

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area Quechua
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5505.01
Course Title Advanced Quechua 1; Classroom
Transcript Abbreviation Adv Quechua 1
Course Description Quechua 5505.01 is an advanced language course intended for students with experience in Quechua. This course is comprehensive, integrating culture and language. It will be useful for students that want to travel to the Andean countries or who have an interest in studying Quechua language, culture and society. The variety taught is from the southern Quechua family spoken in Bolivia and Peru.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course Yes
Admission Condition Foreign Language - Level
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 5504.01 or 4 cr of 5504.51, or permission of instructor
Exclusions Students enrolled in Quechua 5501.01/.51, 5502.01/.51, 5503.01/.51, and 5504.01/.51 are not eligible to enroll simultaneously in subsequent levels of Quechua.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Quarters to Semesters

Quarters to Semesters	New course
Give a rationale statement explaining the purpose of the new course	Continuation of Quechua 5504.01.
Sought concurrence from the following Fiscal Units or College	n/a

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To review and develop the intermediate language skills of listening, speaking, writing, reading and cultural understanding.
- To improve the fluency and accuracy in written and particularly in spoken language, because Quechua is an oral language

Content Topic List

- Continue to develop a vocabulary base
- Expand knowledge of grammar structures
- Listen to authentic passages or conversations and answer questions about the content
- Read authentic texts and answer questions about the content
- Write extended paragraphs and compositions using acquired vocabulary and grammatical structures
- Engage in and sustain face-to-face conversation with others about topics studied
- Use the Internet to acquire information about the Quechua-speaking world
- Demonstrate an understanding of selected elements of Quechua culture

Attachments

- Quechua 5505.01Sp13.docx: Syllabus

(Syllabus. Owner: Sanabria, Rachel A.)

Comments

- -Changed subsidy level to doctoral.
 - Course description says that the course is intermediate. However, 5503 (.01 and .51) and 5504 (.01 and .51) are intermediate courses. Shouldn't this one be referred to as "advanced"?
 - Likewise, shouldn't title be "Quechua 5: Advanced Quechua 1; Classroom"?
 - Should full prereq be "Quechua 5504.01 or 4 cr hrs of 5504.51"? *(by Vankeerbergen, Bernadette Chantal on 03/04/2013 10:28 AM)*
- Dear Curricular Colleagues,

Please consider the attached syllabi for Quechua 5, the continuation of the Quechua language series into Intermediate . As you may know, we launched Quechua instruction at Ohio State three years ago. Given the status of the language as a least-commonly-taught-language, our program has been successful. Small, but successful. We did not expect students to go beyond the third semester (Q 5503) but nevertheless proposed Q 5504, just in case. This Spring, many of our current second year students (currently enrolled in Q 5504) are interested in continuing their studies in the language. Some are applying (and will no doubt be successful) for FLAS fellowships to do so. It is in this context, that we request late consideration to allow us to offer Quechua 5505 next Autumn, 2013, in addition to Q 5506 in Spring 2014.

Please let me know if I can provide further information.

Best regards, Fernando

Fernando Unzueta
Chair, SPPO *(by Sanabria, Rachel A. on 02/27/2013 01:54 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	02/27/2013 01:50 PM	Submitted for Approval
Approved	Schwenter, Scott Alan	02/27/2013 01:55 PM	Unit Approval
Approved	Heysel, Garrett Robert	03/01/2013 05:26 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/04/2013 10:42 AM	ASCCAO Approval
Submitted	Sanabria, Rachel A.	03/29/2013 01:26 PM	Submitted for Approval
Approved	Sanabria, Rachel A.	03/29/2013 01:28 PM	Unit Approval
Approved	Heysel, Garrett Robert	04/02/2013 10:36 AM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	04/02/2013 10:36 AM	ASCCAO Approval

**DEPARTMENT OF SPANISH AND PORTUGUESE
THE OHIO STATE UNIVERSITY**

**SYLLABUS / PROGRAMA
QUECHUA 5505.01 / AUTUMN 2013**

**Catedrático: Luis Morató-Peña
Office 267 Hagerty Hall: (614) 292 8624**

DEPARTMENT OF SPANISH AND PORTUGUESE
THE OHIO STATE UNIVERSITY QUECHUA 5505 / AUTUMN 2013
Classroom Hagerty Hall. Catedrático: Luis Morató-Peña

SYLLABUS / PROGRAMA

Prerequisites:

OSU Quechua 5504.01 or 5504.51 permission of instructor. Quechua 5505 is **not** open to native or heritage speakers of Quechua.

Course Sequence

Quechua 5505.01 is the fifth course of a six-course sequence (5501.01/.51, 5502.01/.51, 5503.01/.51, 5504.01/.51, 5505.01/.51, 5506.01/.51). Students enrolled in Quechua 5501.01, 5502.01, 5503.01, and 5504.01 are not eligible to enroll simultaneously in subsequent levels of Quechua.

