

Term Information

Effective Term Spring 2014

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 5506.01
Course Title Advanced Quechua 2; Classroom
Transcript Abbreviation Adv Quechua 2
Course Description Quechua 5506.01 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, 12 Week (May + Summer)
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: Quechua 5505.01 or permission of instructor.
Exclusions

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 the Quechua series.
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	<ul style="list-style-type: none">• 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; Quechua is an oral language
Content Topic List	<ul style="list-style-type: none">• 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
<u>Attachments</u>	<ul style="list-style-type: none">• Quechua 5506.01 Sp13.docx: Syllabus <i>(Syllabus. Owner: Sanabria, Rachel A.)</i>

Comments

- -Subsidy level is very likely "doctoral."
 - Course description is the one for 5505.01. Please adjust as needed. Also shouldn't this one too refer to the course at hand as "advanced"?
 - Shouldn't title be "Quechua 6 Advanced Quechua 2; Classroom"?
 - Should full prereq be "Quechua 5505.01 or 4 cr hrs of 5505.51"?
 - For topics list, please include one topic per box. Extra boxes can be created by clicking on "Add". *(by Vankeerbergen,Bernadette Chantal on 03/04/2013 10:52 AM)*

• Dear Curricular Colleagues,

Please consider the attached syllabi for Quechua 6, the continuation of the Quechua language series into the Advanced level . 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 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 01:56 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	02/27/2013 01:57 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	02/27/2013 01:57 PM	Unit Approval
Approved	Heysel,Garett Robert	03/01/2013 05:25 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/04/2013 10:56 AM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	04/09/2013 02:19 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	04/09/2013 02:20 PM	Unit Approval
Approved	Heysel,Garett Robert	04/11/2013 06:20 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Vankeerbergen,Bernadette Chantal Jenkins,Mary Ellen Bigler Nolen,Dawn	04/11/2013 06:20 PM	ASCCAO Approval

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

**SYLLABUS / PROGRAMA
QUECHUA 5506.01 / SPRING 2014**

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

DEPARTMENT OF SPANISH AND PORTUGUESE
THE OHIO STATE UNIVERSITY QUECHUA 5506.01 / SPRING 2014
Classroom Hagerty Hall. Catedrático: Luis Morató-Peña

SYLLABUS / PROGRAMA

Prerequisites:

OSU Quechua 5505.01 or permission of instructor. Quechua 5506 is **not** open to native or heritage speakers of Quechua.

Course Sequence

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

Course Description

Quechua 5506.01 is an intermediate 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.

Textbook *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, La Paz, Bolivia. 1994. (ISBN: 8483701987)

Parallel Textbook in QUECHUA / ENGLISH / CASTELLANO
MAMA FLORENCIA (1998)

Life in the Andean Village of Pocona in Bolivia, South America. First Edition by Luis Morató Peña in dialogue with his mother, the late Florencia Peña de Morató Edited by Donald H. Burns. Summer Institute of Linguistics
Dallas, Texas

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%
Quechua daily for class-room communication	Oral Exams (4)	30%
Develop knowledge of grammar structures.	Compositions (4)	30%
Demonstrate knowledge of Andean Culture	Questions for Interview native quechua (1)	10%
Total		100%

Grading Scale	
Letter Grade	Numerical Equivalent
A	93 - 100
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72

D+	68 – 69
D	65 - 67
E	0 - 64.9

SYLLABUS / PROGRAM
QUECHUA 5506 / SPRING 2014
PREPARAR ANTES DE LA CLASE

ENERO 2014

Martes 7

Conversar en quechua sobre la vacación y darles la bienvenida. Familiarizarse con el texto **Tawañeqen yachana**. Khipu. Quechua Boliviano Trilingüe. Curso Avanzado. Tarea: Preparar Pág. 119-120. *Welcome students in Quechua and converse. Become familiar with the textbook, Tawañeqen yachana*. Khipu. Quechua Boliviano Trilingüe: Curso Avanzado. *Homework: Study/Prepare pp. 119-120.*

