

Term Information

Effective Term Spring 2020

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 5506.51
Course Title Advanced Quechua II: Individualized Instruction
Transcript Abbreviation Adv Quechua 2 I.I.
Course Description Quechua 5506.51 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 Variable: Min 1 Max 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Less than 50% at a distance
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 3
Max Completions Allowed 3
Course Components Independent Study
Grade Roster Component Independent Study
Credit Available by Exam Yes
Exam Type Departmental Exams
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 5505.01, or 3 credits of 5505.51, or permission of instructor.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
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; 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
- No

Sought Concurrence

Attachments

- Rationale 5505.51 & 5506.51 Individualized Instruction-Rationale-hjn[1].docx: Rationale
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)
- 5506.51 Advanced Quechua II Individualized Instruction.pdf: Syllabus Ind Ins
(Syllabus. Owner: Sanabria,Rachel A.)
- 5506.01 Advanced Quechua II Classroom.pdf: Syllabus F2F
(Syllabus. Owner: Sanabria,Rachel A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	07/23/2019 09:16 AM	Submitted for Approval
Approved	Podalsky,Laura	07/23/2019 10:04 AM	Unit Approval
Approved	Heysel,Garett Robert	08/25/2019 12:03 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/25/2019 12:03 AM	ASCCAO Approval

**5506.01 Advanced Quechua II; Classroom
(3 Credit Hours)
Course Description, Policies, Grading Procedures, and Syllabus
Autumn 2019**

Course Contact Information

Instructor: Elvia Andia Grageda M.A.

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Office Hour(s): Monday 12:00-1:00, or by appt.

Dept. Tutoring Hour(s): See <https://sppo.osu.edu/undergraduate/tlc>

Spanish & Portuguese Language Program Administration

Language Program Director: Dr. Holly Nibert

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Office Hours: TR 2:30-5:30PM, or by appt.

Asst. Language Program Director: Megan Lobert, M.Ed.

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Asst. Language Program Dir.: Dr. Richard Henricksen

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Acting Asst. Language Program Dir.: Kristin Hawkins, M.A.

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Office Hours: TR 9:00AM-12:00PM, or by appt.

A. COURSE DESCRIPTION

Quechua VI, is the last course of Quechua language series, the learners enrolled in this writing classes will be able to use the reading and writing process for inquiry, learning and thinking and communicating. Learners are also encouraged to see reading and writing as pleasurable activities that open paths to self-discovery and means to better articulate their world views. This course offers a variety of assignments to give the learners practice in making a varied writing choice that will lead to the most effective communication and increase rhetorical knowledge allows learners to see the nuance in seemingly simple ideas or compositions and simultaneous engage the inherent complexity of any communicative situations. The learners will be able to think critically about the message learners read, see and hear is a vital skill in the class also to engage with complex ideas and texts on a deeper that gives learners a distinct advantage in their coursework and beyond. At the end of the course the students will end with an Advanced Low Level as the previous semester because the advanced level bridge takes more than one semester to achieve. That is why this course continues with oral proficiency strength with conversational exercises and activities, also listening comprehension skill are supported with recall protocol exercises.

A. COURSE OBJECTIVES

Interpretive mode:

1. Comprehend and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
2. Understand and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly

Presentational mode

1. Be able to control basic high frequency structures that facilitates comprehension and production.
2. Demonstrate language control that is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learner.

Interpersonal mode

1. Uses a range of strategies to maintain communication, able to:
 - Request clarification
 - Repeat
 - Restate
 - Rephrase
 - Circumlocution

B. COURSE MATERIAL

- Waskarwan jatun mawan (Quechua novel)
Author Alfredo Quiroz

C. SUPPLEMENTARY MATERIAL

The primary texts will be supplemented by additional material (to be provided by the instructor) such as:

- Supplementary worksheets
- Audio and video materials

D. OSU GENERAL FOREIGN LANGUAGE COURSES: GOALS AND EXPECTED LEARNING OUTCOMES (ELOS)

Foreign language coursework develops a learner’s communication skills across ethnic, cultural, ideological, and national boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Quechua courses (5501.01 through 5506.06), the target language (Quechua) is the primary language of instruction.

All the proposed Goals are going to be according to ACTFL’s skills standard range and criteria. This Quechua course responds to the **ADVANCED** range.

Skill goals for the 5506 Quechua course			
Speaking	Listening	Reading	Writing
Learners are able to participate in most informal and some formal conversations on topics related to school, home and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.	The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge	Are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas, and some supporting details	They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure

E. COURSE POLICIES

1. Course Sequence

Quechua 5506.01 is the last course of the sequence (5501.01 to 5506.01)

2. Academic Misconduct

“It is the responsibility of the Committee on Academic Misconduct (COAM) 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 at <studentlife.osu.edu/csc>.”

Academic misconduct is defined as any activity that 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 exams, collusion, falsification of excuses, submitting work from a previous semester without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class, or 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 is also likely to be caught. Composition assignments, if they are clear and course-specific, do not match well content available on the Internet, and search engines make the detection of plagiarism as easy as plagiarism itself. For a written piece or oral report, for example, aim to use the vocabulary, grammatical structures, and strategies that you have learned in this course. Paraphrase information; do not “cut and paste” entire paragraphs from the Internet. Using online or electronic translators can also be a form of plagiarism when used to form phrases longer than a few words. 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.

