
PANDEMIC CHANGES

Given the COVID-19 pandemic state, the University of British Columbia has directed all UBC programs to postpone or redesign courses to be delivered online (COVID-19 – Status of summer terms, UBC Broadcast March 25, 2020). As a result, this course has been redesigned to be delivered online. While the course will necessarily be adapted for an online format, we are committed to offering a community-engaged experience and immersive language learning in the relevant cultural context.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Tibetan Language in a Community Context	TIBT 390 921	3 credits

Class Time	Class Location	Session Term
You are expected to make yourself available to meet virtually on the following dates and times: From May 11 to May 22 <ul style="list-style-type: none">Mon to Thursday: 9:00 am - 12:30 pmFriday: 9:00 am - 2:30 pm	UBC Canvas Site CollabUltra	2020ST1

Prerequisites

None.

Course Structure

The course will be entirely taught through the internet. Our online conversational Tibetan language class offers you a real-time virtual classroom where you can see and interact with your instructor, classmates and community members. Each week, you log in at a set time to your virtual classroom using our easy-to-use learning management platform, UBC Canvas System. Students can access all course materials, presentations, quizzes, assignments, and tutorials online through Canvas.

Monday - Thursday

9:00-10:30am	Synchronous session 1	Instructor online with students (lecture, discussion)
10:30-11:00am	Break	
11:00-11:30am	Asynchronous session	Students work in group or participate in community partner event.
11:30-12:30pm	Synchronous session 2	Instructor online with students (review work done)

Friday

9:00-10:30am	Synchronous session 1. Instructor online with students (lecture, discussion)
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10:30-11:00am	Break
11:00-11:30am	Asynchronous session Students complete work individually or in small groups
11:30-12:30pm	Synchronous session 2 Instructor online with students (review work done)
12:30-1:00pm	Break
1:00-2:30pm	Synchronous session 3 Virtual Community Engagement activity

Announcements

You are responsible for reading all announcements posted on Canvas. You must check the announcements each time you login, and make sure to read all the current announcements. Announcements will be automatically visible upon login to the course site in Canvas but they will be timed – will be visible only for a few days. If you want to see all announcements, you will have to click on the “view all” button.

Discussion Board

Students may use the Discussion Board for class discussions on various topics dealing with the material covered in the course. Students also may use the Discussion Board to ask the instructor questions that are of general interest to the class. The instructor will open discussion forums and threads as needed, and respond to any questions or concerns posted on the Discussion Board on timely manner. Students may also contact the instructor by email for specific individual questions. The discussion board should be used only for course related questions and issues. Any student who tries to use the discussion board for any other purpose will be blocked from the discussion board.

Participation Expectations

- Log in to Canvas and engage with instructor, peers, course activities, and course tools every day;
- notify the instructor as soon as possible about any unplanned absences and take steps to prepare work for early or late submission, per the course make-up policy, and schedule submissions with the instructor;
- check weekly announcements, course calendars, and activity checklists in Canvas, in order to stay up to date with assignments;
- complete work on time in order to contribute to the community of learners;
- actively engage in live and asynchronous activities;

INSTRUCTOR INFORMATION

Course Instructor	Sonam Chusang Email: sonam.chusang@ubc.ca Mobile: 604-446-8705 Office Hours: Online (collabUltra) Tuesday 12 th , from 1:00pm - 2:30pm Tuesday 19 th , from 1:00pm - 2:30pm
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Faculty Course Coordinator	Dr Tsering Shakya Institute of Asian Research /SPPGA 1855 West Mall Vancouver, BC Canada V6T 1Z2 Email: tshakya@mail.ubc.ca Cell: 778-998-2422
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Course Overview