Miércoles 8

Leer el texto quechua **Khipu** (Pág. 3). Comentar sobre su uso durante el periodo incaico y comparar con la computadora. Opinar sobre las traducciones. Tarea: Inkallaqta Kallanka y Suplemento, Pág. 125-127. *Read p. 3 in the Quechua book, Khipu (Incan memory knots). Discuss how the Khipu was use during the reign of the Incas it s relationship to today's computers. Examine and comment on various translations. Homework: Inkallaqta Kallanka and Suplemento, pp. 125-127.*

Jueves 9

Práctica de **Inllaqta kallanka** y Suplemento. Tarea: Preparar Rememoración del diálogo, Preguntas del diálogo, Ejercicios de complementación y Antónimos, Pág. 127-129. *Work with Inllaqta kallanka and Suplemento. Homework: Read and memorize the dialog, and answer the questions about. Do the companion activities and the antonyms, pp. 127-29.*

Viernes 10

Practicar Rememoración del diálogo, Preguntas del diálogo y Ejercicios de complementación. Tarea: **Examen Oral**. Preparar Sinónimos. Pronominales pluripersonales, Pág. 128-131. *Practice the memorized dialog, review the questions about the dialog and companion activities. Homework: Oral Exam # 1. Study synonyms and multi-person pronominals on pp. 128-131.*

Martes 14

Examen oral # 1. Sobre los Sinónimos y los Pronominales pluripersonales Tarea: Preparar el Vocabulario, Pág. 131-134. *Oral Exam # 1 on the synonyms and multi-person pronominals. Homework: Study the vocabulary on pp. 131-134.*

Miércoles 15

Practicar el Vocabulario en contexto. Tarea: Sustitución libre y Gramática: **1ª. Adjetivos** convertidos en verbos con el **sufijo -chay**, Pág. 134-135.

Practice vocabulary in context. Homework: Free substitution exercises and grammar study: Exercise 1^a. Adjectives as verbs using the -chay suffix, pp134-135.

Jueves 16

Practicar los ejercicios de la Pág. 134-135. Tarea: 1b. Adjetivos que se convierten de verbos cuando se les añade el **sufijo -nchay**. 2a, Sustantivos que se convierten en verbos cuando se les añade el **-chay**, Pág. 135-136. *Do the exercises from pp. 134-135. Homework: Exercise 1b. Adjectives used as verbs using the -nchay suffix. 2a. Nouns as verbs when using the -chay suffix, pp. 135-136.*

Viernes 17

Práctica de los adjetivos y sustantivos que se convierten en verbos. Tarea: Escribir **Composición** con las palabras del **Vocabulario** contenidos en la Pág. 131-134. Tarea: Preparar los verbos 2b, 3a y 3b. de la Pág. 136-137. *Work with the adjectives and nouns that can be used as verbs. Write Composition #1 the vocabulary words found on pp. 131-134. Homework: Study/prepare verbs from Activities 2b, 3a, and 3b on pages 136-137.*

Martes 21

Entregar la **Composición # 1**. Practicar el ejercicio 2b de **sustantivos** que se convierten en verbos con el **sufijo -nchay**.y **los números 3a y 3b** con los **sufijos -chay y -nchay**. Tarea: Preparar las Respuestas en torno a un modelo y el **sufijo -chari** producto del sufijo de la unión del **-chá y -ri**. *Turn in Composition #1. Practice Exercise 2b on nouns that become verbs when using the -nchay suffix, and Exercises 3a y 3b with the -chay and -nchay suffixes. Homework: Write the answers based on the model using the -chari suffix, which is the product of the suffix made by conjoining -chay and -ri.*

Miércoles 22

Practicar Respuestas en torno a un modelo y el **sufijo -chari** producto del de la unión de **-chá y -ri**, Pág. 137-139. Tarea: Preparar la Gramática. *Practice answering questions using a model and the -chari suffix, which is the product of the suffix made by conjoining -chay and -ri on pp. 137-39.*