3. Student Life Disability Services

“Students with disabilities that have been certified by the Office of Student Life Disability Services (SLDS) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of SLDS is located in 098 Baker Hall, 113 W. 12th Ave.; telephone 292-3307, TDD 292-0901; <<http://www.ods.ohio-state.edu/>>.”

4. In-class Use of Electronic Devices

Learners may use electronic devices (such as a laptop computer) during class, *but only to access course materials*. However, *personal use* of these devices during class (such as texting, accessing email or social networks, not silencing ring tones, etc.) *will not be permitted or tolerated*.

F. GRADIND PROCEDURES AND COMPONENTS

1. Grading Scale

		B+	88-89	C+	78-79	D+	68-69
A	93-100	B	83-87	C	73-77	D	65-67
A-	90-92	B-	80-82	C-	70-72	E	0-64

2. Final Grade: Components and Weighting

Component	Weight
I. Homework	
a. Listening comprehension (recall)	18%;
c. Writing samples	20 %;
d. Test (Quechua Novel)	14 %
II. Class Participation	10%;
III. Midterm essay	13%
IV. Oral Exam	10%
VI. Final essay	15%
TOTAL	100%

3. Class Participation

The class participation is an extremely crucial element for learning. Because Language learning is an active process and should involve talking. Students must actively participate in all class activities showing respect and consideration to the rest of the class. It is important to understand that participation and attendance are not synonymous.

4. Policy on Attendance and Chronic Tardiness, beyond Class Participation

As emphasized earlier, daily class attendance is crucial for the development of your language skills and therefore for success in this course. Absences fall into one of three categories: "grace sessions", excused absences, and unexcused absences. All absences apart from those that are *excused* will negatively affect your participation grade (quite simply, you cannot participate if you are not present in class). In addition, *an excess of unexcused absences* will negatively affect your *overall final course grade*. Further details follow.

Over the course of the semester, you will be allowed *four (4) "grace sessions" of 55 minutes* (which is the equivalent of *one (1) week of class*) as absences without penalty or need for official documentation. Should you be absented the day of a quiz or an exam, you must present *official, documented proof* of illness or of some other calamity in order to be able to make it up. Otherwise, you will *receive a zero!* See the following paragraph for more information on how to document an absence.]

Any additional absences (beyond the four "grace sessions" of 55 minutes) *can be excused, if* you have an acceptable, verifiable reason. In this context, "acceptable" means an illness, a death in the family (or some other significant family event), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. "Verifiable" means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. [;OJO! The falsification of official documents is a serious offense that will be reported to COAM.]

Each unexcused absence of 55 minutes will result in the lowering of your final course grade by 1%.

H. SYLLABUS

Week and date	Function	Grammar	Vocabulary
Week 1 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (students who work and unemployed students)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Adjectives - Daily routine verbs - Common places names - Regular used nouns. - (external, internal parts) - days of the week - time expressions - connectors
<ul style="list-style-type: none"> - Reading due: pp. - Writing due 			
Week 2 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (Living in big city or staying in village)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - Pain descriptive adjectives. - Body parts - (external, internal parts) - days of the week - time expressions
<ul style="list-style-type: none"> - Reading due: pp. - Writing due 			
Week 3 COMPARATIVE TEXT	Being able to write a comparative text with opposite things to compare and contrast (Driving a car or riding a bus)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - House vocabulary. - Weather description - Feeling - Pest vocabulary
<ul style="list-style-type: none"> - Reading due: pp. - Writing due: 			
Week 4 COMPARATIVE TEXT	Being able to write a comparative text using general information from websites in order to compare and contrast ideas (Light beer vs. Dark beer: which one is more popular?)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Nature vocabulary (places, nature elements) - Transportation vocabulary - Clothes vocabulary - Luggage descriptive adjectives. - Number - Quantity expressions

<ul style="list-style-type: none"> - Reading due: pp. - Writing due: 			
Week 5 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (The causes of global warming)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food - Travel verbs - Travel vocabulary - Days & months - Travel feelings
<ul style="list-style-type: none"> - Reading due: pp. - Writing due: 			
Week 6 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (The health benefits of a vegetarian diet)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food - Descriptive adjectives - Day of the week - Months of the year - Family members
<ul style="list-style-type: none"> - Reading due: pp. - Writing due: 			
Week 7 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (Evolution of video games)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Places - Weather descriptive adjectives. - Scenery descriptive adjectives
<ul style="list-style-type: none"> - Reading due: pp. - Writing due: 			
Week 8 INFORMATIVE TEXT	Being able to create a text to inform about a process on a certain topic with sense and coherence. (How to make a pizza)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Descriptive adjectives - Feelings - Personality descriptive adjectives. - Frequency adverbs.
<ul style="list-style-type: none"> - Reading due: pp. - Writing due: - Autumn break- 			
Week 9 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (Interesting cultures)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food descriptive adjectives - Food ingredients - Cooking verbs - Quantity vocabulary
<ul style="list-style-type: none"> - Reading due: pp. - Writing due: 			
Week 10 INFORMATIVE TEXT	Being able to create a text to inform about a process on a certain topic with sense and coherence. (How to pick a <u>bottle of wine</u>)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - House vocabulary - Descriptive adjectives. - Shapes - Colors & numbers
<ul style="list-style-type: none"> - Reading due: pp. 			