This is an intensive 3-credit introductory Tibetan language course offered by the Department of Asian Studies and the UBC Himalaya Program and this year it will be offered online. This course will cover colloquial Tibetan grammar from beginner to a conversational level, along with community-engaged programs in collaboration with the Tibetan community in the Lower Mainland. The grammar lessons will be aligned with the online community programs, where students will have learned everyday phrases, grammar structures, and vocabulary to engage with community members using Tibetan. Introducing language and culture in an active and live setting does not only offer a rich and meaningful learning experience, but will also encourage and equip students to continue learning Tibetan and keep the connection with the community beyond the course.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. **Demonstrate** correct formation of sentences for everyday communication (i.e. introducing themselves, greeting others, using parting expressions, exchanging phone numbers, asking prices, describing the weather, talking about family members, and where they go to school). **LO1**
2. **Evaluate** short audio dialogues between native speakers on specific topics. **LO2**
3. Use honorific language appropriate when speaking to others and community members. **LO3**
4. **Produce** correct pronunciations of Tibetan consonants and simple Tibetan syllables. **LO4**
5. **Write** Tibetan syllables and words using the correct stroke order. **LO5**
6. **Apply** correct Tibetan vocabulary to describe dishes and ingredients for traditional Tibetan food. **LO6**
7. **Demonstrate** Tibetan language understanding while singing Tibetan songs. **LO7**
8. **Develop** cultural and historical knowledge about transnational Tibetan community experiences. **LO8**

Course Format: Assessment, Evaluation and Grading

Attendance and Participation	10 %	Attendance (5%), Participation in class (5%)
Homework - Audio & Written	20 %	Audio submission (10%), Written submission (10%)
Quizzes	20 %	Canvas Quizzes (10%), In-Class Quizzes (10%)

Script Writing Assignments	10 %	Daily writing exercise (10%)
Reflection Journal	10 %	Short reflection detail community visit (10%)
Community Visit	15 %	Attendance (3%) Participation (6%) Assignment (6%)
Oral Exam	15 %	One on one oral exam with instructor
%	Description	
10%	<p>Participation</p> <p>Student participation in class constitutes an important component of the final grade and will be assessed throughout the term. In class, you are expected to participate actively in group activities and discussions. All students must complete the readings and watch or listen to any required audio-visual resources and be prepared to discuss them. Attendance will be taken.</p> <p>If you are unable to attend class, please follow appropriate procedures to document your absence based on illness or compassionate circumstances and communicate this to the Graduate Teaching Assistant by email (in advance, when possible). Excessive absences, tardiness, disruptions and other disrespectful behaviour will seriously impact your participation grade. The chart below outlines the evaluation criteria that are used in this course to determine participation grades.</p>	

Mark	Category	Participation Criteria
9 -10	Outstanding	Continually encouraging and supportive of others. Continuously engaged in classroom activities. Active leadership role in class. Volunteers information and facilitates the learning of others. 100% punctual attendance. Excellent attitude and effort.

7 - 8	Very Good	Demonstrates leadership and active support with peers. Near 100% punctual attendance. Positive attitude and high level of effort.
5 - 6	Adequate	Works well with others, willing to contribute toward class discussion. 1-2 days late and/or absent. Satisfactory effort and attitude.
3 - 4	Minimal	Only occasional contribution given during class. More than 2 days late and/or absent. Motivation and initiative low. Minimal effort.
0 - 2	Poor	Little to no contribution during class. Poor punctuality and attendance record. Attitude, participation and effort do not meet acceptable standard.

20% Homework - Audio submission & Written submission

- Homework will be made available on Canvas, (**10% for oral assignments & 10% for written assignments**). These exercises will require students to demonstrate their listening comprehension skills based on the grammar and vocabulary covered during each lesson. Audio format questions will be assigned on Canvas and the students are required to answer them by recording their answer. Language learning written assignments on Canvas will be aligned with the audio-based assignment so that students are able to learn the content using all four language learning skills (listening, speaking, reading, and writing). Some written assignments will also require students to demonstrate their knowledge of the assigned reading related to the Tibetan diaspora and community-engaged learning. Successful completion of both the written and audio homework assignments is critical to fulfilling all Learning Outcomes, 1-8.
- This class participation is crucial to fulfilling **Learning Outcomes 1-5 and 8**.

20% Quizzes

- Canvas Quizzes (10%):** The short daily canvas quizzes are designed for students to master the material covered in each lesson through classroom lecture, activities, and conversation practice. The format allows students multiple attempts at the quizzes until they have a satisfactory grade, with the goal of providing students the opportunity to practice as many

times as is required for them to gain the desired competency. Please see the attached rubric guideline at the end of the syllabus.