Jueves 23

Practicar la Gramática: Presente progresivo pronominal pluripersonal, Pág 139-140. Tarea: Preparar Ejercicios de traducción, Pág.140-142. *Present grammar: Present progressive with plural personal pronominals on pp. 139-140. Homework: Do translation exercises, pp. 140-142.*

Viernes 24

Traducir los ejercicios de quechua al español e inglés. Tarea: Preparar la Gramática: Sufijo **-pamu, -kapu y paya**, Pág. 142-144. *Translate Quechua sentences into Spanish and English. Homework: Study and prepare grammar exercises - suffixes -pamu, -kapu y paya, on pp. 142-144.*

Martes 28

Práctica de los sufijos verbales compuestos. Tarea: **Examen escrito.** Preparar los sustantivos, adjetivos convertidos en verbos con el uso de los **sufijos –nchay y chay.** Sustitución de número, Pág. 144-147.
*Work with compound verbal suffixes. Homework: For **Written Exam #1**, study the nouns and adjectives that can be used as verbs in combination with the suffixes –nchay and –chay. Do number substitution activity on pp. 144-147.*

Miércoles 29

Examen escrito # 1. Con el uso de algunos adjetivos y sustantivos **convertidos en verbos.** Practicar Sustitución de número. Tarea: Preparar el Pretérito de los Pronominales pluripersonales, Pág.147-149.
***Written Exam #1**, on using some adjectives and nouns as verbs. Practice the number substitution activity. Homework: Study the preterite (simple past) of the plural personal pronominals on pp. 147-149.*

Jueves 30

Practicar los Pronominales pluripersonales en el pretérito y los Diálogos re combinados: I. **Phiña Pujyu.** Tarea: Diálogo II. Wampu. Diálogo III. Qaqapaykuy y Diálogo IV. Llullu Ichhu, Pág. 149-150.
Present and practice the preterite (simple past) of the plural personal pronominals and dialogs. Homework: Dialog II, Wampu; Dialog III, Qaqapaykuy; Dialog IV, Llullu Ichhu, pp. 149-150.

Viernes 31

Practicar los diálogos: II, **Wanpu.** III, **Qaqapaykuy.** IV, **Llullu Ichhu,** y las Preguntas correspondientes. Tarea: Diálogo V, **Wijsa Punkiy.** Diálogo VI, Jap'eqaykuy y Pluscuamperfecto, narrativo o sorpresivo de los Pronominales pluripersonales, Pág. 151-153.
*Present & practice **Dialogs II, Wanpu; III, Qaqapaykuy; IV, Llullu Ichhu,** and their corresponding comprehension questions. Homework: Dialog V, **Punkiy;** Dialog VI, Jap'eqaykuy and the past perfect (pluscuamperfecto), narration or conditional of the plural person pronominals on pp. 151-153.*

FEBRERO 2014

Martes 4

Desarrollar los diálogos: **Wijsa Punkiy, Jap'eqaykuy.** Preguntas. Pronominales pluripersonales. Tarea: Preparar Ejercicios de transformación y Vocabulario, Pág. 153-154.
*Present the dialogs **Wijsa Punkiy and Jap'eqaykuy.** Answer the corresponding comprehension questions. Continue working with the plural person pronominals. Homework: Do the transformation activities and the vocabulary on pp. 153-154.*

Miércoles 5

Ejercicios de Transformación y usar el vocabulario en contexto. Tarea: Familiarizarse con la Narración: Khipukamayoq, Pág. 154-156.

Review *transformation activities and practice using the vocabulary in context. Homework: Study the story, Khipukamayoq, on pp. 154-56.*

Jueves 6

Practicar los Ejercicios de Transformación y el Vocabulario en oraciones apropiadas. Tarea: Preparar las 25 preguntas, Pág. 156.
Practice using the transformation exercises and vocabulary in appropriate, contextualized sentences. Homework: Study and complete the answers to the 25 questions on p. 156.