- Writing due:			
Week 11 MID TERM EXAM • COMPARATIVE ESSAY- How the provided iPad is going to help the student performance at OSU? - Think about the similarities and differences between the items you are comparing and compile a list of them, etc.			
Week 12 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering causes for what causes children to rebel against their parents?)	*The appropriate tense times. *The appropriate suffix.	- House vocabulary - Descriptive adjectives. - Shapes - Colors & numbers - Feelings
- Reading due: pp. - Writing due:			
Week 13 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: Effects of pollution)	*The appropriate tense times. *The appropriate suffix.	- Insects & animal's vocabulary - Habitat vocabulary - Colors - Behavior vocabulary
- Reading due: pp. - Writing due:			
Week 14 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: The chances in the Ocean (garbage)	*The appropriate tense times. *The appropriate suffix.	- Adverbs - People behavior - Social activities vocabulary. - Public services vocabulary
ORAL EXAM			
Week 15 CAUSE AND EFFECT TEXT April 23-24	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: what impact smoking on a ...	*The appropriate tense times. *The appropriate suffix.	- Descriptive adjectives. - City places. - Nature places
- Reading due: pp. Writing due:			
Week 16 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: Uber influence on the taxi drivers)	*The appropriate tense times. *The appropriate suffix.	- Comparative and superlative connectors - Descriptive adjectives. - City places. Nature places
- Reading due: pp. Writing due			
Week 16	Review		
Final exam Cause and effect essay - How traveling the world affects life and personality - The effects of credit culture			

Appendix 1

ORAL EXAM
BASED ON THE ACTFL CRITERIA

Quechua VI; Advanced

Grade ____/49 points

Time 15-30 minutes

Date November 16, 2019

1. Presentational mode; (activate the knowledge) TOTAL 10 points
List of Words (100) be attentive to word pronunciation, mispronounced words will not be considered only if that originates a misunderstanding. (numbers 1-10, house, family, animals, colors, adjectives, nature, culture, verbs, place preposition etc.)

20 words	40 words	60 words	80 words	100 words
2 points	4 points	6 points	8 points	10 points

2. Presentational mode; conversation is generally concrete exchanges necessary for survival in the target culture. Speaker use confidently present and past tense. TOTAL 30 POINTS

Criteria	List of words	Incomplete sentences	Complete sentences	Connected sentences	Short paragraph
Accuracy	1 point	2 points	3 points	4 points	5 points
School –work Describe your responsibilities at school or work also talk about a normal work-study day routine					
Home Describe in detail your home, and the activities developed in those room					
Simple dish preparation Ingredients and preparation					
Past narration What did you do yesterday/last weekend /last summer					
Comparison Between to places/ dishes/ people/ transport					
Future narration Your plant for the weekend / summer/ next month/ next day					

Example:

¿Imata mikhunki?

Papata (LW)

Papata mikhuy (IS)

Papata mikhuni (CS)

Ñuqaqa sapa kuti Chipotle wasipi pastata mikhumuni, wakin kutipiqá warmi masiywan mikhurikamuyku(CS)

Ñuqaqa sapa kuti Chipotle wasipi pastata mikhumuni, wakin kutipiqá warmi masiywan mikhurikamuyku, ñuqayku vegetarianas kayku chayrayku vegetariana mikhuna wasitapuni mask'arparimuyku. (SP)

3. Interpersonal mode ; Uncomplicated communicative tasks (TOTAL 10 POINTS)									
Criteria	Introductory section				Questions section			Conclusion	
Accuracy	4 points				3 points			2 points	
	L W (1)	IS (2)	CS (3)	CS (4)	1 Q (1 point.)	2 Q (2 points.)	3 Q (3 points.)	Give thanks (1pt.)	Closing remark (1 pt.)
Role play 1									
Role play 2									

Role play situations:

A role play has students behaviorally demonstrate what they would do in a given role or situation under specific circumstances and prompts.

Grading rubric for Written Assignments

Quechua VI; Advanced

FORMAT	Inadequate (Below Standard) (1 points)	Adequate (Meets Standard) (2 point)	Above Average (Exceeds Standard) (3 points)	Exemplary (Far Exceeds Standard) (4 points)
Length (300 words)				
Word count				
Title				
Spacing; double space				
LEVEL CONTENT				
Content indicates original thought and support for the topic.				
DEVELOPMENT				
Main points well developed with high quality and quantity support.				
GRAMMAR				
Free of distracting spelling, punctuation and basic grammatical errors.				
ORGANIZATION				
Writing is coherent and logically organized with transitions used between the ideas and paragraphs to create coherence. Overall unity of ideas.				
TOTAL				/32

Appendix 3; Calendar and pages for reading the Novel
P'anqa: Waskarwan Jatun tatanwan

