

Syllabus: INTERMEDIATE Kechwa 2 or Chaupi Runa Ximi Yachay

Spring Semester 2008:	Monday, Wednesday and Friday, 9:00 am Room 318 Bailey
Instructor:	Nina Kinti-Moss
Office:	Latin Am. Studies, Bailey Hall, 1440 Jay hawk Blvd. # 320
Office Hours:	by appointment
Office phone:	864-4213 (leave a message for Nina)
E- mail:	martina@ku.edu
Web-site	www.kechwa.ku.edu
Final exam	Tuesday May 13 Time: 7:30 am -10am

Course objectives:

- (1) Throughout the semester the students will develop fluency in more complex forms of *Runa Ximi*. Students will focus on learning to speak Kechwa and will be practicing to speak Kechwa on a daily basis.
- (2) Students will continue to build their working vocabulary and will select a theme or subject of particular interest to them—for example, agricultural techniques, business projects, child care, dental care, hygiene, water purification, Andean plants or some other area—and build their vocabulary and facility in their selected subject area.
- (3) Students will write a **diary** in Kechwa for every class. If there are more than 5 students in the class, the instructor will collect the assignments and randomly pick one student to read her or his diary in the class. The diary will have daily entries of at least half a page—about 200 words.

Methods:

- (1) We will use the advanced lessons from the instructor to structure our progression through Kechwa grammar.
- (2) Each student will bring a topic for discussion to class.
- (3) There will be **4 quizzes** and a **final exam**.
- (4) Students will demonstrate their dominance of more advanced forms of Kechwa and their fluency by orally presenting a mini drama in Kechwa for 5 minutes.
- (5) Songs, poems and children's stories will be translated, discussed in Kechwa and sometimes rewritten with new interpretations. *The detail and level of translation and discussion will move to more complexity than Kechwa I.*
- (6) Each student will write 5 riddles or "*adivinanzas*" in *Runa Ximi* as part of a cultural guessing game for children called "***Imaxi Imaxi***."
- (7) Students will create their own games in Kechwa to play in the class.

Texts:

- 1 Lessons 11 to 20 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 the instructor will present in every class or when it is needed.

Instructor's expectations:

For graduate and undergraduate students: I expect that you will be disciplined in your practice and attendance so that you can advance to significantly higher levels of proficiency than the Kechwa I class. Every class will have a homework assignment. You are expected to study and practice Kechwa on a daily basis. This will require self-discipline and time but you will hear your proficiency and vocabulary improve if you can make your Kechwa practice part of your daily routine and don't miss class. If you are not willing or able to commit to regular practice, this class may not be appropriate for you.

Before every class you will have prepared a written diary entry of about 200 words in Kechwa which will be read to the class at the beginning of each class.

Class Project requirements:

For graduates and Undergraduates: There will be one final project.

Monday, April 30th: First draft of your translation is due. The draft should be typed and double spaced. **I strongly suggest that you submit a first draft before April 30th.** 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.

If the translation has many grammatical errors I will give you a low grade—3 to 5 points. The project will be well-finished, with a title, name, class, bibliography and author or authors listed. The project will consist in translating children's English books or creating the student's own stories with drawings for Kechwa children.

Undergraduate students will translate a minimum of 12 pages. If student has created his or her own story, then it will be a minimum of 8 pages with each page having a half page written and half page with a drawing. Each half-page of text should have complete sentences. Simple three word phrases on a page will **NOT** be accepted. The translation should be appropriate as a story to read to 2nd graders. I encourage all the students to start to think about the project as early as possible. Most students have fun with these projects, but they are more rewarding if started early.

Graduate students will translate a minimum of 16 pages. If the student has created his or her own story then a minimum of 13 pages is required. Again, the translation will be appropriate for 2nd graders. In general, this means a half-page of text, with several complete sentences and a drawing on each page. Single sentences on each page will not be acceptable for a single project but may be if the student produces several complete short stories (2 to 3) which are comparable or exceed the volume of the minimum 16-page project. Graduate-level work should be at a greater level of sophistication and refinement than that of undergraduates.

2. Creative Drama: Extra credit activity

Five-minute dramatization: The class presentation will be all in Kechwa for all students. The topic could be a dramatization about Kechwa stories you have learned in class or stories you have created. Or you may explore a topic interesting to you. In order to dramatize in Kechwa you must create characters and personalities so you can describe them and engage your audience. Make your **dialog** as realistic as you can. For better understanding, I will show you a video in Kechwa as model.