Course Description

Quechua 5505. 01 is an advanced language course intended for students with experience in Quechua. Although a Less Commonly Taught Language (LCTL) in the U.S., Quechua language was spoken by the ancient Incas and is spoken today by more than 10 million people in the highlands of South America, from southern Colombia, to northern Chile and Argentina. It was declared an official language in Peru in 1975 and is widely recognized as such in Bolivia and Ecuador. This course will be comprehensive, integrating culture and language. It will be useful for students that want to travel to the Andean countries or who have an interest in studying Quechua language, culture and society. The variety taught will be from the southern Quechua family spoken in Bolivia and Peru. However, according to the interest of students, other varieties will readily be incorporated.

Quechua Textbooks and Material. *Quechua Boliviano Trilingüe*. Qheshwa / English / Castellano.

Advanced Level / Curso Avanzado..

First Edition: Luis Morató Peña and Luis Morató Lara. *Textbook for Classroom Language Instruction and Grammar*, Editorial "Los Amigos del Libro," Gutentag. Cochabamba, Bolivia. 1994. (ISBN: 8483701987)

Other Course Materials

Additional materials for this course are available on Carmen as necessary and are in compliance with OSU Copyright Regulations.

Preliminary Information

Course Objectives Overview

1. To review and develop the intermediate language skills of listening, speaking, writing, reading and cultural understanding.
2. To improve the fluency and accuracy in written and particularly in spoken language, because Quechua is an oral language.

Course Objectives:

1. Continue to develop a vocabulary base
2. Expand knowledge of grammar structures
3. Listen to authentic passages or conversations and answer questions about the content
4. Read authentic texts and answer questions about the content
5. Write extended paragraphs and compositions using acquired vocabulary and grammatical structures
6. Engage in and sustain face-to-face conversation with others about topics studied
7. Use the Internet to acquire information about the Quechua-speaking world
8. Demonstrate an understanding of selected elements of Quechua culture

Attendance Overview

1. Language learning involves acquiring skills as well as information; therefore, you must be in class to practice using the language.
2. Attendance and participation are essential. We only use English or Spanish for a brief introduction of grammatical points; otherwise, we use Quechua in all of our communication.

Makeup work will be permitted only when the instructor is presented with acceptable documentation. Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty, and military service. It is the student's responsibility to notify his/her instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes.

After four absences, each additional undocumented absence will result in a 1 point reduction of your final grade per absence, i.e., 5 unexcused absences (beyond the four "grace" days) will reduce your final grade by 5 points. For example if your overall average is 95% and you have five unexcused absences your final grade will be a 90%. Evening classes and term classes count as 2 absences per class. Absences are counted from the first day of the quarter. Chronic lateness to class will also reduce your grade. Repeated unexcused absences will result in the filing of a "Student Absence Form" with your college office.

Incompletes

An Incomplete "I" indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the Language Studies Committee to be legitimate, a portion of the course requirements remains to be completed.

Academic Misconduct

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct \[PDF\]](#)."

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. Such instances include, but are not limited to: cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class and plagiarism. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. Plagiarism via the internet is not only dishonest; it's also liable to be caught. Paper assignments, if they are clear and course-specific, don't match well with what's available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you've learned. Paraphrase your information and **do not** "cut and paste" whole paragraphs from the web. For more on university policies concerning plagiarism, including information on the formal hearing process by the Committee on Academic Misconduct, visit the [COAM FAQ page](#).

Disruptive Behavior

According to the [Code of Student Conduct](#) disorderly or disruptive behavior that unreasonably interferes with university activities or with the legitimate activities of a member of the university community is prohibited. The program does not permit the use of cell phones or other electronic devices in class. Exceptions will be made for assistive technologies for the vision-or hearing-impaired in consultation with ODS.

Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Students with disabilities that have been diagnosed with a disability will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. Note: The [Office of Disability Services](#) (ODS) no longer provides diagnostic testing for OSU students who suspect that they have an undiagnosed learning disability (LD) or need updated LD testing. Students may contact ODS concerning LD testing and

Speak to a disability counselor, who will make referrals to other resources within and outside of the OSU community. The [Office for Disability Services](#) is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

Additional Observations

1. It is important always address your professor and classmates in Quechua so that it becomes natural for you.
2. You must do all of the assignments and may not opt to skip assignments in some areas.
3. Your progress in the language depends on how effectively you use the resources available.