N	Qanchischaw -dates	Raphikuna-pages
1	Juk Week 1 January 7-14	13-20
2	Iskay Week 1 January 14-21	20-27
3	Kimsa Week 1 January 21-28	27-34
4	Tawa Week 1 January 28 February 04	34-41
5	Phichqa February 04-11	41-48
6	Suqta February 11-18	48-56
7	Qanchis February 18-25	56-63
8	Pusaq February 25- March 04	63-70
9	Jisq'un March 04-11	70-77
10	Chunka March 11-18	77-84
11	Chunka jukniyuq March 18-25	84-91
12	Chunka iskayniyuq March 25- April 01	91-98
13	Chunka kimsayuq April 01-08	98-106
14	Chunka tawayuq April 08-15	106-111

**5506.51 Advanced Quechua II; Individualized Instruction
(3 Credit Hours)
Course Description, Policies, Grading Procedures, and Syllabus
Autumn 2019**

Course Contact Information

Instructor: Elvia Andia Grageda M.A.
E-mail: andiagrageda.1@osu.edu
Office: 120 X Hagerty Hal
Office Hour(s): Monday 12:00-1:00, or by appt.
Dept. Tutoring Hour(s): See <https://sppo.osu.edu/undergraduate/tlc>

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Acting Asst. Language Program Dir.: Kristin Hawkins, M.A.
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Course format characteristics:

- a) Learner who have strong self-discipline to be able to study more independently

- b) The learning goals are the same for all learners (in class or Individualized Instruction)
- c) instructor provides a direct instruction with Learner for progressing to the task in the instructional program.
- d) The instructor organizes and monitors individual activities when the students are learning new content or when they are not making progress.

B. COURSE OBJECTIVES

Interpretive mode:

1. Comprehend and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
2. Understand and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly

Presentational mode

1. Be able to control basic high frequency structures that facilitates comprehension and production.
2. Demonstrate language control that is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learner.

Interpersonal mode

1. Uses a range of strategies to maintain communication, able to:
 - Request clarification
 - Repeat
 - Restate
 - Rephrase
 - Circumlocution

1. Variable Pacing

In I.I. you set your own pace of learning. Each unit will guide you step by step through the program, but you need to work regularly! Regular practice and participation in appointment based activities are essential to be a successful language learner. In order for students to progress in understanding and speaking Quechua, they must hear and speak it on a daily basis. Therefore, students must prepare carefully for appointments and conversation sessions by completing all assignments and practice in advance and be ready to participate.

2. Flexible Credit

One full course is worth four credits. In the classroom, these four credits would be completed over a 16-week semester. In the I.I. program, you can spread those credit hours over more than one semester. Or, conversely, you can finish one Quechua I.I. course and start another in the same semester. The number of credit hours earned depends on your learning pace. In Quechua I.I. one credit hour is equivalent to one learning module. Each complete course comprises a total of four modules.

Module	Number of credit
First module	One credit
Second module	Two credits
Third module	Three credits

3. Flexible Meeting Times

All work in I.I. is done on an appointment basis. You set deadlines for finishing each module and make required appointments when you are ready. How often you come in to see an instructor depends on how quickly you are working and how much additional help you need.

C. OSU GENERAL FOREIGN LANGUAGE COURSES: GOALS AND EXPECTED LEARNING OUTCOMES (ELOS)

Foreign language coursework develops a learner’s communication skills across ethnic, cultural, ideological, and national boundaries, and helps students develop a better understanding of other cultures and patterns of thought, as well as their own language and culture. For all Quechua courses (5501.51 through 5506.56), the target language (Quechua) is the primary language of instruction.

All the proposed Goals are going to be according to ACTFL’s skills standard range and criteria. This Quechua course responds to the **ADVANCED** range.

Skill goals for the 5506 Quechua course			
<i>Speaking</i>	<i>Listening</i>	<i>Reading</i>	<i>Writing</i>
Learners are able to participate in most informal and some formal conversations on topics related to school, home and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.	The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge	Are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas, and some supporting details	They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure

D. COURSE MATERIAL

- For consulting the students will use the previous semester class textbook written by Elvia Andia (author)
- Waskarwan jatun mamanwan (Quechua novel) autor Alfredo Quiroz

E. SUPPLEMENTARY MATERIAL

The primary texts will be supplemented by additional material (to be provided by the instructor) such as:

- Supplementary worksheets
- Audio and video materials

F. COURSE POLICIES

1. Course Sequence

Quechua 5506.51 is the last course of the sequence (5501.51 to 5506.51)

2. Academic Misconduct

“It is the responsibility of the Committee on Academic Misconduct (COAM) 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 at <studentlife.osu.edu/csc>.”

Academic misconduct is defined as any activity that 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 exams, collusion, falsification of excuses, submitting work from a previous semester without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class, or 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 is also likely to be caught. Composition assignments, if they are clear and course-specific, do not match well content available on the Internet, and search engines make the detection of plagiarism as easy as plagiarism itself. For a written piece or oral report, for example, aim to use the vocabulary, grammatical structures, and strategies that you have learned in this course. Paraphrase information; do not “cut and paste” entire paragraphs from the Internet. Using online or electronic translators can also be a form of plagiarism when used to form phrases longer than a few words. 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.

