

**Fall Semester 2007: Kechwa I or *Kallari Runa Ximi Yachay*
Introduction to an Indigenous Language**

318 Bailey Hall
Monday, Wednesday and Friday
10 to 10:50 am

Instructor: Nina Kinti-Moss
Latin Am. Studies: 1440 Jayhawk Blvd. #320
Office Hours: by appointment or after each class
Office phone: 864-4213 (leave a message for Nina)
Final test: **Dec. 10th** 7:30-10 am
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Introduction:

With perhaps 12 or more million native speakers, **Kechwa** is the most widely spoken indigenous language of Abya Yala (the Americas). Kechwa, or Quechua, or as native speakers call our language, ***Runa Ximi***, is widely spoken throughout what was once the Inka Empire—the highlands and some Amazonian areas of Ecuador, Peru and Bolivia and smaller parts of Chile, Argentina and Colombia. From the 1200s to the time of the Spanish invasion, the Inkas expanded their empire through the conquest of kingdoms and nations. They introduced their religion and made Kechwa the official language of their empire. The Spanish, after their invasion and displacement of the Inka royalty, kept Kechwa as the official language of their early colonies and further consolidated and expanded its use among subjugated indigenous nations.

Course Objectives:

- 1) By the end of the first semester, students will be able to write simple phrases and sentences in *Runa Ximi* and be able to communicate verbally with simple phrases and sentences.
- 2) Each student will write games, stories or jokes as a final project. The goal is to give back to the language and to create new materials in Kechwa for future students.

Methodology:

This course will be taught using short dramatizations, drills, and demonstrations through pictures. My aim is to familiarize students with the common usage of *Runa Ximi* or Kechwa so that they absorb its structure and rules. There will be some formal discussions of nouns, adverbs, verbs and their suffixes and rules of order, and of dialectical variations between Salasaka Kechwa and Unified Kechwa, but in general, this course aims to impart the basic skills of common usage, not a theoretical understanding of the language.

Texts:

<i>Ch</i>	<i>ch'</i>
<i>K</i>	<i>k'</i>
<i>P</i>	<i>p'</i>
	<i>q</i>
<i>T</i>	<i>t'</i>

IMPORTANT: students will learn different greetings

Aug. 27-29

introduction to lesson 1

suffixes *-chu, -mi*

1. learn sounds *w/, ai, j, ñ, p, x = sh*
2. suffixes *-ka, -pix (pish), -pash*
3. learn verb "to be" *kana* in singular
4. vocabulary
5. practice
6. questions

Aug. 31

introduction to lesson 2

Sep. 3

labor day

Sep. 5-7

Functions of -ka, -pak and -pix

1. demonstratives *kay* and *chay*
2. exercises with *kay* and *chay*
3. pronouns singular and plurals
4. dialogue with classmates
5. Kechwa nouns
6. family members in Kechwa
7. Kechwa expressions

Sep. 10-12

review lessons 1-2 and greetings

Sep. 14

1st quiz

Sept. 17-19

introduction to lesson 3

1. new vocabulary
2. read the model and dialogue
3. suffixes *-may -man, -tak* and *-gu* progressive
4. adverbial suffix *-man* in three forms
5. function of suffix *-manta* in three forms
6. function of suffix *-mu*
7. exercise with classmates
8. numbers in Kechwa 1-20 (prepare a game)

Sep. 21

Sep. 24

Students divide in two groups and play a game in Kechwa

Sep. 26

lesson 4

1. nominal suffix *-na* infinitives
2. verb roots vs. stems
3. suffix *-nata* infinitive objects
4. agentive *-j*
5. exercise with agentives
5. play games with related suffixes students learned

Sep. 28

2nd quiz

Oct. 1

two groups play a game in Kechwa

Oct. 3- 5

Introduction to lessons 5 and 6

Oct. 8

1. direct object marker *-ta* and *-nata*
2. the indefinite adjectives: *mayjan*, *ch'ikan*, *wakin*, *Tawka* or *tauga*, *tukuy*, *mana ima*, *mana pi*.
3. emphatic suffixes *-chu*, *-mi*, *-ka*, *pix* (*-pish*)
4. exercise with each one
5. draw a picture and explain in Kechwa the activities that Kechwa people typically do using the indefinite adjectives or substituting for names
6. numbers 20-100 in Kechwa

Oct. 10

Oct. 12

3rd quiz

Oct. 15

Introduction to lesson 7

1. learn the new vocabulary
2. read the models in Kechwa
3. read a story "Sumak Achqomanta" discuss it
4. write a similar story and read it to the class
5. exercise with vocabulary you have learned
6. questions and responses

Oct. 17

Introduction to lesson 8

1. learn adjectives, *llaki*, *ruqu*, *mawka* etc.
2. vocabulary on family terms
3. space and position adverbs such: *mayman*, *maypi* etc.
4. read models in Kechwa and discuss them
5. read story "*Tayta Panchi achpapi yapun*"
6. discuss the story and write your own
7. suffixes ***-ngapak***, ***-pakman***, ***-pakmanta***
8. write exercises using the suffixes above
9. use of Kechwa prohibitive "*ama*"
10. write a poem in Kechwa related to the season
11. use suffix *-pix* in kinship terms

Oct. 19

Class discussion, and answer questions about games in

class.

Oct. 22

Introduction lesson 9

1. learn colors in Kechwa
2. read story *Juanapak Apiumanta*
3. questions about the story in Kechwa
4. use of *-pa*, *-wa* and suffix *-lla*
5. write a story in Kechwa
6. questions on lesson 9
7. practice using sentences and names of your class mates
8. verb suffix *-gri*

Oct. 24

game

Oct. 26

continue lesson 9

Oct. 29

Review for the quiz

Oct. 31

4th QUIZ

Nov. 2

Movie “The Incas Remembered”

write a reaction one hole page paper from the movie in Kechwa

Nov. 5

Discussion about the movie and write a Conclusion in Kechwa. Use new words from the movie.

Nov. 7

introduction on lesson 10

1. negative imperatives *mana -chu*
2. prohibitive imperative *ama*
3. *-ngapak* “in order to” exercise
4. how to read time in Kechwa
5. practice with combinations of suffixes and past and future tense

Nov. 9

game in Kechwa

Nov. 12

Continue lesson 10

1. immediate imperatives *i (y)*, *chik*, e.g. singular: *xami*, plural: *xamichik* or *xamuychik*
2. practice imperatives with your class mates
3. verb suffixes *wa (hua)*, followed by *ku*; *ri* (go), *richik*, *wasiman ri* go home
4. person, tense, suffix: politeness
xamupay = *shamupay* please come in
xamupaychik please all come in

5. practice using imperatives & polite imperatives
6. future plural imperatives, e.g. *xamupanguichik* will you all come
7. practice with your classmates
8. new vocabulary, review questions and discussion

Nov. 14, 16

9. noun plural ***kuna***; practice using ***kuna***
10. verb plural suffixes *chik*; and exercise
11. negative imperatives or prohibitive, e.g. *ama xinaychu*, *ama xina ruraychu* don't do it like that
12. practice as much as you can

Nov. 19-23

Fall recess

Nov. 26, 28, 30

Review grammar from lesson 1 to 10

Dec. 3

game in Kechwa or discussion for the quiz

Dec. 5

5th quiz

Dec. 7

INDIVIDUAL PROJECTS DUE

FINAL EXAM

Dec. 10th from 7:30 am to 10:00 am.

NOTE: The above schedule is a map to where we want to go. We may be able to cover some materials more quickly, or need to take more time with other, more difficult concepts. Make-up quizzes will be scheduled according to special need.