Viernes 7

Responder a las preguntas y discutir al respecto. Tarea: Revisar la Gramática, el Vocabulario y las Narraciones para el **Examen escrito #2**.
*Answer questions and discuss as necessary. Homework: Review the grammar, vocabulary and readings for **Written Exam #2**.*

Martes 11

Examen escrito # 2. Lección Tawañeqen yachana. Tarea: Familiarizarse con Mitmaqkuna o Mitimaes y su traducción, Pág. 159-161.
Written Exam #2. Homework: Become familiar with Mitmaqkuna o Mitimaes and its translation, pp. 159-161.

Miércoles 12

Lectura de **Mitmaqkuna en Phisqañeqen yachana**, entrar en diálogo de discusión sobre algunos aspectos que despiertan interés. Tarea: Responder a las Preguntas, Pág. 162-163.
*Present readings, **Mitmaqkuna in Phisqañeqen yachana**, and discuss aspects of the dialog that may be of interest. Homework: Answer the comprehension questions on pp. 162-163.*

Jueves 13

Discutir las respuestas dadas a las Preguntas. Tarea: Preparar: Parlay. **Qollasuyu** y Suplemento, Pág. 265-268.
*Discuss answers to the reading comprehension questions. Homework: Read and study Parlay **Qollasuyu** and Supplement, pp. 265-268.*

Viernes 14

Dialogar **Qollasuyu** y practicar el Suplemento, Rememoración del diálogo. Tarea: Examen de **Composición** en casa sobre la base de las Preguntas del diálogo y Vocabulario en doble espacio (150 palabras), *Discuss **Qollasuyu**, do the Supplement activities, and memorize the dialog. Homework: Take home **Composition # 2**, based on the dialog comprehension questions and vocabulary; double-spaced, 150 words.*

Martes 18

Entregar la Composición # 2 sobre las Preguntas del dialogo y el Vocabulario, Páginas 169-173. Tarea: Antónimos. Gramática: Sufijo aumentativo –**sapa** en los inciso a y b. Pág.173-175.
*Turn in **Composition # 2**, based on the dialog comprehension questions and vocabulary on pp. 169-173. Homework: Antonyms. Grammar – The augmentive suffix –**sapa** in the explanation sections A & B, pp. 173-175.*

Miércoles 19

Practicar Antónimos y Sufijo aumentativo **-sapa**. Tarea: Preparar el uso de sapa en adjetivo con diferentes significados y Parónimos, Pág. 175-176. *Work with antonyms and augmentive suffix –sapa. Homework: Study and prepare uses of the –sapa suffix with different meanings and homophones on pp. 175-176.*

Jueves 20

Memorizar y practicar **sapa** como adjetivos con diferentes significados y las palabras Parónimas. Tarea: Ejercicios de sustitución, Pág. 177-178. *Memorize and practice using –sapa as an adjective with different meanings and homophonic words. Homework: Substitution exercises on pp. 177 - 178.*

Viernes 21

Practicar el Ejercicio de sustitución. Tarea: Gramática: Imperfecto o Pasado habitual pronominal pluripersonal, Pág. 178-179. *Practice with the substitution exercise. Homework: Grammar – Imperfect or habitual past with plural personal pronominals, pp. 178 - 179.*

Martes 25

Practicar en conversación formal el uso de los verbos en Imperfecto o Pasado habitual pronominal. Tarea: Practicar Oraciones pareadas y Sustitución progresiva, Pág. 180-182. *Practice formal conversation using the verbs in the imperfect or habitual past. Homework: Practice paired sentences and progressive substitutions on pp. 180-182.*

Miércoles 26

Usar las Oraciones pareadas y la Sustitución progresiva en parejas. Tarea: Gramática: El sufijo **-ri** en los verbos forma adjetivos o sustantivos. Preparar los cuatro casos del punto A, Pág. 182-185. *Use paired sentences and progressive substitutions with a partner. Homework: Grammar –Using the –ri suffix in verbs to form adjectives or nouns. Study and be able to explain the four different ways it is used in A, pp. 182-185.*