3. Student Life Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

1. Active engagement

The active engagement with the course material is an extremely crucial element for learning. Because Language learning is an active process and should involve talking. Students have to participated in periodic reports on their mastery.

G. GENERAL QUECHUA I.I PROGRAM INFORMATION

1. Location

The Quechua I.I. room is 120X Hagerty Hall. Appointments with Quechua I.I. instructors will be held in this room or via the online web conferencing tool Skype.

2. Appointment Scheduling & Rules

Required Appointments with I.I. instructor

- Students are required to meet with the instructor at least three times per module for:
 - ▸ composition check
 - ▸ oral exam
 - ▸ post-exam appointment
- Students are required to attend at least two speaking sessions in 120 X H.H room.
- All student-instructor meetings are by appointment (via personal email)
- Students may use Skype to complete their assignments. Post-exam appointments are only handled in person.
- All other student-instructor meetings are optional and are by appointment only.

A) Quechua I.I. Instructor Schedule.

Note: After two missed appointments, each additional undocumented absence will result in a 1 point reduction of your final grade per missed appointment, i.e., 3 unexcused ones will reduce your final grade by 3 points. For example if your overall grade is 95% and you have three unexcused absences your final grade will be a 92%. Missed appointments are counted from the first day of the semester. Chronic lateness to appointments will also reduce your grade. Repeated unexcused absences will result in the filing of a "Student Absence Form" with your college office.

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 Module deadline. Help with documentation can be found on the "Student Health Services" page. If you didn't see a health care provider but still need to document your illness you can use the Absence Excuse Form (PDF). This form is NOT an acceptable excuse.

B) Appointment Rules

1. Appointments are offered in 15-minute blocks. You may sign up for two appointments back-to-back. You may sign up for no more than two appointments per day, and no more than six appointments per week.

2. Appointments will begin and end on time. If you are late, the time you spend with an instructor is reduced.
3. If you cannot keep your appointment, you need to: send an email to your instructor 24 in advance.

3. Credit Adjustment

During the seventh week of the semester, you have the opportunity to change the number of credits in which you are enrolled. To change your credit hours, follow these steps:

- a) You must schedule an appointment with an I.I. instructor to adjust your number of credit hours!
- b) Appointments may fill up early during credit adjustment week, so please schedule early!
- c) Access the contract adjustment form at http://wmcc.osu.edu/ii_adjust.pdf
 - This form needs to be filled out and signed by both you and an I.I. instructor.
- d) You take the form to your college, and we will keep a copy of your contract adjustment in your Quechua I.I. file.

4. Module deadlines

3 credit plan students	2 credit plan students	1 credit plan students
<p>First module Sept. 20= module coursework (homework & speaking session) Sept. 21=module exam (language and cultural content)</p>	<p>First module Sept. 27= module coursework (homework & speaking session) Sept. 28=module exam (language and cultural content)</p>	<p>First module Oct. 04= module coursework (homework & speaking session) Oct. 05=module exam (language and cultural content)</p>
<p>Second module Oct. 11= module coursework (homework & speaking session) Oct. 12=module exam (language and cultural content)</p>		
<p>Third module Nov. 15= module coursework (homework & speaking session) Nov. 16 =module exam (language and cultural content)</p>	<p>Second module Oct. 18= module coursework (homework & speaking session) Oct. 19=module exam (language and cultural content)</p>	

5. Drop dates

- Any drop after the third Friday of the semester will result in a “W”.
- Students who wish to drop after the seventh week of the semester must petition through their college.

Note: If you wish to drop the course during contract week, or at any time during the semester, you must do that online or through your college advisor. Students cannot drop the course by simply dropping to zero credits on the contract adjustment form during credit adjustment week.

The courses in I.I. may not be taken as Pass / Non-Pass. I.I. courses need to be taken for a grade and credit.

6. Evaluations

Final essay, Midterm essay can be turn in person or via Carmen-Canvas (previous schedule of an appointment with the instructor)

H. GRADIND PROCEDURES

1. Grading Scale

		B+	88-89	C+	78-79	D+	68-69
A	93-100	B	83-87	C	73-77	D	65-67
A-	90-92	B-	80-82	C-	70-72	E	0-64

2. **Three credits plan**; final Grade: Components and Weighting

2.1. Quechua I.I Course Evaluation for 3 credits plan students

Component	Weight
I. Homework	
a. Listening comprehension (recall) for each topic	16%
II. Portfolio presentation	4%
III. Writing samples (see appendix 2)	20 %
IV. Test (Quechua novel) (see appendix 3)	12%
V. Content master appointment (Total 4)	10%
VI. Midterm essay	13%
VII. Oral Exam (see appendix 1)	10%
VIII. Final essay	15%
TOTAL	100%

Syllabus for a three credits plan course			
Content	Function	Grammar	Vocabulary
Topic #1 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (students who work and unemployed students)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Adjectives - Daily routine verbs - Common places names - Regular used nouns. - (external, internal parts) - days of the week - time expressions - connectors
- Reading			