The dialog should be clear with the appropriate use of grammar, verb tenses and suffixes. Do not overuse the new vocabulary in your dramas.

In preparation, you will write the story or script in Kechwa and hand it in to me at least two weeks before your performance. Your drama must be long enough to last at least 5 minutes. The script should be written in simple Kechwa phrases. The phrases will have subjects, objects, and verbs. If the paper has so many grammatical errors that it is not coherent, I will discount the appropriate number of points from the presentation.

Your script must have a complete bibliography if you have consulted materials other than the class materials.

Rimajkunapak iñukuna:

Xutikuna	Kech. Kallarimanta Rimaj. (Intro.) (1)	Rimayta Kururiachi (explain & Support of Topic (2)	Rikuchi- nakuna (mater.) (1)	Tukuriy (concl.) (1)	Sumak- ta rimaj 5 A	Alli rimaj 4 B	Xina xinalla rimaj 3 C
-----------------	--	---	---	--------------------------------	--	---	---

Tests:

Will be given on scheduled deadlines and the grading structure cannot be changed to fit the uniqueness of each student's life. There will be **no make up test**. If you miss an exam 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.

The exams will primarily consist of writing short stories in Kechwa, matching phrases, grammar, multiple choice questions on stories, and questions in Kechwa on videos, class presentations and assignments. The complexity of syntax and forms will be greater than that of Kechwa I.

Exams for undergrads and grads:

Class participation & assignments	05 points
1 Class drama *	05
5 surprise quizzes	10
1 individual project	05
5 quizzes	50
Final exam	30

Grades:

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

Kamayki 18

Introduction and syllabi planning

Kamayki 21

Martin Luther King's Day

Kamayki 23, 25

1. muxoq xamujkunta kayana
2. yachaxkakunata tapuna
3. samay p'unllakunamanta rimana
4. ñawpa yachaykunamanta kutin katina

Kamayki 28, 30

1. 8niki yachayta kutin rikuna
2. 9niki yachayta kutin rikuna
3. tapuykunata rurana
4. rimaykunata mirachina
5. imachikunata kutin rikuna
6. wasipi –lla ximikukunawan killkana

Pawkartay 1, 4, 6

11 yachay

Pawkartay* 8

Xoqniki taripay quiz #1

Pawkartay 11, 13,15

1. muxoq ximikunata aqllana
2. p'unllantik rimayta killkana
3. **-lla** ximikumanta rimana
4. pachamanta yachana saylla, maxna unay, Maypi, imapacha ximikunata yachana
5. **-rka** ximikuta yachana
6. **-gu** ximikuta yachana
7. yupana na yupanata (non-countables) rimana

Pawkartay 18, 20, 22

12 yachay

Pawkartay 25*

Xoqniki killka rimay (**1st class presentation**)

1. **-wan, maxna** ximikumanta yachana, tapuna
2. **mana.....chu** ximikuta yachana
3. **maxna**, ximikuwan yuyayta killkana, tapuykunata rurana
4. p'angapi maxna ximiwan killkana
4. randixpa k'atuxpa “ **maxna**” **ximita yachana**
5. 12niki yachayta kutin rikuna (review)

Pawkartay 27, 29

13 yachay

1. muxoq ximikunata churaxpa yachana
2. muxoq yuyaykunata killkana **-pi, -man, -lla, -ta** maxna unay (*how long*), *ima pacha* (*when*) *maypi* (*where*)
3. yuyaykunapi kay ximikunata “**ima pacha, saylla, chinilla, chiniku**” churaxpa killkana
4. willaykunata killkana
5. tapuykunata killkana
6. tapuykunata wasipi killkana
7. willayta wasipi killkamuna

Pachaq 3, 5

14niki yachay

1. **Killasapa wamramanta killka katina(rimay)**
2. xoq arawita katina, chay K'ipa killkana
3. watamanta, killakunata, junkaykunata yuyarina
4. kay ximikukunawan—**gri, ña, ñak'a, ñalla** Yachana, killkana
5. tapuykunata yuyarina, killkana
6. rimaykunata Inglesman tigrachina
7. rimaykunata kechwaman kutichina
8. yuyaykunamanta rimana

Pachaq 7

Exqeniki taripay (2nd quiz) wasipi killkana

Pachaq 10, 12

15niki yachay

Pachaq 14 *

Exqeniki killka rimay (2nd class presen.)