Jueves 27

Practicar los cuatro casos del punto A del sufijo **-ri**. Tarea: **Examen oral**. Preparar los usos del sufijo **-ri**. Pág. 182-187. *Practice with the four cases in point using the –ri suffix. Homework: Study for Oral Exam #2, which will be on using the –ri suffix, pp. 182-187.*

Viernes 28

Examen oral # 2. Conversar usando el sufijo **-ri** los ejemplos del punto A y B. Tarea: Preparar Ejercicios de respuesta libre, Pág. 187-188. *Oral Exam #2: Conversation using the –ri suffix and the examples from Points A & B. Homework: Complete the free response exercises on pp. 187-188.*

MARZO 2014

Martes 4

Conversar usando las preguntas de Ejercicios de respuesta libre. Tarea: Gramática: Futuro pronominal pluripersonal, Pág. 188-189.
Converse using free response exercise questions. Homework: Grammar: Future plural personal pronominals, pp. 188 – 189.

Miércoles 5

Usar en una amena conversación el futuro pronominal pluripersonal. Tarea: Preparar las Preguntas en torno a un modelo, Pág.190.
Using the Future plural personal pronominals in friendly conversation. Homework: Complete the questions following the model, p. 190.

Jueves 6

Usar en conversación las Preguntas en torno a un modelo. Tarea: Ejercicios de sustitución, Pág. 191-192.
Use the model questions in conversation. Homework: Substitution exercises, pp. 191-192.

Viernes 7

Conversación sobre la familia usando Preguntas en torno a un modelo. Tarea: Tiempo condicional pronominal pluripersonal, Pag. 192-193.
Engage in conversation about the family using the questions following the model. Homework: The conditional tense using plural person pronominals, pp.192-193.

Lunes 10 al 14

SPRING BREAK

Martes 18

Conversar usando el condicional pronominal pluripersonal. Tarea: **Examen oral.** Condicional perfecto o Pluscuamperfecto subjuntivo del pronominal pluripersonal, Pág. 193-195.
*Engage in conversation using the conditional tense. Homework: **Oral exam #3** using the conditional or the past perfect subjunctive, pp. 193-195.*

Miércoles 19

Examen oral # 3 sobre el dominio del Condicional perfecto o Pluscuamperfecto subjuntivo del pronominal pluripersonal. Tarea: Ejercicios de transformación entre condicionales, Pág. 195-196.
***Oral exam #3** using the conditional perfect or the past perfect subjunctive. Homework: Transformation exercises, pp. 195-196.*

Jueves 20

Práctica intensa del pronominal pluripersonal condicional. Tarea: Preparar el Vocabulario en contexto, Pág. 196-198.
Concentrated practice using the pronominal conditional. Homework: Study and learn the vocabulary in context, pp. 196-198.

Viernes 21

Práctica intensa del Vocabulario en contexto. Tarea: **Composición**. Escribir usando las palabras de Vocabulario y verbos en pronominales pluripersonales. Doble espacio (150 palabras).

Engage in concentrated practice using the vocabulary in context.

*Homework: **Composition # 3**. Write a double-spaced, 150-word composition using the vocabulary and pronominal verb tenses.*

Martes 25

Entregar la **Composición # 3** basada en el **Vocabulario** y el uso de los verbos en **pronominales pluripersonales**. Tarea: Narración: Ch'aska Ñawi Ñust'a, Pág. 198-201.

*Hand in **Composition # 3 based on the vocabulary and pronominal verb tenses**. Homework: Read the story, Ch'aska Ñawi Ñust'a, on pp. 198-201.*

Miércoles 26

Lectura en clase para captar el contenido de la Narración Ch'aska Ñawi Ñust'a: Tarea: Preparar sus respuestas a las Preguntas, Pág. 201-202.

Present the reading in class to ensure understanding of the story, Ch'aska Ñawi Ñust'a. Homework: Do the comprehension questions on pp. 201-202.