Topic #2 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (Living in big city or staying in village)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - Pain descriptive adjectives. - Body parts - (external, internal parts) - days of the week - time expressions
- Reading			
Topic #3 COMPARATIVE TEXT	Being able to write a comparative text with opposite things to compare and contrast (Driving a car or riding a bus)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - House vocabulary. - Weather description - Feeling - Pest vocabulary
- Reading			
First appointment with the instructor			
Topic #4 COMPARATIVE TEXT	Being able to write a comparative text using general information from websites in order to compare and contrast ideas (Light beer vs. Dark beer: which one is more popular?)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Nature vocabulary (places, nature elements) - Transportation vocabulary - Clothes vocabulary - Luggage descriptive adjectives. - Number - Quantity expressions
- Reading			
Topic #5 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (The causes of global warming)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food - Travel verbs - Travel vocabulary - Days & months - Travel feelings
- Reading			
Topic #6 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (The health benefits of a vegetarian diet)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food - Descriptive adjectives - Day of the week - Months of the year - Family members
- Reading			

Second appointment with the instructor			
Topic #7 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (Evolution of video games)	*The appropriate tense times. *The appropriate suffix.	- Places - Weather descriptive adjectives. - Scenery descriptive adjectives
- Reading			
Topic #8 INFORMATIVE TEXT	Being able to create a text to inform about a process on a certain topic with sense and coherence. (How to make a pizza)	*The appropriate tense times. *The appropriate suffix.	- Descriptive adjectives - Feelings - Personality descriptive adjectives. - Frequency adverbs.
- Reading			
Topic #9 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (Interesting cultures)	*The appropriate tense times. *The appropriate suffix.	- Food descriptive adjectives - Food ingredients - Cooking verbs - Quantity vocabulary
- Reading			
Third appointment with the instructor			
Topic #10 INFORMATIVE TEXT	Being able to create a text to inform about a process on a certain topic with sense and coherence. (How to pick a <u>bottle of wine</u>)	*The appropriate tense times. *The appropriate suffix.	- House vocabulary - Descriptive adjectives. - Shapes - Colors & numbers
- Reading			
MID TERM ESSAY			
<ul style="list-style-type: none"> • COMPARATIVE ESSAY- How the provided iPad is going to help the student performance at OSU? <ul style="list-style-type: none"> - Think about the similarities and differences between the items you are comparing and compile a list of them, etc. 			
Topic #11 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering causes for what causes children to rebel against their parents?)	*The appropriate tense times. *The appropriate suffix.	- House vocabulary - Descriptive adjectives. - Shapes - Colors & numbers - Feelings
- Reading			
Topic #12 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: Effects of pollution)	*The appropriate tense times. *The appropriate suffix.	- Insects & animal's vocabulary - Habitat vocabulary - Colors - Behavior vocabulary
- Reading			

Oral exam			
Topic #13 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: The chances in the Ocean (garbage))	*The appropriate tense times. *The appropriate suffix.	- Adverbs - People behavior - Social activities vocabulary. - Public services vocabulary
- Reading			
Fourth appointment with the instructor			
Topic #14 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: what impact smoking on a ...)	*The appropriate tense times. *The appropriate suffix.	- Descriptive adjectives. - City places. - Nature places
- Reading			
Topic #15 CAUSE AND EFFECT TEXT	Being able to create a cause and effect text with sense and coherence. (Discovering effects for: Uber influence on the taxi drivers)	*The appropriate tense times. *The appropriate suffix.	- Comparative and superlative connectors - Descriptive adjectives. - City places. Nature places
- Reading			
Portfolio presentation			
Final essay Cause and effect essay - How traveling the world affects life and personality - The effects of credit culture			

3. Two credits plan; final Grade: Components and Weighting

3.1. Quechua I.I Course Evaluation for 2 credits plan students

Component	Weight
I. Homework	
a. Listening comprehension (recall) for each topic	16%
II. Portfolio presentation	4%
III. Writing samples (see appendix 2)	20 %
IV. Test (Quechua novel) (see appendix 3)	12%
V. Content master appointment (Total 4)	10%
VI. First draft final essay	13%
VII. Oral Exam (see appendix 1)	10%
VIII. Final essay	15%
TOTAL	100%

Syllabus for a two credits plan course			
Content	Function	Grammar	Vocabulary
Topic #1 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (students who work and unemployed students)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Adjectives - Daily routine verbs - Common places names - Regular used nouns. - (external, internal parts) - days of the week - time expressions - connectors
- Reading			
Topic #2 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (Living in big city or staying in village)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - Pain descriptive adjectives. - Body parts - (external, internal parts) - days of the week - time expressions
- Reading			
First appointment with the instructor			
Topic #3 COMPARATIVE TEXT	Being able to write a comparative text with opposite things to compare and contrast (Driving a car or riding a bus)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - House vocabulary. - Weather description - Feeling - Pest vocabulary
- Reading			
Topic #4 COMPARATIVE TEXT	Being able to write a comparative text using general information from websites in order to compare and contrast ideas (Light beer vs. Dark beer: which one is more popular?)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Nature vocabulary (places, nature elements) - Transportation vocabulary - Clothes vocabulary - Luggage descriptive adjectives. - Number - Quantity expressions
- Reading			
Second appointment with the instructor			
Topic #5	Being able to create a	*The appropriate tense	- Food

