Mayan Language Institute-K’iche’ 2021 (June 14 – July 23)
Course Syllabus (overview)

Utz ipetik! Utz petik alaq!
Sib’alaj kojki’kotik rumal junam kojok che le reta’maxik le ch’ab’al K’iche’!

Welcome to K’iche’!
We are very much looking forward to enter together into the study of K’iche’! In this class we will endeavor to learn K’iche’ in an environment of cooperation, discussion and respect. The study of a language is challenging, but is usually fascinating and rewarding. Questions are always welcome! We expect everyone to encourage, help and forgive each other as we work on learning together.

Below you will find some general information and basic information about the course. For a more detailed daily schedule please consult the excell syllabus. The syllabus is subject to change. Please refer also to the general syllabus published by Tulane for more details regarding expectations, and class procedures.

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Nahualá Instructors:
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Class will be held on zoom

Grading:
Participation: 40%  (includes the group project and the maltyoxinik (see below for details)
Exam 1: 10%
Exam 2: 10%
Exam 3: 10%
Oral exam: 20%
Presentation: 10%

FLAS recipients will be required to do an additional entry and/or exit FLAS interview with Mareike Sattler. The oral exam will serve as the exit interview.

Grading Scale:
A = 92.5-100, A- = 89.5-92.4, B+ = 87.5-89.4, B = 82.5-87.4, B- = 79.5-82.4 C+ = 77.5-79.4, C = 72.5-77.4, C- = 69.5-72.4, D+ = 67.5-69.4, D = 62.5-67.4, D- = 59.5-62.4, F = 59.5 and below.

General
Students are required to attend classes every day and to participate actively in the class. Language instruction includes class work, one-on-one conversation with the teachers from Nahualá, or work in small groups. The afternoon presentations on cultural topics during afternoon sessions will be used for language instruction as well. The textbook is available in your Canvas page. The textbook is a work in progress, and is not to be distributed without my permission. At your instructor’s discretion, you will be assigned homework designed to review material covered in class. Assignments should be completed before class begins, and they are part of the participation grade. Students are expected to review and study the material presented in class at home as preparation for the next class, especially keeping up with vocabulary. Please adhere to the best-practices for online classes as they were outlined in the orientation.

All materials and notes for classes are accessible on Canvas under FILES. A shared google folder might be added at a later point.

Typically, mornings are devoted to language instruction through direct teaching, conversation or interactive activities. During afternoon session students will learn about cultural topics relevant to life in Nahualá, and students will learn how to speak about these topics in K’iche’.
During language instructions sessions in the mornings students are being split up by level. Silent or group activities, and all afternoons are generally held as a common session. Each day has one session (45 min) designated to silent or group work. Depending on progress of the class, this daily schedule may be revised.

**Daily schedule:**

**MORNING:**

9:30 – 10:15 am CDT: Tijonik 1: Tzijonem/lecture (Mareike) **OR** silent/group work  
10:15 – 10:30 am CDT: **uxlanem 1: BREAK**  
10:30 am – 11:15 am CDT: Tijonik 2: Tijonik/Tzijonem kuk’ tijoxelab’/language instruction OR Conversation  
11:15 am – 11:30 am CDT: **uxlanem 2: BREAK**  
11:30 am – 12:15 pm CDT: Tijonik 3: Tijonik/Tzijonem kuk’ tijoxelab’/language instruction OR Conversation  
12:15 – 12:30 pm CDT: **uxlanem 3: BREAK**  
12:30 – 1:15 pm CDT: Tijonik 4: silab’em tijonik /interactive group activity  
1:15 – 2:30 pm CDT: **LUNCH BREAK/RE PA Q’IJ**  

**AFTERNOON**

2:30 – 3:20 pm CDT: tzijonem 1/presentation **OR** discussion of a presentation  
3:20 – 3:35 pm CDT: **uxlanem 4**  
3:35 – 4:25 pm CDT: tzijonem 2 /presentation **OR** discussion of a presentation
Participation
Students are expected to actively participate in the class, which includes consistent completion of assignments, and disciplined self-study of new topics/grammar and vocab. Included in the participation grade are the customary thank you speech (maltyoxinik) at the end of the course and the group project.

Tests
Tests and final exams (written)
At the end of week 2 and week 4 a test is scheduled to check on the progress of the students. The final takes place at the end of week 6.

Oral exams
The Oral exam (during last week of class of the course) will take about 20 minutes and takes the form of a conversation. The focus during the exam is on oral proficiency; we look for willingness and ability of the students to hold a conversation in K’iche’ based on acquired skills. Active participation and contributions to the conversation from the examined students are encouraged. The oral exams will serve as the FLAS exit interviews.

Maltyoxinik
With the help of the teachers students will prepare a Maltyoxinik (thank-you speech) in K’iche’, which is to be given at the last week of classes.

Presentation
Students select a topic of their choice and work together with a teacher to develop a 15 min presentation in K’iche’. Students will give their presentations during the last week of classes to fellow students and teachers. Students will also submit a written version (in K’iche’) of the presentation. The goal is a deliver a presentation in K’iche’ on your level of language mastery. During the presentation students should at all times feel that they are competent in their language production. The goal is not to exhaust a topics academically, nor to have things translated by the teachers and students reading it off. Choose sentences and vocabulary that correspond to your level, whatever that level is. The presentation can be simple; it can be funny, it can be silly. You are welcome to use a few slides to describe and illustrate your presentation, but it is not necessary.
Group Project
The goal is to develop an accessible bilingual (K’iche’-English) “podcast” or “dialogue scheme” that could benefit K’iche’ and English learners alike. This project will be designed and elaborated as a group. Depending on how quickly we make progress, we can produce more or fewer of these.

Cultural topics by week (afternoon session)
Wuqq’ij 1: Guatemala then and now
Wuqq’ij 2: le qatinamit: our town and people
Wuqq’ij 3: le ab’ix: corn and agriculture
Wuqq’ij 4: le taq chak/le naq’atal ub’anik: professions and customs
Wuqq’ij 5: le cholb’al q’ij, pach’um tzij: calendar and poetic use of language
Wuq’qi 6: wrapping up and student presentation