Jueves 27

Conversar usando las Preguntas de la Narración intitulada **Ch'aska Ñawi Ñust'a**, Tarea: **Examen escrito** de Phishqañeqen yachana.

*Converse and summarize the story, Ch'aska Ñawi Ñust'a. Homework: Prepare for **Written Exam #3** by studying Phishqañeqen yachana.*

Viernes 28

Examen escrito # 3 sobre **Phishqañeqen yachana**. Tarea: Familiarizarse con el nuevo libro histórico y narrativa literaria en quechua de la vivencia de 86 años de **Mama Florencia** en el periodo anterior, durante, y posterior de la Revolución del 9 de abril de 1952 en Bolivia.

***Written Exam #3** on Phishqañeqen yachana. Homework: Become familiar with the new historical and literary text in Quechua about the life story of 86-year old Mama Florencia in the pre-, during- and post-revolutionary time period of April 9, 1952, in Bolivia.*

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Martes 1

Leer Pág. 1-3. Entrevista a Mama Florencia. Origen de sus ancestros. Regiones en las que habitó. Conexión con los familiares residentes en Pocona. Formas de trabajo agrícola. Tarea: Preparar Pág. 3-5.

Read pp.1 – 3: Interview with Mama Florencia. Origins of her ancestors. Places where she lived. Her relationship with her relatives living in Pocona. Types of farm work. Homework: Study and prepare pp. 3 – 5.

Miércoles 2

Conversar sobre la vida de sus padres en **Wayapacha** y la crianza del ganado vacuno en la Wasamayu en sus niñez y adolescencia. Elaboración de la mantequilla, queso y otros productos. Tarea: Pág. 6-9.

*Discuss the lives of Mama Florencia's parents in **Wayapacha** and the raising of beef cattle in Wasamayu plus their childhood and teenage years. What it was like to make their own butter, cheese, and other products. Homework: Read/study pp. 6 – 9.*

Jueves 3

Conversar sobre su aprendizaje del castellano en **Pilapata** con un profesor particular. Secreto de su conocimiento del español. Tarea: Pág. 9-12. *Discuss how Mama Florencia learned to speak Castilian Spanish in **Pilapata** with a private teacher and kept her knowledge of Spanish a secret. Homework: Read/study pp. 9-12.*

Viernes 4

Conversar sobre su segundo aprendizaje en la Escuela Fiscal de Pocona. Pedagogía de la enseñanza. Calidad de profesores. Tarea: Revisar todo el tema **Examen final escrito** en casa en doble espacio (150 palabras). *Discuss Mama Florencia's second learning experience in the public school of Pocona; methods of instruction; the quality of the faculty. Homework: Review the entire topic in a 150-word, double-spaced, **written final exam.***

Martes 8,

Entregar el **Examen final escrito**. Leer Pág. 13-15 del tema **Llank'aspa runayallancheq**. Ella era campesina y su novio mestizo. Matrimonio prohibido por discriminación social. Tarea: Preparar las páginas 16-18. *Hand in the final written exam. Read pp. 13 – 15 about **Llank'aspa runayallancheq**. She was a farm girl and her boyfriend was a mestizo. Social discrimination prevented them from marrying. Homework: Read/prepare pp. 16 – 18.*

Miércoles 9

¿Cómo sobrevivieron en un pueblo ajeno y sin dinero? ¿Cómo adquirieron los bienes? Tarea: Preparar el tema: **Pongos en la hacienda**, Pag. 19-20. *How did Mama Florencia and her boyfriend survive in a neighboring village without any money? How did they acquire property? Homework: Study and prepare the topic, Pongos en la hacienda (Indentured servants on the ranch), pp. 19-20.*

Jueves 10

Cómo se llamaban las haciendas. Es verdad que don Angel Morató Andrade era huérfano? ¿Quién y cómo era la abuela de mi padre? ¿Cuántas haciendas tenía la abuela? Tarea: Preparar Pág. 21-23. *What were the ranches called? Is it true that don Angel Morató Andrade was an orphan? Who was the grandmother of my father and what was she like? How many ranches did my grandmother own? Homework: Study / prepare pp. 21-23.*

Viernes 11

¿Quién era el patrón estremadamente avaro? ¿Dónde mandó a su hijo a estudiar y no le envió ni un solo centavo para su sustento? ¿Qué hacían los pongos además de servir en la hacienda? Tarea: Preparar la página 24.