Classwork - Prepare for class beforehand

Class Preparation Quechua Class Evaluation

Participate fully in all class activities.	Attendance /Participation	10%
Make significant effort in writing	Writing Exam (4)	20%
Take initiative in speaking	Oral Skill Development (4)	10%
Engage in and sustain face to face conversation	Speaking Test	10%
Quechua daily for classroom communication	Oral Quizzes (4)	20%
Develop knowledge of grammar structures.	Compositions (4)	20%
Demonstrate knowledge of Andean Culture	Final Exams	10%
Total		100%

Grading Scale	
Letter Grade	Numerical Equivalent
A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
C	73 - 77
C-	70 - 72
D+	68 - 69
D	65 - 67

B-	80 - 82	E	0 - 64.9
C+	78 - 79		

**SYLLABUS / PROGRAM
QUECHUA 5505 / SPRING 2013
PREPARAR ANTES DE LA CLASE**

AGOSTO 2013

Miércoles 21

Dar la bienvenida a los estudiantes en quechua y conversar Familiarizarse con el texto Quechua Boliviano Trilingüe. Curso Avanzado. Tarea: Preparar el tema **Yachaywasi**.
Welcome students in Quechua and converse. Become familiar with the textbook, Quechua Boliviano Trilingüe: Curso Avanzado. Homework: Study/Prepare the topic, Yachaywasi.

Jueves 22

Leer el texto quechua **Yachaywasi** (Pág. 3) Comentar en quechua. Emitir opiniones sobre las traducciones. Tarea: **Examen escrito** (Pág. 5). Responder a las preguntas.
Read the quechua text, Yachaywasi (Pág. 3). Discuss in quechua. Share thoughts on translations. Homework: Written Exam (p. 5.) Answer the questions.

Viernes 23

Examen escrito # 1. Tema: **Parlarikuna** (Pág. 5). Dialogar sobre el tema histórico **Yachaywasi**. Tarea: Diálogo **Warma** (Pág. 7-9). Uso de la conjunción adversativa **si-ma**.
Written exam #1. Topic: Parlarikuna (p. 5). Discuss the historical topic, Yachaywasi. Homework: Warma dialog (pp. 7-9). Usage of adversative (contrastive/comparative) conjunction si-ma.

Martes 27

Practicar Diálogo **Warma**. Conjunción adversativa **si-ma**. Suplemento. Tarea: Preparar para el **Examencito oral** (Pág. 9-11).
Practice Warma dialog. Usage of adversative (contrastive/comparative) conjunction si-ma. Handout. Homework: Prepare for Oral quiz, pp. 9-11.

Miércoles 28

Examencito oral # 1. (Pág. 9-11). Usar las Preguntas del diálogo y el Vocabulario. Tarea: Preparar sinónimos. Gramática: Pasado Habitual Pluscuamperfecto (Pág. 11-14)
Oral quiz #1 (pp.9-11). Use questions from the dialog and vocabulary sections. Homework: Prepare synonyms. Grammar: Habitual past (Pluscuamperfecto), pp. 11-14.

Jueves 29

Practicar los Sinónimos. Pasado Habitual Pluscuamperfecto.
Tarea: Practicar los Ejercicios de Sustitución (Pág. 14-16).
Practice synonyms and the habitual past (pluscuamperfecto). Homework: Practice substitution exercises, pp. 14-16.

Viernes 30

Practicar Ejercicios de Sustitución. Tarea: **Composición** en casa. **Warmakay** (Ser adolescente). Usar el vocabulario del tema y verbos en el Pasado Habitual Pluscuamperfecto.
Practice homework substitution exercises. Homework: Write composition Warmakay (On being an adolescent). Use vocabulary appropriate for the topic and verbs in the habitual past.

SEPTIEMBRE 2013

Martes 3

Entregar la **Composición # 1. Warmakay** (Ser adolescente).
En doble espacio (100 palabras) Practicar Oraciones Pareadas.
Tarea: Sufijo **-kama** y sus diferentes usos y Diálogo Dirigido.
Turn in Composition #1, Warmakay (On being an adolescent), double-spaced (100 words). Practice making sentences in pairs. Homework: The suffix -kama and its various uses, plus directed dialog.

Miércoles 4

Práctica del sufijo **-kama** y Diálogo Dirigido (Pág. 17-19).
Tarea: Ejercicios de Respuesta Libre. Sufijo **naya** (Pág. 19-20).
Practice with suffix -kama and its various uses, plus directed dialog, pp. 17-19). Homework: Free response exercises. The suffix -naya, pp. 19-20.

Jueves 5

Practicar Ejercicios de Respuesta Libre. Uso del sufijo verbal desiderativo **-naya**. Tarea: Ejercicios de Transformación.
Practice with free response exercises. Work with the verbal suffix -naya. Homework: Transformation activities.

