

## Intensive Language Study: Quechua / Runasimi

### QUEC-1503 (3 credits)

### Peru: Indigenous Peoples and Globalization

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Course description

This is an intensive language course of a theoretical-practical nature, and its purpose is that the student approaches the use of the Quechua language within the social sphere. This subject is considered important for fostering an understanding of the concepts within Andean worldview and for facilitating acceptance and immersion among Quechua speaking populations in Peru.

#### Course objectives

This course is oriented students who already have a basic knowledge of Quechua. It will build on the knowledge they have and further their communication skills through immersion in the language in order to facilitate their involvement in the cultural and social environment of the Peruvian Andes. The course aims to bring students to the 'Intermediate Low' ACTFL Level, or A2 CEFR level.

#### Student Learning Outcomes

By the end of the course, the student will be able to:

- *Speak and comprehend* Quechua in more complex living experiences by full participation in everyday communications: Shopping, traveling, cooking, giving complete descriptions, expressing likes/dislikes, giving orders, etc.
- *Interpret and analyze* the cultural and historical events, symbols and Andean cosmovision through cultural products of the area: stories, customs, Quechua usage within the city, with Western cultural and historical analysis.
- *Distinguish* between cultural activities of the time such as festivals, the agricultural cycle, etc. with those most same events in Western cultural activities

#### Prerequisites

Quechua (QUEC1003) or equivalent. Additionally, all classes will be taught in Spanish as it is the language spoken by the teachers in Cuzco. Students must therefore have at least two semesters of college level Spanish in order to undertake this course.

## Methodology

Classes will be taught on-site in Cuzco, with students participating in small-group activities, discussion groups, language games as well as traditional exercises and tasks. Non class-based activities will consist of required conversation practice with homestay families, assignments within the city interacting with the Quechua speaking population, as well as full language immersion during the 5 day rural family homestay on Taquile Island in Lake Titicaca.

## Organization of the course:

The course is made up of 45 class hours, divided into 10 face-to-face classes combined with 15 hours learning on the academic trip to Taquile Island which will include set assignments. Additionally, the course consists of 90 hours of non-class based learning through immersive homestay family conversation practice, Cuzco city based assignments and family and community activities whilst on Taquile Island.

## Course content

- Future Simple
- Adverbs of place
- Adjectives
- Verb KASHAY (have exception)
- Additional suffixes
- Prohibitive AMA
- Imperatives
- Travel planning
- Climate description

## Evaluation criteria

Participation	10%
Assignments	10%
Oral Exam	40%
Written Exam	40%

### Participation

This criterion considers the attendance and punctuality of the student. The student must always arrive before class and any absence must be communicated in advance. In this case, it is the student's responsibility to communicate with their classmates to find out what was taught in class and what assignments were set, and have them ready for the next class.

### Assignments

This criterion considers the fulfillment of the assigned tasks in an appropriate way according to the teacher's criteria and completed before the class. Homework grades are not recorded.

### Final Oral Exam

The student will present their Taquile host family, describe their daily life and the things that most stood out to them regarding life on the island and their opinions and thoughts about it.

### Final Written Exam

This exam will assess components of grammar, vocabulary, and descriptive skills.

### **Rating scale**

The grades reflect the student's interest and effort in improving their performance according to their abilities and characteristics.

	%	DESCRIPTION
A	94 – 100	Exceptional performance; balance between academic, attitudinal and sociocultural learning achievements.
A-	90 – 93	
B+	87 – 89	Methodical and hard work; includes solid foundations to keep moving forward.
B	84 – 86	
B-	80 – 83	
C+	77 – 79	The result meets the requirements, but requires further study.
C	74 – 76	
C-	70 – 73	
D+	67 – 69	The work reflects deficiencies and errors that have not been corrected despite the exercises and indications.
D	64 – 66	
F	< 64	

### **Bibliography**

Cusihuamán, Antonio (1976): *Gramática quechua: Cuzco-Coll.* Ministerio de Educación e Instituto de Estudios Peruanos. Lima.

Godenzi, Juan C. y JanettVengoa (1994): *Runasimimantayuyaychakusun. Manual de Lingüística quechua para bilingües.* Centro Bartolomé de las Casas. Cusco.

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## Course Schedule and Content

	Week / Unit	Objective	Class Content	Hours	Non-Class Content	Hours
IN CUZCO	1	Dialogue and conversation	Getting to know your homestay family Interrogatives The verb Kay - 'to have' Climate vocabulary	15	Conversation and grammar practice with family Market visits, practice buying Street name/area translations Diary of Cuzqueñan weather	30
	2	Gather and request information about a destination	Trip and planning vocabulary The Future Simple Expressing thoughts, plans and likes	9	Readings and videos about Andean geography Create upcoming trip itinerary Weather forecast Oral+written presentation of future plans and trip ideas	15
	3.1	Listening, pronunciation, fluidity. Express opinions and give orders.	<b>Rural Homestay:</b> <i>investigate + learn</i> Direct and indirect imperatives The prohibitive 'Ama' The obligative Food and health vocabulary	15	Write a recipe that your homestay family cooks using instructions Research the community and family rules and write down.	35
	3.2	Using Quechua with confidence	<b>Cuzco:</b> Consolidate and verify new grammar learned <b>Final exam</b>	6	City activities to verify progress Exam: Present your family, community rules etc., compare with Taquile and illustrate your opinion, discuss future plans	10
			<b>TOTAL CLASS HOURS:</b>	<b>30</b>	<b>TOTAL NON-CLASS HOURS:</b>	<b>90</b>

*\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*