

## ELT102.xxxx Elementary Tibetan 2 (Elem Tibetan 2)

INSTRUCTORS\_NAME <instructors\_email@lagcc.cuny.edu>  
<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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### Instructor's Information

**Instructor:** INSTRUCTORS\_NAME  
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**Tel:** 718-482-5460  
**Office:** B-234  
**Office Hours:** xxx  
**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 course is a continuation of Elementary Tibetan 1. The course will focus on development of aural comprehension, 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 at an advanced basic to low intermediate level.

**Section Description:** INSERT COURSE DESCRIPTION

**Prerequisites:** ELT101 or Exemption exam

**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 within the topical outline of the course.

- Write short paragraphs demonstrating control of idiomatic Tibetan.
- Utilize the writing systems in Tibetan.
- Present research projects on aspects of Tibetan 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]	<p>Week 01</p> <p>Brief introduction to the course; discussion on objectives of the course and moral requirements for better learning and achievement; review of students' knowledge in reading, writing, comprehension, and Tibetan grammar.</p> <p>Reading: from the first chapter of "Elegant Sayings of Sakaya" (selected part of prose); underline important words from the text while/after reading, to build vocabulary list.</p> <p>Writing and Grammar: Review: the thirty consonants, four vowels, ten suffixes, two post-suffixes, and five prefixes; exercise in making words of consonants; consonants combined with vowels; consonants combined with suffixes, and prefixes; writing down the important words for building vocabulary. Homework.</p>
Week 2 [Insert DATE]	<p>Week 02</p> <p>Revision and discussions</p>
Week 3 [Insert DATE]	<p>Week 03</p> <p>Test. Revision and discussion of homework. Reading: first chapter of "Elegant Sayings of Sakaya" (selected part in prose); underline the main words and add them to the glossary.</p> <p>Grammar and Writing: Review of headed-letters: ra-headed, la-headed, and sa-headed (ར་མག་   ལ་མག་   ས་མག་   ); practice them in combination with vowels, suffixes, prefixes, and subjoining: reading and writing down relevant vocabulary; Write down the highlighted words and other relevant vocabulary.</p> <p>Homework.</p>
Week 4 [Insert DATE]	<p>Week 04</p>





**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).