixes, and subjoined letters; reading them noticing the change in pronunciations.
Week 9 [Insert DATE]	Week 09: Time related words and expressions. Introducing the case particles (ཡང་ན་ན་རྗེས་པ་པར་བརྟུན་) signifying to, in, at, or on. Practice reading and writing. Test 3.

Week 10 [Insert DATE]	Week 10: Introduction to the five particles of possessive case (འདྲེན་ལྟན་གྱི་ཚིག་པ་ལྔ་ལྟར་།) signifying possession, and the five particles of instrumental case (འདྲེན་ལྟན་གྱི་ཚིག་པ་ལྔ་ལྟར་།) denoting action. Making simple sentences with the particles. Practice reading and writing.
Week 11 [Insert DATE]	Week 11: Uses of རྟེན་ལྟན་། and རྟེན་ལྟན་། in making sentences or in certain common expressions. The eleven ending-words. Punctuations: tseg “.” (period) and shad “ ” (stroke), and their usage. Identification of the parts of sentences (word order). Practice reading and writing. Test 4.
Week 12 [Insert DATE]	Week 12: Construction of simple sentences using the appropriate word order. Oral Presentations.
Final [Insert DATE]	Week 13: Final Exam.

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before

the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded.” (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).