Viernes 6

Practicar Ejercicios de Transformación (Pág. 21-22). Tarea:
Vocabulario y su uso en contexto (Pág. 22-23).
Practice transformation activities, pp. 21-22. Homework: Use of vocabulary in context, pp. 22-23.

Martes 10

Practicar Vocabulario en contexto. Diálogos Recombinados.
Contenido. Tarea: Diálogo I. Líderes de la Central Campesina.
Preguntas. Diálogo II. Sesión de Líderes. Preguntas. Diálogo III. Líderes Regionales. Preguntas (Pág. 23-24).
Practice using vocabulary in context with recombined dialogs and content. Homework: Dialog I, Farm leaders from the Central Plateau & Questions; Dialog II, Session Leaders & Questions; Dialog III, Regional leaders & Questions, pp. 23-24.

Miércoles 11

Practicar los Diálogos I, II y III. Comentar el cambio de la Comunidad Incaica a Sindicatos Campesinos. Responder a la Preguntas. Tarea: Preparar el Diálogo IV, V y VI. Sindicato y Trabajos Comunitarios (Pág. 25-26).
Practice Dialogs I, II, & III. Discuss the change from the Incan community to the farm cooperatives. Answer the questions. Homework: Prepare Dialogs IV, V, & VI on Cooperatives and community work, pp. 25-26.

Jueves 12

Práctica de los Diálogos IV, V y VI sobre los trabajos comunitarios. Responder a cada de las preguntas según el contexto. Tarea: Preparar Sustitución Progresiva (Pág. 26-28).
Practice Dialogs IV, V, & VI on community work. Answers the questions according to the context. Homework: Prepare substitution activies on the progressives, pp. 26-28.

Viernes 13

Practicar la Sustitución Progresiva. Usar en forma dialogada algunas de las oraciones. Tarea: Gramática: Sufijo **-lla** . Sufijo verbal **-ykacha** y Ejercicios de Traducción (Pág. 28-32).
*Practice progressive substitutions. Create dialogs using the forms. Homework: Grammar – study and practice with the suffix **-lla.**, verbal suffix **-ykacha** and translation exercises, pp. 28-32.*

Martes 17

Practicar el uso del sufijo **-lla** en sus cinco diferentes usos y del verbal **-ykacha**. Ejercicios de Traducción. Tarea: Vocabulario y Leyenda Amorosa de Manchay Puytu (Pág. 32-34).
*Practice the 5 different uses of the suffix **-lla**, along with the verbal suffix **-ykacha** and translation exercises. Homework: Work on vocabulary and read The Amorous Legend of Manchay Puytu, pp. 32-34.*

Miércoles 18

Practicar el Vocabulario en contexto. Conversación sobre la Leyenda Amorosa. Tarea: Preparar la Leyenda Amorosa y la Poesía Machay Puytu para el **Examencito oral**. (Pág. 33-35).
*Practice vocabulary in context. Discuss The Amorous Legend of Manchay Puytu. Homework: Review The Amorous Legend of Manchay Puytu and the Machay Puytu Poetry in preparation for **Oral Quiz #2**, pp. 33-35.*

Jueves 19

Examencito oral # 2. Tema: Leyenda Amorosa y poesía Manchay Puytu. Tarea: Responder a las Preguntas (Pág. 35-36).
Oral Quiz #2. Topic: The Amorous Legend and Machay Puytu poetry.
Homework: Answer the questions on pp. 35-36.

Viernes 20

Practicar las Preguntas sobre la Leyenda Amorosa y la poesía Manchay Puytu. Tarea: Prepararse para el **Examen** y test de **Ujñeqen yachana**.

*Discuss/answer the questions on The Amorous Legend and Machay Puytu Poetry. Homework: Review for **Written exam #2** and test on **Ujñeqen yachana**.*

Martes 24

Primero. Responder a las dudas que tuviesen los estudiantes.

Segundo. Proceder al **Examen escrito # 2 de Ujñeqen Yachana**. Tarea; Familiarizarse con **Iskayñeqen yachana Aqllawasi**. La Casa de las Elegidas (Pág. 39-40).

*Answer student questions and concerns. Next, administer **Written Exam #2 on Ujñeqen Yachana**. Homework: Become familiar with **Iskayñeqen Yachana Aqllawasi**, *La Casa de las Elegidas* (The House of the Chosen Ones), pp. 39-40.*

Miércoles 25

Lectura de **Aqllawasi** (La Casa de las Elegidas). Clasificación.

Papel que desempeñaban las Elegidas en la Sociedad Andina.

Tarea: Revisar la Traducción. Responder a las Preguntas.