INFORMATIVE TEXT	text to inform on a certain topic with sense and coherence. (The causes of global warming)	times. *The appropriate suffix.	<ul style="list-style-type: none"> - Travel verbs - Travel vocabulary - Days & months - Travel feelings
- Reading			
First draft midterm essay			
Topic #6 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (The health benefits of a vegetarian diet)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food - Descriptive adjectives - Day of the week - Months of the year - Family members
- Reading			
Oral exam			
Topic #7 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (Evolution of video games)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Places - Weather descriptive adjectives. - Scenery descriptive adjectives
- Reading			
Third appointment with the instructor			
Topic #8 INFORMATIVE TEXT	Being able to create a text to inform about a process on a certain topic with sense and coherence. (How to make a pizza)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Descriptive adjectives - Feelings - Personality descriptive adjectives. - Frequency adverbs.
- Reading			
Topic #9 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (Interesting cultures)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food descriptive adjectives - Food ingredients - Cooking verbs - Quantity vocabulary
- Reading			
Fourth appointment with the instructor			
Topic #10 INFORMATIVE TEXT	Being able to create a text to inform about a process on a certain topic with sense and coherence. (How to pick a <u>bottle of wine</u>)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - House vocabulary - Descriptive adjectives. - Shapes - Colors & numbers
- Reading			
Portfolio presentation			
FINAL ESSAY <ul style="list-style-type: none"> • COMPARATIVE ESSAY- How the provided iPad is going to help the student performance at OSU? <ul style="list-style-type: none"> - Think about the similarities and differences between the items you are comparing and compile a list of them, etc. 			

4. **One credit plan; final Grade: Components and Weighting**

4.1. **Quechua I.I Course Evaluation for 1 credit plan students**

Component		Weight
I.	Homework	
	a. Listening comprehension (recall) for each topic	16%
II.	Portfolio presentation	4%
III.	Writing samples (see appendix 2)	20%
IV.	Test (Quechua novel) (see appendix 3)	12%
V.	Content master appointment (Total 4)	10%
VI.	First draft final essay	13%
VII.	Oral Exam (see appendix 1)	10%
VIII.	Final essay	15%
TOTAL		100%

Syllabus for a one credit plan course			
Content	Function	Grammar	Vocabulary
Topic #1 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (students who work and unemployed students)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Adjectives - Daily routine verbs - Common places names - Regular used nouns. - (external, internal parts) - days of the week - time expressions - connectors
- Reading			
First appointment with the instructor			
Topic #2 COMPARATIVE TEXT	Being able to write a comparative and contrast text with sense and coherence. (Living in big city or staying in village)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - Pain descriptive adjectives. - Body parts - (external, internal parts) - days of the week - time expressions
- Reading			
Second appointment with the instructor			
Topic #3 COMPARATIVE TEXT	Being able to write a comparative text with opposite things to compare and contrast (Driving a car or riding a bus)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Daily routine verbs - Common places names - Regular used nouns. - House vocabulary. - Weather description

			<ul style="list-style-type: none"> - Feeling - Pest vocabulary
- Reading			
Oral exam			
Third appointment with the instructor			
Topic #4 COMPARATIVE TEXT	Being able to write a comparative text using general information from websites in order to compare and contrast ideas (Light beer vs. Dark beer: which one is more popular?	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Nature vocabulary (places, nature elements) - Transportation vocabulary - Clothes vocabulary - Luggage descriptive adjectives. - Number - Quantity expressions
- Reading			
Fourth appointment with the instructor			
Topic #5 INFORMATIVE TEXT	Being able to create a text to inform on a certain topic with sense and coherence. (The causes of global warming)	*The appropriate tense times. *The appropriate suffix.	<ul style="list-style-type: none"> - Food - Travel verbs - Travel vocabulary - Days & months - Travel feelings
- Reading			
Portfolio presentation			
FINAL ESSAY <ul style="list-style-type: none"> • COMPARATIVE ESSAY- How the provided iPad is going to help the student performance at OSU? <ul style="list-style-type: none"> - Think about the similarities and differences between the items you are comparing and compile a list of them, etc. 			

Appendix 1

ORAL EXAM
BASED ON THE ACTFL CRITERIA
Quechua VI; Advanced
 Grade ____ / 49 points
 Time 15-30 minutes

Date 2019

1. Presentational mode; (activate the knowledge) TOTAL 10 points
List of Words (100) be attentive to word pronunciation, mispronounced words will not be considered only if that originates a misunderstanding. (numbers 1-10, house, family, animals, colors, adjectives, nature, culture, verbs, place preposition etc.)

20 words	40 words	60 words	80 words	100 words
2 points	4 points	6 points	8 points	10 points

2. Presentational mode; conversation is generally concrete exchanges necessary for survival in the target culture. Speaker use confidently present and past tense. TOTAL 30 POINTS

Criteria	List of words	Incomplete sentences	Complete sentences	Connected sentences	Short paragraph
Accuracy	1 point	2 points	3 points	4 points	5 points
School –work Describe your responsibilities at school or work also talk about a normal work-study day routine					
Home Describe in detail your home, and the activities developed in those room					
Simple dish preparation Ingredients and preparation					
Past narration What did you do yesterday / last weekend / last summer					
Comparison Between to places / dishes / people / transport					
Future narration Your plant for the weekend / summer / next month / next day					

Example:

¿Imata mikhunki?