Pachaq 17- -19, 21

Spring Break Samana

Pachaq 24, 26, 28, 31

1. ñawpa yachaykunata rikuna “**awanamanta**”
2. muxoq ximikunata yachana
3. kay ximikukunawan **-mu -gri - ku -pa** Yachana, killkana
4. rikchakunawan yuyaykunata killkana
5. parluta yachaxka ximikunawan killkana

6. p'unllantik killkaxkata katina,allichina
7. **jatun taytakunapak** rimaxkata katina, yuyana kikipak yuyayta killkana, katina

Pachaq 24, 26

16 niki yachay

1. imaxi, imaxikunata kitina, kikipak imaxita killkana
2. muxoq ximikunata killkana
3. kay **-xpa, ka, mi -chi ximikikunata yachana**
4. yachakujkuna chay ximikunawan killkana
5. killkaxkata katina
6. kay **nina to want -xa = sha nina -jpi** ximikunata yachana
7. chay yachaxka ximikunawan tapuykunata rurana.
8. -ri, -chi ximiwan yachana, killkana, katina

Pachaq 28

17niki yachay

Pachaq 31*

kinsaniki killka rimay (3rd class presentation)

Ayriwa 2, 4

17 niki yachay

1. Ecuador mama llaqtapak runakunamanta rimayta killkakatina. Yuyaykunata killkana. muxoq ximikunata surqokuna
2. Kechwa takikunata arawikunata katina, muxoq muxoq ximikunata yachana
3. kay **nina**, negative (**mana nina**) ximikunata yachana.
4. yachakujkuna xox pugllanata kay **nina, mana nina** ximikunawan killkangami
5. pugllayta katina , pugllana

Pachaq 7

18 niki yachay

1. **-jpi** ximita chayana. Chay **-jpi** ximiwan killkana
2. kay **-ri, -ku, xpa = shpa, -jpi,tukuna , xina, -mari** ximikunawan killkaxpa yachana.
3. pachantikta katina, chagru ximikunata rikuna
3. Tuxpa rumi ayamanta rimayta katina. Muxoq yuyaykunata surquna. Muxoq yuyaykunawan rimayta katina. Muxoq ximikunawan killkana.

Ayriwa 9

Kinsaniki taripay (quiz # 3)

Ayriwa 11

19niki yachay

1. Ñaupacha pacha urqokuna kausaymanta
2. muxoq ximikunamanta
3. muxoq yuyaykunata killkana
4. muxoq ximikunata riksina
5. kikipak yuyaykunata killkana

Ayriwa 14,16

1. chungay isqon yachaymanta killka katina
2. **-na** ximita katina, -na ximita jamutana
3. **-na** ximiwan yuyaykunata killkana

4. **-na** yachana ximitakunata riksin
 5. P'angapi killkana
 6. xox rimayta **-na** ximiwan killkana
 xina : **rina** kani, xamuna kangui etc.
- Ayriwa 18, 21**
7. kay **-J** ñaupaj ximiwan killkana (*habitual usage*) **-J**; **yuyachina, tukuna** as pretend
 8. xox parluta tukuy muxox ximikunata churaxpa
 Killkapay.
- Ayriwa 23**
1. kay **-kama; -ngakama; -jta yachana**
 2. yanuxpa mixkichinamanta killkapay. Yana ximikunata churaxpa killkapay
 3. mikunataka yachanaman mikungapak apamuy
 4. mixkichina ximikunata killkapay
 5. imaxina yanunata rikuchipay
1. **-i (y)** infinitive **-i** ximita yachana
kallarina and **tukuna**; **ximikunawan killkana**
-xka with **k'ipa ximitapix yachana**
 2. yachakuj paypak temata killkanga
 3. yachakuj kikipak killkata yachanapi katinga
- Ayriwa 25***
1. **yachakuj pachamamamanta Kechwapi rimanga**
 2. yachakuj muxox ximiwan killkanga
3. **chirina; nanana; yarijana; and- naya**
 ximikunta yachanga, killkangapix
 4. tukuy yachaxkakunata yuyaringapak tapuy uxanga
 5. tapuykunata uxana
- Ayriwa 28** **Pichkaniki killka rimay (5th class presentation)**
- Ayriwa 30***** kikipak umallikuy tuchina p'unlla
Final project drafts due
- Aymuray 2** **chusqoniki taripay (quiz # 4)**
- Aymuray 5, 7, 9** **Wrap up all materials, and final projects.**
Study questions and preparations for the final test.