*Who was the extremely greedy rancher? Where did Mama Florencia send her son to school without ever providing funds for his upkeep? What did the indentured servants do at the ranch besides wait on others?
Homework: Study / prepare p. 24.*

Martes 15

Mach'a Pozo es el título del tema ¿Qué quiere decir este apodo? ¿Qué relación hay entre don Angel y Mach'a Pozo? ¿Por qué el abuelo le había regalado solamente a él sus haciendas? Tarea: Preparar Pág. 25-26.

***Mach'a Pozo** is the title of this topic. What does it mean? What is the relationship between don Angel and Mach'a Pozo? Why did his grandfather leave his ranches only to Mach'a Pozo? Homework: Study / prepare pp. 25-26.*

Miércoles 16

Este patrón **Mach'a Pozo** cómo procedía con sus colonos. ¿Qué hacía los productos agrícolas excedentes? ¿Cómo había acrecentado sus ovejas? ¿Qué productos entregaban al patrón? Tarea: Pág. 26-27.

*How did **Mach'a Pozo**, as a rancher, treat his indentured servants? What was done with surplus crops? How had he increased the size of his flocks of sheep? What crops did the indentured servants give to the rancher?
Homework: pp. 26-27*

Jueves 17

¿Por qué razón inclusive el día de su cumpleaños Mach'a Pozo se iba a la casa de su madre? ¿Quién era Dominga Calvi? Tarea: Pág. 28-29.

Why did Mach'a Pozo go to his mother's house on his birthday? Who was Dominga Calvi? Homework: pp. 28-29.

Viernes 18

Hablemos de la familia de Mach'a Pozo. ¿Qué se sabe del hijo que le envió a la Argentina? ¿En qué circunstancias dejó de existir el patrón Mach'a Pozo? Tarea: **Examen final de Composición** sobre la vida de los **runas** explotados por los patrones de haciendas.

*Let's talk about Mach'a Pozo's family. What is known about his son who was sent to Argentina? Under what circumstances did the rancher cease to exist for Mach'a Pozo? Homework: **Final Exam Composition** about the life of the indentured servants who were exploited by the ranchers?*

Martes 22

Entregar el **Examen final de Composición** sobre el avaro patrón y la explotación de los runas por los hacendados. Comentar su trabajo de composición. Tarea: Pág. 30-31.

*Hand in **Final Exam Composition** about greedy landowners and the exploitation of the indentured servants by the ranchers. Discuss compositions. Homework: pp. 30-31*

Miércoles 23

Período de la Reforma Agraria en Bolivia. ¿Cuándo se sublevaron los **runas** de las **haciendas**? ¿Por qué se los llamaba pongos? Por qué se doblegaban los hacienda runas? Tarea: Pág.31-32.

The Agrarian Reform Period in Bolivia. When did the indentured servants revolt against the ranchers? Why were the indentured servants called “pongos?” Why did the indentured servants who lived in the ranch houses show obedience to the ranchers? Homework: pp. 31-32.

Jueves 24

¿Cómo procedieron los runas después de la Reforma Agraria? ¿Cuándo nacieron los sindicatos campesinos y el papel desempeñaron durante el periodo revolucionario? Tarea: **Examen final oral** sobre la Reforma Agraria y el papel actual del campesino en Bolivia.

*How did the indentured servants move forward after the Agrarian Reform Period? When did farmers' unions appear and what role did they play during the revolutionary period? Homework: **Final Oral Exam** on agrarian reform and current role of the farmer in Bolivia.*

Viernes 25

Examen final oral en clase sobre los runas de ayer y los campesinos liberados de hoy. Evaluación y comentarios sobre el material y las clases. **Final Oral Exam** in class over the indentured servants of the past and the liberated farmers of today. Course evaluation and commentary about course materials and lessons.