- **In-Class Quizzes (10%):** The daily in-class quizzes are generated from the Canvas quizzes. As all materials come from the original Canvas quizzes, students have full access to the content prior to the in-class quizzes. As the Canvas quizzes are based on content from classroom lecture, activities, and conversation practice, students are provided every opportunity to fully master the material prior to the assessment of in-class quizzes. Please see the attached rubric guideline at the end of the syllabus.
- Quizzes of both formats are crucial to fulfilling **Learning Outcomes 1-5 and 8**.

10% Script Writing Assignments

- Scriptwriting and practice worksheets will be made available for the students on a daily basis. The worksheets clearly demonstrate the correct stroke order so that students learn the proper way of writing Tibetan letters, syllables, and words.
- These assessments are crucial to fulfilling **Learning Outcome 5**.

10% Reflection journal

- Students will keep a reflection journal, written in English, and after each community visit, are required to write the details of their experience in these cultural events. This is an essential activity to ensure students reflect on cultural knowledge gained from community interaction. Please see the end of the syllabus, following the course schedule, for more information, including specific questions that must be answered in the journal entries.
- This reflection journal is crucial for fulfilling **Learning Outcome 8**.

15% Community Engaged Activities

- **Assignment (6%):** Students must provide written answers based on assigned questions regarding each community event. These questions will be specific to the particular community event and community members present.
- **Attendance (3%):** Students must attend all the community events and lack of attendance will result in reduction of 0.5% per event.
- **Participation (6%):** Active student participation will be vital components of successful learning through the community events. Therefore, student will be required to actively participate in these engaged programs.
- These community visits are crucial to fulfilling all **Learning Outcomes, 1-8**.

15% Oral Exam

- At the end of course, students will take a one-on-one oral exam with the instructor assessing the vocabulary, grammar, and cultural content learned throughout the course. This will occur during class time on the last two days of the course. When not being evaluated, the other students will practice their language skills with their peers using worksheets provided by the instructor.
- The Oral Exam will be evaluated according to **Rubric #1**
- This class participation is crucial to fulfilling **Learning Outcomes 1-5 and 8**

Tibetan Languages Resources

Tibetan: Beginner's Script & Pronunciation Booklet

Sonam R. Chusang.

Tibetan: Conversation & Grammar Booklet

Sonam R. Chusang

English Tibetan Dictionary

<http://www.tsikzoe.net/>

Tibetan 390 Quizlet Folder

<https://quizlet.com/join/6bhXp5Q7F>

Tibetan Song: Aku Pema

<https://www.youtube.com/watch?v=E-yRZiBgAxo>

Community Engagement Event Resources

Tsengdok Monastery

<https://www.tsengdokrinpoche.com/>

Artist Kalsang Dawa

<https://www.kalsangdawa.com/>

Singer Jamyang Yeshi

<https://www.cultureunplugged.com/documentary/watch-online/play/50989/Shining-Spirit--The-Musical-Journey-of-Jamyang-Yeshe>

Required Readings

Students are required to complete the assigned readings and post their comments of one paragraph in the Discussion Board on Canvas each week.

Week One

Shakya, Tsering. 2017. "Twice removed: Tibetans in North America." *Himal South Asian*, 27.4, pp:118-128.

Week Two

Logan, Jennifer & Robert Murdie. 2016. "Home in Canada? The Settlement Experiences of Tibetans in Parkdale, Toronto." Journal of International Migration & Integration (2016) 17: 95. <https://doi.org/10.1007/s12134-014-0382-0>

Optional Readings

Grain, Kari M. and Darren E. Lund. 2016. "The Social Justice Turn: Cultivating 'Critical Hope' in an Age of Despair." Michigan Journal of Community Service Learning. Fall 2016: 45-59.

Lee, Christelle Palpacuer, Jessie H. Curtis, and Mary E. Curran. 2018. "Shaping the vision for service-learning in language education." Foreign Language Annals. (2018) 51: 169-184.

