

Syllabus: ELEMENTARY Kechwa or Kallari Runa Ximi Yachay

Spring Semester 2008: Monday, Wednesday and Friday, 10:00am
Class meets in room 318 Bailey Hall

Instructor: Nina Kinti-Moss
Office: Latin Am. Studies, Bailey Hall #320
Office Hours: by appointment
Office phone: 864-4213 (leave a message for Nina)
Final Exam: **Wed. May 14. Time 7:30 am- 10am**
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Introduction:

With perhaps 10 to 13 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** (*rue-na shemi*), 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) By the end of the second semester, students will be able to publicly perform one or more mini-dramas entirely in Kechwa and demonstrate their understanding of all aspects of the performances.
- 3) Each student will write a paper, create games, translate children's stories as a final project. The goal is to give back to the language and to create new materials in Kechwa, especially materials that may be used by Kechwa children in the Katitawa school in Salasaka, Ecuador, South America.

Methodology:

This course will be taught using games, short phrases, 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.

Final Individual Projects:

Undergraduate students will translate children's books into a level suitable for use by first-graders. Each translation should be at least 8 pages long, excluding title pages or indices—with each page having a picture occupying half the page with half a page of text below the picture. If a student writes an original story—a story for which the student is the original author—the story

must have a minimum of 6 pages, excluding title or index pages. Each of the 8 pages of text must have a picture occupying half the page with half a page of text below the picture.

Graduate students will also translate children's books for use at the first grade level, but the translation should be 12 text-pages long. If the student writes his or her own original story, the story must be a minimum of 10 text-pages long. Again, each of the text pages must have a picture occupying half the page with half a page of text below the picture.

If anyone has doubts about the suitability of the books or stories being considered for translation, please contact me no later than the last week of March.

Monday, April 30th: First draft of your translation is due. **I strongly suggest that you submit a first draft before April 30th. If the project is late, I will not be able to help you in correcting it.** I must be strict about this deadline so that I will have time to review and provide feedback for each project and you will have time to edit and improve yours before the final due date of May 9th. My standards are high—the final project should be neat, well-designed, and at a level suitable to show a potential publisher.

Texts:

- 1 Lessons 1-10 written by the instructor will be purchased at the Center for Latin American studies.
- 2 A Kechwa dictionary compiled by Baltazar Masaquiza and arranged by students from fall 2004 and spring 2005 will be posted on the Kechwa website. Students can download and copy it. In addition, the instructor will add a dictionary compiled by Adam Benfer for the fall, 2006 Kechwa II class.
- 3 Photocopies of Kechwa materials from different sources will be presented by the instructor as needed.

Supplemental Materials:

- Children's Kechwa books will be presented during the class, read and rewritten in short paragraphs with new interpretations;
- Children's stories will be read and critiqued by the students;
- Children's Kechwa games will be presented during the class and played.

Exams & Grades:	Class participation homework.....	05 points
	5 quizzes.....	50
	5 surprised quizzes	10
	1 final project in Kechwa	05
	Final exam.....	30

Grades:

- 90 -100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 50 - ≥ = F

Expectations:

Class participation and preparation are essential in order to gain progressive understanding of the language. Every class will have homework. Do your best *not* to miss any classes. Students who are habitually late to class might miss the surprise quiz and lose 2 points on that test. Students can miss three classes without losing any points. After those three absences students who miss a class will lose 1 point for each absence. I

won't be able to give individual classes for a student who habitually comes late or misses classes.

Tests:

In general, each time we progress 2 chapters through the lessons, there will be a summary quiz on those 2 lessons. Each quiz will involve translations from English into Kechwa, and alterations in the meaning of some Kechwa phrases and sentences.

Some quizzes will have multiple choice questions, and some questions will require that you write paragraphs in Kechwa about a given picture or situation.

There will be **no make up test**, unless the student is severely ill. If you miss due to severe illness you must present a doctor's note to substantiate the illness. I will do my best to accommodate special needs but can only do so within the limited resources and goals of the class. Test preparation takes a lot of time and I won't be able to create individual tests for those who miss quizzes or exams.

Jan. 18

1. Introduce names
2. Introduction to Kechwa and to each other

Jan. 21

Martin Luther King's Day

Jan. 23

lesson 1

Explanation of dialectical variations among Kechwa speakers, pronunciation of Kechwa, accents.