*Discuss reading, **Aqllawasi** *La Casa de las Elegidas* (The House of the Chosen Ones). Classify or identify the roles played by the chosen ones in the reading in Andean society. Homework: Review and correct the translation, answer the questions on the reading and be able to discuss them.*

Jueves 26

Conversar entre sobre el papel de las Elegidas en la Sociedad

Andina. Responder a las Preguntas (Pág. 40-43). Tarea:

Preparar el Diálogo **Nanay** y Suplemento (Pág. 45-47).

*Discuss the roles of the chosen ones in Andean society. and answer the question on pp. 45-43. Homework: Prepare the dialog **Nanay** and the handout or supplement, pp. 45-47.*

Viernes 27

Práctica de **Nanay** y Suplemento. Tarea: Rememoración del

Diálogo. Preguntas del Diálogo. Gramática: Pronombres

Indefinidos y Adverbios Indeterminados (Pág. 47-48).

*Practice with **Nanay** and the handout or supplement. Homework: Memorize the dialog and answer the questions on the dialog. Grammar: Indefinite pronouns and nondetermined adverbs, pp. 47-48*

OCTUBRE 2013

Martes 1

Practicar Rememoración del Diálogo. Preguntas del Diálogo.

Pronombres Indefinidos y Adverbios Indeterminados. Tarea:

Ejercicios de Complementación. Vocabulario (Pág. 48-51).

Practice the memorized dialog and review the questions on the dialog, indefinite pronouns and nondetermined adverbs. Homework: Do the followup exercises and vocabulary on pp. 48-51.

Miércoles 2

Practicar Ejercicios de Complementación y el Vocabulario en contexto. Tarea: Gramática: Pronominales Unipersonales Tiempo Presente o Pretérito Perfecto.

Practice the followup exercises and vocabulary in context. Homework: Grammar: Pronominal unipersonal verbs, which can be conjugated with two or one pronoun in the present tense or the past perfect tense.

Jueves 3

Practicar el Tiempo Presente y Pretérito Perfecto Pronominal (Pág. 51-53). Tarea: Sinónimos. Gramática: Presente Progresivo Pronominal Unipersonal.

Practice with present tense and past perfect tense pronominal verbs, pp. 51-53. Homework: Synonyms. Grammar: present progressive pronominal unipersonal verbs.

Viernes 4

Uso de los Sinónimos y Conjugación del Pronominal Unipersonal en Presente Progresivo (Pág. 53-55). Tarea: Composición. Tema: **Kampu Runaq Kawsaynin**. (La vida del campesino). Doble espacio (100 palabras).

*Use of synonyms and conjugation of progressive pronominal unipersonal verbs, pp. 53-55. Homework: Composition on the life of a farmer (**Kampu Runaq Kawsaynin**). Double-spaced, 100 words.*

Martes 8

Entregar la **Composición # 2**. Tema: Kampu Runaq Kawsaynin. Tarea: Ejercicios de Sustitución. Respuestas en Torno a un Modelo (Pág. 55-57).

*Turn in Composition #2 Composition on the life of a farmer (**Kampu Runaq Kawsaynin**). Homework: Substitution exercises and answers following the model on pp. 55-57.*

Miércoles 9

Practicar los Ejercicios de Sustitución y Respuestas en Torno a un Modelo. Tarea: Oraciones Pareadas (Pág. 57-59).

Practice substitution exercises and answers following the model. Homework: Sentence pairs, pp. 57-59.

Jueves 10

Práctica de las Oraciones Pareadas. Tarea: Los primeros seis grupos de las Preguntas en Torno a un Modelo (Pág. 59-61).

Practice with sentence pairs. Homework: The first six sentence groups of questions following the model, pp. 59-61

Viernes 11

Práctica de los primeros seis grupos de Preguntas en Torno a un modelo. Tarea: **Examen escrito #3** de los ocho grupos restantes de Preguntas en Torno a un Modelo.

*Practice with the first six sentence groups of questions following the model. Homework: **Written exam #3** based on the remaining eight groups of questions following the model.*

Martes 15

Entregar el **Examen escrito # 3** (Pag. 60-61) consistente en Preguntas para los ocho grupos de Respuesta dadas en Torno a un Modelo Tarea: Gramática: El sufijo **-cha** en Bolivia y el Perú. Diminutivos en Bolivia (Pág. 61-63).

*Turn in **Written Exam #3**, which contains questions for eight groups from answers based on the model. Homework: Grammar – The suffix **-cha** in Bolivia and Perú, pp. 61-63.*

Miércoles 16

Práctica de los diminutivos que son a su vez afectivos. Sufijo **-cha**. Diminutivos en Bolivia. Convertir en Diminutivos. (Pág. 64-66).

Tarea: **Examencito oral** usando diminutivos en Bolivia y el Perú.

