

## Intensive Language Study: Quechua / Runasimi QUEC-1003 (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

The course has the main purpose of providing the student with the basic building blocks of Quechua in order to facilitate immersion in the cultural and social environment of the Peruvian Andes through basic communication and showing an appreciation for indigenous language. The course aims to bring students to the 'Novice High' ACTFL Level, or A1 CEFR level.

#### Student Learning Outcomes:

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

- *Speak and understand* Quechua in basic everyday experiences and activities: Greeting, farewell, asking, describing, family and community activities.
- *Discuss* current cultural activities of the time such as festivals, the agricultural cycle, etc.
- *Analyze* with a cultural and historical perspectives cultural products of the area: stories, customs, song.

#### Prerequisites

No prerequisites are required for this program. Knowledge of Spanish is recommended but not required.

#### Methodology

Classes will be taught online, with learning focused on grammar, vocabulary and practicing dialogues through role play and song. Non class-based activities will include pairing up with other students for

conversation practice, watching cultural videos, reading relevant materials, and doing set homework assignments.

### **Organization of the course:**

This intensive course is made up of a total 45 learning hours, divided into 15 classes, with an additional 90 non-class hours for readings, exercises and language practice.

### **Course content**

- Pronouns
- Present Simple, Past Simple, Past Continuous
- Adverb of place
- Possessives
- Adjectives
- Interrogatives: -CHU, PI, MAY, Imayna, Hayk'a
- Verb KAY/KASHAY (are/is)
- Suffixes:
- Locative –P.
- Ablative –MANTA
- Pluralizer –KUNA
- Genitive –q / pa

### **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 family, describe their daily life and describe their own childhood.

#### 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, attitude 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 |
|--|-------------|-----------|---------------|-------|-------------------|-------|
|--|-------------|-----------|---------------|-------|-------------------|-------|

|               |            |   |  |           |  |           |
|---------------|------------|---|--|-----------|--|-----------|
| <b>ONLINE</b> | <b>1-3</b> | To understand the Quechua language in its current context; greeting others and presenting yourself. | Varieties of Quechua and current daily use<br>Spelling and phoenetics<br>Greetings and introductory phrases<br>Pronouns, the verb Kay/Kashay<br>The Present Simple         | 15        | Readings regarding Quechua historical background<br>Videos showing Quechua current context<br>Exercises to practice basic present tense structures<br>Greeting conversation practice                       | 30        |
|               | <b>4-6</b> | Describing, presenting and asking questions about family  | Family vocabulary<br>Principal suffixes<br>Interrogatives May and -chu<br>Verb conjugation in the Present Continuous<br>Occupational vocabulary                            | 15        | Videos about Andean family structure and roles<br>Conversation practice with fellow students – questions/descriptions<br>Make a presentation about another student’s family                                | 30        |
|               | <b>7-9</b> | Describing activities in your community   | Possessive suffixes, the ownership genitive<br>The Past Simple and Past Continuous<br>Numbers and Colors<br>Andean lifestyle vocabulary: Weaving, agriculture, <i>ayni</i> | 15        | Myths, legends, storytelling<br>Writing about your childhood<br>Describing your dreams<br>Andean dream interpretations<br>Readings and videos about life in the Andes and Taquile<br>Conversation practice | 30        |
|               |            |   | <b>TOTAL CLASS HOURS:</b>  | <b>45</b> | <b>TOTAL NON-CLASS HOURS:</b>  | <b>90</b> |

*\*Please be aware that topics 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.*