1. suffix *-lla* in sentence
2. aspirated sounds in Kechwa : *ch', k', p', t', q'*
3. sounds of *gui, n, r*
4. suffixes *-chu, -mi*

Jan. 25, 28

5. **IMPORTANT:** students will learn different greetings
review lesson 1
bring questions

Jan. 30

introduction to lesson 2

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. suffixes *mi, ka, chu*
5. practice
6. questions

Feb. 1, 4

Continuation of lesson 2

1. review greetings, bring questions

Feb. 6, 8

first quiz

Feb. 11, 13

lesson 3

verbs in past tense
past progressives
negative past tense
negative progressive

Feb. 15, 18

1. new vocabulary

- 2. learn sounds *hu (wawa), ki (gui, qui)*
 - 3. suffixes *-chu, -mi, -ka, -pix (-pash)*
 - 4. adverbial suffix *-man*
 - 5. neutral suffixes, *-tak* or *(-tac)*
 - 6. verb suffixes, *ku (-cu)*
 - 7. practice the exercises
 - 7. review greetings
 - 8. learn 2nd and 3rd function of ***-man***
- Feb. 20, 22**
- 1. three functions of ***-manta***
 - 2. function of infix *-mu*
 - 3. **Market Drama** using *maxna* ; Some will be vendors and buyers
 - 4. **write a diary in Kechwa**
- Feb. 25, 27, 29**
- Mar. 3**
- lesson 4 and 5**
- 1. The function of ***-na infinitive***
 - 2. verb roots vs. stems
 - 3. direct object marker *-ta*
- Mar 5, 7, 10**
- 1. demonstrative *kay, chay*
 - 2. vocabulary
 - 3. agentive *-j*
 - 4. infinitive object marker *-nata*
 - 5. learn Kechwa plurals
 - 6. pronoun substitutes *kayxoq* and *chayxoq*
 - 7. practice with exercise
 - 8. write a diary in Kechwa
- Mar. 12**
- 3rd quiz**
- Mar. 14, 17**
- 1. lesson 6
 - 2. learn 5 functions of direct object *-ta*
 - 3. read a poem in kechwa on pg. 6 and analyze
 - 4. write your own poem in Kechwa
 - 5. learn Kechwa reflexives *-ri* and *-chi*
 - 6. verbs in future tense and write a diary
- March 17-21**
- Spring recess**
- March. 24**
- movie "The Inkas Remembered"**
- 6. write 6 reaction phrases in Kechwa about the movie
 - 7. Make a list of new vocabulary from the movie
 - 5. draw a picture and explain in Kechwa the activities that Kechwa people typically do using the vocabulary you have learned from the movie
- March. 24, 26, 28, 31**
- lesson 7**
- 1. Kechwa poem "Sumak achqomanta"
 - 2. write your own poem in kechwa
 - 3. Interrogative pronouns in Kechwa
 - 4. game" find someone who owns something
 - 5. International Kechwa association game
 - 6. translate phrases from English to Kechwa.

7. write a diary in Kechwa

Apr. 2, 4, 7

lesson 8

1. learn kechwa adjectives
2. learn family kingship terms and vocabulary
3. translate a Kechwa story
4. suffixes –*pak*, –*ngapak*, –*pakman*, –*pakmanta*

Apr. 9, 11, 14

1. write a story using different functions of –*ngapak*
2. learn the function of suffix –*chun*
3. negative purpose sentences *ama*
4. learn suffix –*pakman* and –*pakmanta*
5. write a diary in Kechwa

Apr. 16

4th quiz

Apr. 18, 21

lesson 9

1. function of suffix –*pa* and –*wa*
2. exercise with –*pa* and –*wa*
3. diminutive –*gu*
4. exercise with –*lla*
5. kechwa imperatives
6. learn colors in Kechwa

Apr. 23, 25, 28

Review lesson 9

Apr. 30

**1st draft due for review
write diary in kechwa**

May 2

lessons 10

1. body parts in Kechwa
2. how to read time in Kechwa
3. practice with exercise
4. write composition in Kechwa
5. practice with combinations of suffixes
Write a diary in Kechwa

May 5

5th quiz

May 7

**Last day of class
INDIVIDUAL FINAL PROJECTS DUE**

May 9

Stop day

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.