Course Outline

May 11th	གཟུང་ལྷོ་བ། • Sa Dawa • Monday	(9:00am-12:30pm)
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Greetings

Hello

How are you?

Grammar

To be verb endings: is/are

[A is B, is A B?, A is B, isn't it?]

Article

Pronouns

Demonstratives

Plural Markers

Possessive Markers

Locative Markers

Honorific Markers

Script study

30 Consonants

4 Vowels

Example vocabulary

Vocabulary:

Numbers - Cardinal 1-10

Numbers - Ordinal 1-10

Family and Relations

Basic Nouns

May 12th	གཟུང་མིག་དམར། • Sa Migmar • Tuesday	(9:00am-12:30pm)
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Grammar

To be and *to have* verb endings: is/are and has/have

[A has B, does A has B?, A has B, right?]

[A is in B, is A in B? A is in B, right?]

Prepositions

Question Particles

Connecting Particles

Script study

3 Superscript letter

Example vocabulary

Vocabulary:

Numbers Cardinal 11-100

Numbers - Ordinal 11-100

Places

Walks of Life

Language Partners - Session I (Tenzin Youdon, Tenzin Kyap, Tenzin Jinpa)

Topic: Practice greetings and pronunciation of Tibetan Script (letters & vowels).

Time: 11am -11:30am

May 13th

གཟལ་ལྷན་པ། • Sa Lhakpa • Wednesday

(9:00am-12:30pm)

Grammar

To be verb endings: is/are and has/have

[A likes B, does A likes B? A likes B, right?]

[A is B, is A B? A is B, right?] (adjectives)

Adjectives and adjectival suffixes

Connecting Particles

Script study

3 Subscript letters

Example vocabulary

Vocabulary:

Numbers 100-100000

Adjectives

Time: day, date, month, and year.

May 14th

གཞན་ཕུར་བུ། • Sa Phurpu • Thursday

(9:00am-12:30pm)

Grammar

Imperative verbs
Verbs - Present Tense
Agentive Markers

Script Study

Folded letters
Example vocabulary

Vocabulary

Everyday verbs
Time: hour and minutes
Fields of study
Weather words
Musical instruments

Learn Tibetan song “Aku Pema” with Jamyang Yeshe - I

Topic: Students will learn “Aku Pema” Tibetan song. Jamyang will also introduce and play the Dramnyn, a Tibetan string instrument.

Time: 11am -11:30am

May 15th

གཞན་པ་སངས། • Sa Pasang • Friday

(9:00am-2:30pm)

Grammar

Verb-Past Tenses
Verb: *want* and *let's*

Script Study

10 Suffix letters
2 Second suffix letters
Example vocabulary

Vocabulary

Food and Drinks
Art related vocabulary
Name of common Buddhist thangkas

Introduction to Tibetan thangka art with Kalsang Dawa

Topic: Kalsang Dawa will introduce students to the traditional Tibetan art of Thangka and contemporary Tibetan art. This will include a virtual tour of Kalsang's studio and a description of materials and processes used in creating thangka. The event will end with a question and answer session with Kalsang Dawa.

Time: 1pm -2:30pm

Weekend Reading Assignment

Shakya, Tsering. 2017. "Twice removed: Tibetans in North America." *Himal South Asian*, 27.4, pp:118-128.

Students are required to complete the assigned readings and post their one paragraph comments on the Canvas Discussion Board by Sunday.

May 18 th	གཟའ་མཇུག • Sa Dawa • Monday	(9:00am-12:30pm)
Grammar		
Verbs - Future Tense		
Verb: <i>have to</i> and <i>need to</i>		
Script Study		
5 Prefix letters		
Example vocabulary		
Vocabulary		
Fruits and Vegetable		
Parts of the body		
Guest speaker, Professor Tsering Shakya		
Topic: Professor Shakya will give brief overview of his article "Twice removed: Tibetans in North America" to the students followed by a question and answer interaction.		
Time: 11pm -11:30am		

Monday Movie Assignment

Students are required to watch *Shining Spirit: The Musical Journey of Jamyang Yeshe*.