*Practice with affective diminutives. The suffix **-cha**. Diminutives in Bolivia. Adding/convertng nouns to diminutives. Homework: Prepare for **Oral quiz #3**, using diminutives in Bolivia and Peru.*

Jueves 17

Examencito oral # 3. Conversar usando los diminutivos en las oraciones adecuadas tanto en Bolivia como en el Perú. Tarea: Preparar Respuestas en Torno a un Modelo. (Pág. 66-68).

***Oral quiz #3**. Conversation using diminutives appropriately, whether in Bolivia or Peru. Homework: Prepare Answers based on the model, pp. 66-68.*

Viernes 18

Responder a las preguntas contenidas en el ejercicio Respuestas en Torno a un Modelo. Tarea: Preparar Sustitución de Número y Persona y Diálogo Dirigido (Pág. 68-70).

Answer questions related to the assignment, which are based on the model. Homework: Prepare Substitution of number and person plus the directed dialog, pp. 68-70.

Martes 22

Hacer la práctica de Sustitución de Número y Persona y el Diálogo Dirigido. Tarea: Preparar Sustitución Simple y Vocabulario (Pág. 70-72).

Do the activity, Substitution Of Number And Person plus the directed dialog. Homework: Prepare simple substitution exercise and the vocabulary section, pp. 70-72.

Miércoles 23

Realizar la práctica de Sustitución Simple y el Vocabulario siempre en contexto. Tarea: Preparar la Narración ¿Kunanri Pitaq noqa kaniri? (Pág. 72-75).

Review simple substitution exercise and the vocabulary section in context. Homework: Prepare the reading, ¿Kunanri Pitaq noqa kaniri?, pp.72-75.

Jueves 24

Discutir en la clase la Narración ¿Kunanri Pitaq noqa kaniri? Causas por las que el campesino Tili Qespi quiso pasar al otro mundo. Tarea: Responder a la Preguntas sobre la Narración. *Discuss the reading, ¿Kunanri Pitaq noqa kaniri? and the reasons why the farmer, Tili Qespi, wanted to leave this world and move on to the next. Homework: Answer the questions based on the reading.*

Viernes 25

Responder a las 25 preguntas sobre el sujeto **Tili Qespi** y entrar en conversación entre compañeros sobre el tema (Pág. 75-76). Tarea: **Composición** sobre la vida de **Tili Qespi**. Doble espacio y 150 palabras (Pág. 72-76). *Review the 25 questions about **Tili Qespi**, and share your answers with each other pp. 75-76. Homework: Write a composition on the life of **Tili Qespi**, 150 words in length, double-spaced, pp. 072-76.*

Martes 29

Entregar la **Composición # 3**. Tema basado en la vida de Tili Qespi ¿Kunanri Pitaq noqa kaniri? Tarea: Familiarizarse con **Kinsañeqen yachana** y la Narración histórica del **Rito de Madurez varonil. Warachikuy** (Pág. 79-80) *Turn in Compostion #3 based on the life of **Tili Qespi**, ¿Kunanri Pitaq noqa kaniri? Homework: Become failiar with **Kinsañeqen yachana** and the historical reading on the rites of passage (**Warachikuy**).*

Miércoles 30

Emitir su opinión los estudiantes sobre **Warachikuy**. Comparar con otras sociedades este Rito de Madurez varonil. Tarea: Leer la traducción, emitir su opinión y responder a las preguntas del Comentario (Pág. 80-83). *Students to share thoughts on **Warachikuy** and compare the rites of passage customs with those of other societies. Homework: Read the translation, express opinions, and answer questions based on Commentary, pp. 80-83.*

Jueves 31

Emitir opiniones sobre la traducción y responder a las preguntas contenidas en el Comentario. Discutir sobre las respuestas dadas. Tarea: Diálogo sobre Kuka laqhe (La hoja de coca) y Suplemento (Pág. 85-87). *Share opinions and disuss answers given regarding the translation and responses to the questions contained in El comentario. Homework: Read the dialog about Kuka laqhe (The Cocoa Leaf) and Supplement, pp. 85-87.*

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Viernes 1

Dialogar sobre la hoja de coca. Comentar sobre sus virtudes así como sobre problemas sociales. Tarea: Rememoración del Diálogo. Preguntas del Diálogo y los Ejercicios de Complementación (Pág. 87-88).

Discuss The Cocoa Leaf reading, its virtues and vices as a source of social problems. Homework: Memorize the dialog and do the supporting exercises, pp. 87-88.

Martes 5

Memorizar el Diálogo. Hacer Preguntas sobre el Diálogo y llenar los vacíos de los Ejercicios de Complementación. Tarea: Preparar oraciones o diálogos con el Vocabulario (Pág. 89-91).
Work with the memorized dialog and the questions that accompany it as well as the companion sentence completions. Homework: Write out the dialogs and vocabulary on pp. 89-91.