Papata (LW)

Papata mikhuy (IS)

Papata mikhuni (CS)

Ñuqaqa sapa kuti Chipotle wasipi pastata mikhumuni, wakin kutipiqa warmi masiywan mikhurikamuyku(CS)

Ñuqaqa sapa kuti Chipotle wasipi pastata mikhumuni, wakin kutipiqa warmi masiywan mikhurikamuyku, ñuqayku vegetarianas kayku chayrayku vegetariana mikhuna wasitapuni mask'arparimuyku. (SP)

3. Interpersonal mode; Uncomplicated communicative tasks (TOTAL 9 POINTS)									
Criteria	Introductory section				Questions section			Conclusion	
Accuracy	4 points				3 points			2 points	
	LW(1)	IS(2)	CS(3)	CS(4)	1 Q (2 points.)	2 Q (3 points.)	3 Q (4 points)	Give thanks (1pt.)	Closing remark (1 pt.)
Role play 1									
Role play 2									

Role play situations:

A role play has students behaviorally demonstrate what they would do in a given role or situation under specific circumstances and prompts.

Grading rubric for Written Assignments

Quechua V; Advanced

FORMAT	Inadequate (Below Standard) (1 points)	Adequate (Meets Standard) (2 point)	Above Average (Exceeds Standard) (3 points)	Exemplary (Far Exceeds Standard) (4 points)
Length (300 words)				
Word count				
Title				
Spacing; double space				
LEVEL CONTENT				
Content indicates original thought and support for the topic.				
DEVELOPMENT				
Main points well developed with high quality and quantity support.				
GRAMMAR				
Free of distracting spelling, punctuation and basic grammatical errors.				
ORGANIZATION				
Writing is coherent and logically organized with transitions used between the ideas and paragraphs to create coherence. Overall unity of ideas.				
TOTAL				/32

Appendix 3; Calendar and pages for reading the Novel

P'anqa (book) : Waskarwan Jatun tatanwan

N	Qanchischaw (Dates)	Raphikuna/pages	Credits
1	Self-paced	13-20	One credit plan
2	Self-paced	20-27	
3	Self-paced	27-34	
4	Self-paced	34-41	
5	Self-paced	41-48	
6	Self-paced	48-56	Two credits plan
7	Self-paced	56-63	
8	Self-paced	63-70	
9	Self-paced	70-77	
10	Self-paced	77-84	
11	Self-paced	84-91	Three credits plan
12	Self-paced	91-98	
13	Self-paced	98-106	
14	Self-paced	106-111	

5505.51, Advanced Quechua I: Individualized Instruction, and 5506.51, Advanced Quechua II: Individualized Instruction

Rationale

The advantages of indigenous language study are numerous in this multicultural world. The acquisition of linguistic skills and intercultural competence in the target language is key in today's modern, communicative language classroom. Exposure to literature, culture, film, etc. in the target language lends invaluable insight into different cultural products, practices, and perspectives. An ample amount of reading, writing, listening, and speaking activities in Quechua allows learners to grow in their linguistic abilities throughout their course sequence. Through intensive engagement with the Quechua language and culture, students learn to recognize and respect different perspectives in order to better understand global diversity. In these two most advanced Quechua courses offered at OSU, students study texts and other cultural products as well as analyze practices in the target language in order to arrive at a deeper understanding of said cultural perspectives. Students are encouraged to continue developing their linguistic competencies as well as engage meaningfully with cultural content.

These two advanced courses follow a two-semester sequence at the beginner level (i.e., 5501.01/.51 and 5502.01/.51) and the intermediate level (i.e., 5503.01/.51 and 5504.01/.51). These initial four course levels are offered at OSU through two delivery modes: face-to-face classroom instruction (reflected by the course suffix ".01") and Individualized Instruction (or I.I., reflected by the course suffix ".51"). Only these last two course levels in the advanced sequence— 5505.01 and 5506.01— are offered through one delivery mode: face-to-face classroom instruction. To close this curricular gap, we propose to offer this advanced sequence through Individualized Instruction also and thus create 5505.51 and 5506.51. The advantages of I.I. for a less commonly taught language (or LCTL) like Quechua are many and include the following:

Advantages of Individualized Instruction...

- For student(s):
 - High-quality, small-group or one-on-one interaction during which students feel heard, can ask many questions, etc.
 - Increased opportunity to take initiative and produce in the language.
 - Low-stress environment that reduces the fear of failure and/or errors.
 - Minimizes overstimulation and classroom distractions.
 - Decreased chance of course cancellation due to low enrollment.
- For instructor(s):
 - Ability to personalize conversations and assignments.
 - Opportunity to gauge a student's learning and communication style and adapt to it.
 - Minimizes overstimulation and classroom distractions.
 - Decreased chance of course cancellation due to low enrollment.

In sum, given these instructional advantages, we would like the option of offering these two advanced courses in the I.I. format. This curricular addition will complete our sequences of Quechua courses at the beginner, intermediate, and advanced levels, thus creating parallel tracks and options for students and the Department. Such expansion will add flexibility for all and strengthen our growing Quechua language program at OSU.