May 19th གཟའ་མིག་དམར། • **Sa Migmar • Tuesday** **(9:00am-12:30pm)**

Grammar

Verbs - Perfect Tense
Conditionals: *if* and *when*

Script study

Review script

Vocabulary

Colors
Clothes
Names of countries

Language Partners – Session II (Tenzin Youdon, Tenzin Kyap, Tenzin Jinpa)

Topic: Practice greetings and pronunciation of Tibetan
Script (subscript letters).
Time: 11am -11:30am

May 20th གཟའ་ལྷག་པ། • **Sa Lhakpa • Wednesday** **(9:00am-12:30pm)**

Grammar

Unintentional verbs
Probabilities

Script study

Review script

Vocabulary

Common unintentional verbs
Words related to feeling
Illnesses

May 21th

གཟུང་ལུང་གླུ། • Sa Phurpu • Thursday

(9:00am-12:30pm)

Grammar

Nominal particles
Whether or not

Script Study

Review script

Vocabulary

Hobbies
Famous singers

Learn Tibetan song “Aku Pema” with Jamyang Yeshe - II

Topic: Students will continue to learn “Aku Pema” and interact
About the film *Shining Spirit: The Musical Journey of Jamyang Yeshe*.

Time: 11am -11:30am

May 22th

གཟུང་པ་སངས། • Sa Pasang • Friday

(9:00am-2:30pm)

Grammar

Secondary Verbs
Adverb

Script study

Review scripts

Vocabulary

Altar items in shrine room

Virtual Tour of Tsengdok Monastery

Topic: Students will get short virtual tour of the monastery.
Following this, students will listen to chant lead by Gen Sopa. Then Tsengdok Rinpoche will give a talk themed “Buddhism in modern world”. The session will end with an opportunity to have a question and answer session with Rinpoche.

Time: 1pm -2:30pm

Reflection journal Assignment Due: May 24th

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

Academic Accommodation for Students with Disabilities

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with [Access & Diversity](#). A&D will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with Access and Diversity should the accommodations affect the essential learning outcomes of a course.

Conflicting Responsibilities

UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their

instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.

Daily Reflection Journal Assignment Instructions

After each day's class, we will ask students to take a moment to reflect on that day's activities, whether it involved learning in the classroom, meeting with guest visitors or visiting community sites. The journal provides a space for you to review your own learning, and set goals for the next day. This is an important tool to ensure that you get the most out of the intensive course format, as well as a way to capture your experience as it is happening in order to share feedback with your instructor and the course coordinators about your experience later. The points suggested below are guidelines; it is not necessary to address each of point every day.

Days on campus (approximately 200 words): Please take a moment to reflect on the day's lesson and write a statement that addresses some of the following points.

- What language skills did you learn?
- What had you hoped to learn?
- What was the most rewarding part of the day for you?
- What was the most challenging part of the day for you?
- How did the class activities help shape your learning experience?
- Did you gain any cultural knowledge?
- What are your goals for the next day's session?

Off-Campus Site Visits (approximately 200-400 words): Please take a moment at the end of each day to reflect on your experiences, and write a statement that addresses some of the following points.

- What site did you visit and who did you meet?
- What language skills did you practice?
- What cultural knowledge did you gain?
- How did you interact with community partners?
- What was the most rewarding part of the day for you?
- What was the most challenging part of the day for you?

- How did the site itself shape your learning experience?
- How will you build upon what you learned in the next day(s) of class?

Your journal should have 10 dated entries covering Days 1 – 10, each of the days of the class. Please collate all journal entries in a single Word or PDF doc. Journals should be submitted as a single document by email with the subject TIBT 390 Daily Reflection Journal - Nepali/Tibetan (select appropriate language) to sonam.chusang@ubc.ca by 12pm on Monday, May 25th. Please ensure that your name is on the document.

All journals submitted on time with complete entries will automatically receive the full 10% of course marks that this assignment carries. The content itself will not be assessed, so please feel free to express yourself openly (highlighting both what went well and what could be improved upon) and in the style that is most comfortable to you. Please feel free to also use the journal to share further suggestions about how we might develop program components in the future.