Miércoles 6

Usar el Vocabulario en contexto o en narraciones. Tarea: Preparar los Sinónimos y el Pretérito de los Pronominales Unipersonales (Pág. 91-94).
Use the vocabulary in context or in sentences. Homework: Study synonyms and the preterite of uniperson pronominals on pp. 91-94.

Jueves 7

Práctica de los Sinónimos en parejas y la conjugación de los Pronominales Unipersonales con cada uno de los estudiantes. Tarea: **Examencito oral**. Sobre la base de los Ejercicios de Respuesta Libre (Pág. 94-97).
*Practice with synonyms in pairs and the conjugation of uniperson pronominals with each student. Homework: **Oral Quiz** over free response activities on pp 94-97.*

Viernes 8

Examencito oral # 4. Sobre la base de los Ejercicios de Respuesta Libre. Tarea: Práctica de la Sustitución Simple (Pág. 97-99).
***Oral Quiz** based on free response activities. Homework: Do simple substitution exercises, pp. 97-99.*

Martes 12

Incrementar el vocabulario con la práctica de los ejercicios de Sustitución Simple. Tarea: En Diálogos Recombinados preparar el Diálogo I, II y III.
Add vocabulary study to substitution exercises. Homework: Prepare Dialogs I, II, & III.

Miércoles 13

Leer los Diálogos por parejas de los productos naturales medicinales y responder a las preguntas del Diálogo I. Palta Luru. Diálogo II. Kuka Mati y Diálogo III. Mama Kuka. Tarea: Preparar los Diálogos Recombinados IV, V y VI (Pág. 100-102).
Read dialogs in pairs about natural medicinal products and answer the questions from Dialog I, Palta Luru; Dialog II, Kuka Mati; Dialog III, Mama Kuka. Study/prepare Dialogs IV, V, & VI, pp. 100-102.

Jueves 14

Practicar el Diálogo IV. Wijsan Thallisqa. Diálogo V. Wijsan Thaldolisqa Suysuy y el Diálogo VI. Q'ara Malva (Pág.100-102).

Tarea: Gramática: Jaku o Jakucheq. Ejercicios de Sustitución de Verbos (Pág. 102-104).

Do Dialog IV, Wijsan Thallisqa; Dialog V, Wijsan Thaldolisqa Suysuy; and Dialog VI, Q'ara Malva on pp. 100-102. Homework: Verb substitution exercises, pp. 102-104.

Viernes 15

Practicar Jaku o Jakucheq y Ejercicios de Sustitución de verbos.

Tarea: **Composición**. Tema **Jampi qhoras** (Planta medicinales) basada en los Diálogos Recombinados (Pág. 99-102).

Practice Jaku o Jakucheq and verb substitution exercises. Homework: Composition #4 on Jampi qhoras (medicinal plants) based on the dialogs on pp. 99-102.

Martes 19

Entregar la **Composición # 4. Jampi qhoras** (Yerbas medicinales). Tarea: Uso del sufijo bipersonal **-qti** en Acción temporal, causal y condicional (Pág. 104-107).

Turn in Composition # 4 on Jampi qhoras (medicinal plants). Homework: Use of the bipersonal suffix -qti with temporal, causal, and conditional action.

Miércoles 20

Práctica del sufijo bipersonal **-qti** en sus tres diferentes usos.

Tarea: Practicar los Ejercicios de Sustitución (Pág. 107-109).

Practice the three different uses of the bipersonal suffix -qti. Homework: Do the substitution exercises on pp. 107-109.

Jueves 21

Practicar los Ejercicios de Sustitución que les permite a los estudiantes ampliar su vocabulario. Tarea: Ejercicios de Transformación con el uso del **bipersonal -qti** (Pág. 109-111).

Practice substitution exercises and develop vocabulary. Homework: Transformation exercises using the the bipersonal suffix -qti., pp. 109-111.

Viernes 22

Practicar del **sufijo bipersonal -qti** y el **unipersonal -spa**.

Tarea: **Examen escrito. Llank'aspa runayanchis** (Trabajando se progresa) con sufijos **-qti, -spa** y verbos **Pronominales**.

Practice exercises using the the bipersonal suffix -qti and the singular personal suffix -spa. Homework: Written exam #4 on the theme, Llank'aspa runayanchis, Progress is made by working.

Martes 26

Entregar el **Examen escrito # 4**. (Trabando se progresa). En doble espacio (150 palabras). Tarea: Preparar Ejercicios de Complementación (Pág. 111-112).

Turn in Written Exam #4 on the theme, Llank'aspa runayanchis, Progress is made by working, 150 words, double-spaced.

Miércoles 27 Trabajar los Ejercicios de Complementación. Variedad en la complementación para lograr un buen contenido. Tarea: Preparar el ejercicio Sustitución de Número (Pág. 112-113).
Work on companion exercises. Homework: Do number substitution exercises, pp. 112-113.