EL QUECHUA ES EL LENGUAJE DEL AMOR. SUS PALABRAS BROTAN COMO EL PERFUME DE LAS FLORES EN EL JARDÍN

Quechua is the language of love. Its words spring forth like the perfume from garden flowers

Jarawi quechua	Quechua poem:	Poesía quechua
qaqa chawpipi, pilpintu jina, phawaykachaspa, kawsakuq kani. Mulliq mujunta, q'allpiykurispa, mikhukuq kani, waqayniyataq, tantaykurispa, mullp'uykuq kani. Tutaq sunqunpi, pampa mast'ayuq, laqha qhatayuq, puñukusaqtiy. Lliphipiq k'anchay, chipaykamuarqa, yacháy munaspa, pichus kasqayta. Nuqataq nini:	<i>At the foot of the mountain, at the depth of a gorge, flying and flying, like the butterflies, I used to survive. Flapping my wings strongly, the fruit of a pepper tree, I used to feed myself, and gathering in my hands, my fallen tears, I used to drink them. In the middle of the night, as I slept, on the floor as my bed, and the darkness as my cover. A brilliant light, appeared in front of me, wanting to know, who I was.</i>	Al pie de una montaña, al fondo de una quebrada, volando y volando, como las mariposas, solía sobrevivir. Estrujando fuertemente, el fruto de un molle, solía alimentarme, y juntando en mis manos, mis lágrimas vertidas, me las solía beber. En plena noche, cuando dormía, en el suelo como cama, y la tapa la oscuridad. Una luz brillante, se me asomó, deseando saber, quién era yo.

tatayqa wayra,
mamaytaq ch'usaq,
llakiytaq ñañay,
nuqari tuta.

*And I told it:
my father is the wind,
my mother is the emptiness,
my sister is the sadness,
and I am the night.*

Y yo le dije:
mi padre es el viento,
mi madre es el vacío,
mi hermana es la tristeza,
y yo soy la noche.

ANCHA SUMAQ RISUCHUN

TINKUNANCHISKAMA SUMAQ RISUCHUN QUE TE VAYA BIEN GOOD LUCK

Tarea para la casa: Familiarizarse con la lección **Tawañeqen yachana**.
Tukoq tirasuncheq, página 99, Términos **ikí, ikita, iki**, página 101. **Kaq**,
página 105. Diálogo **Papa allay**. Suplemento, 100-102.

Practicar **Tukoq tirasuncheq**, página 99, Términos **ikí, ikita, iki**, página 101.
Kaq, página 105. Diálogo **Papa allay**. Suplemento, 100-102.

Tarea para la casa: Prepararse para el **Segundo examen oral** basado en el
Vocabulario de la página 103-104.

Practicar el sufijo unipersonal **-spa**, página 116. Sufijo **bipersonal -qti+**
posesivo, página 117. Sufijo **bipersonal -qti+posesivo+kama**, página 118.

Tarea para la casa: Verbo **infinitivo+sufijo -tawan**, página 118-119. Verbo
infinitivo + tawan seguido de -kama o pacha, página 119-120

Practicar **Verbo infinitivo+sufijo -tawan**, página 118-119. **Verbo infinitivo +**
tawan seguido de -kama o pacha, página 119-120. **Oraciones**
pareadas, página 120-122

Formar oraciones con el vocabulario de la página 124-125. Narración:
Poqonapi Papa tarpuy, página 125-127. Responder a las preguntas,
página 127-128.

Tarea para la casa: Prepararse para discutir sobre los diferentes puntos
avanzados que requieren mayor claridad y práctica.

Tata Espiritu Tatitu,
Juk'ucha uya machitu,
sinqan punta thutawitu,
simisitunri sip'itu.

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,
munakusunanypaq,
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.