Jueves 28
Realizar la práctica de Sustitución de Número. Tarea: Estudiar el Vocabulario.
Do number substitution exercises. Homework: Study the vocabulary.

Viernes 29
Práctica del Vocabulario en conversación entre compañeros. Tarea: Prepararse para el **Examen final de composición** usando el vocabulario que precede a la Narración de la Coca.
Practice vocabulary with classmates. Homework: Study for the final exam composition using the vocabulary that precedes the story of The Coca Leaf.

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Martes 3
Examen final de composición usando el Vocabulario conocido que precede a la Narración de la coca. En doble espacio (150 palabras). Tarea: Leer la Narración de la Coca.
Final Exam Composition, using the learned vocabulary that precedes The Story of the Coca Leaf, double-spaced, 150 words. Homework: Read The Story of the Coca Leaf.

Jueves 5
Conversar sobre el contenido de la Narración de la Coca y despejar las dudas que tuvieran los estudiantes. Tarea: Prepararse para el **Examen oral final** sobre este tema.
Analyze and discuss The Story of the Coca Leaf. Clear up student questions. Homework: Study for the final oral exam on the coca leaf story.

Viernes 6
Examen oral final en forma individual sobre la Narración de la Coca y su valor cultural en la comunidad andina. Tarea: **Examen final escrito** consistente en responder a las 25 preguntas sobre la Coca de la página 126.
Final oral exam, one-on-one, on the coca leaf story and its cultural importance in the Andean community. Homework: Final Written Exam, consisting of 25 questions based on the coca story from p. 126.

Martes 10
Entregar el **Examen final escrito** con las respuestas a las 25 preguntas pertinentes al tema de la coca.
Turn in **Final Written Exam** with answers to the 25 questions pertaining to the coca story.

Miércoles 11

Evaluación. Emitir sus opiniones los estudiantes sobre las clases y temas en general. Hora de despedida.
Course evaluation. Elicit and submit student opinions about the course and topics studied.

KALLPAYUQ KUKA

Kuka sach'itaqa Tata Inteq churasqa kasqa. Mana mikhuna kaqin, kay sach'itaq laqhenta ch'akichispa khamunkicheq nisqa. Chay laqhe khamusqaykicheq yarqhayniykicheqta, ch'akiyniykicheqta, llakiyniskicheqta thasnunqa. Sinchi ruwanaykicheqpipis kallpachasunkicheq.

QHISHWA YACHAKOQKUNA:

TATA INTEQ K'ANCHAYNINWAN SONQOYKI QHALLALLARINQA

¡UJ P'UNCHAYKAMA WAYQI PANAY!

SUMAQ RISUCHUN

SUMAQ RISUCHUN

Revisar y practicar oralmente Ujñeqen yachana en especial los sufijos de duda y el tiempo pretérito plucumperfecto, reportativo, narrativo y sorpresivo, página 3 a 30.

Musqochakús... much'aykuni;
¡T'ukuni cháy..., rimaykuwan!
¡Muspani ichás.....,pay rikuni!
K'anchasqaq phawaykamuwan.

Práctica intensiva oral y escrita para el **examen final** de los temas Iskayñeqen yachana: **¡Chunkitúy!** y Kinsañeqen yachana: **Sara tipiy**, página 33-95

Si risaq ripusaq,
risqaypi wañusaq,
imamanñas nuqa .
waqaq kutimusaq.

Práctica oral sobre la agricultura en general y en especial sobre la siembra del maíz y la papa, página 92-128.

Pi yuyanman karqa,
ñan purinancheqta,
ichhuq paywarunwan,
qhatakunancheqta.

Examen final oral y escrito de todos los temas avanzados: Ujñeqen yachana:
Ayllu. Iskay. Iskayñeqen yachana: **¡Chunkitúy!** Kinsañeqen yachana:
Sata tipiy y Tawañeqen yachana: **Papa allay.**

Munakuwankichu,
munakusunaypaq,
sut'inta willaway,
saqepusunaypaq.

**.QHISHWA YACHAKOQKUNA TATA INTEQ K'ANCHAYNINWAN
SONQOYKI QHALLALARINQA**

**¡UJ P'UNCHAYKAMA WAYQI PANÁY!
SUMAQ RISUCHUN**

Kuka sach'itaqa Tata Inteq churasqa kasqa. Mana mikhuna kaqtin, kay sach'itaq laqhenta ch'akichispa khamunkicheq nisqa. Chay laqhe khamusqaykicheq yarqhayniykicheqta, ch'akiyniykicheqta, llakiyniskicheqta thasnunqa. Sinchi ruwanaykicheqpipis kallpachasunkicheq.