NAHUATL AT INTERMEDIATE LEVEL
University of California, Berkeley

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University of Utah
Fall 2020
Distance learning

Course description

In this class students will continue their first exposure to the Nahuatl language via distance learning. This is the variety from the municipality of Chicontepec, in the Huasteca region of northern Veracruz, Mexico. This class covers three Units at the intermediate level.

Overall, this course will allow the student to master intermediate Nahuatl. Therefore, in the first Unit, students will practice situations related to the common illnesses and about feelings and emotions that they experience every day. In the second Unit students will learn about the games that were practiced or still are practicing Nahua children in the Nahua villages. Therefore, we will use Nahuatl in daily situations, and will also read brief texts about stories and descriptions of the most popular games. In the third Unit students will know the process, the symbolism, and the meaning of the Nahua ceremonies that Nahua people celebrate today for their multiple deities.

In terms of grammar, in these three Units students will continue learning and practicing the verbal tenses such as present, past and future tense, focusing largely on the past tense because it is the most complex. In all Units students will use the grammar learned in the beginner's level. At the same time, also over the course we can review the grammatical parts that are necessary to increase.

Finally, knowledge of Spanish is not required in this course.

Course goals

A) Develop intermediate level language comprehension -speaking, reading, writing and listening- knowledge of the language structure, as well as cultural competence and sensibility, in order to facilitate students' ability to communicate effectively, correctly, creatively and respectfully in and outside Nahua villages.

B) Learn about the Nahua historical and social cultural aspects of Nahuas of today.

Prerequisite:

This course is developed for students who recently have completed the Nahuatl course for beginners (LING 20A). If a student wants to take this course without the previous course, I will have an interview to assess his/her Nahuatl proficiency.

Teaching materials for level 2
Required materials:

The material for level 2 will be provided in a PDF file by the coordinator and the instructor’s program one week before start classes, including other materials such as grammars and dictionaries. If necessary, I can resend any previously covered materials or exercises via email.

Curso de lengua náhuatl nivel intermedio. Copyright by The Instituto de Docencia e Investigación Etnológica de Zacatecas. (There is no English Nahuatl textbook published, so we will use this one. The instructor will provide support for students who do not speak Spanish)

I also recommend the following books:

Modern Nahuatl Grammar. Copyright by The Instituto de Docencia e Investigación Etnológica de Zacatecas.

Nahuatl dictionary. Copyright by The Instituto de Docencia e Investigación Etnológica de Zacatecas.

More readings:

Cruz de la Cruz, Abelardo de la; Cruz de la Cruz, Eduardo; Maryniak, Joanna. (2016) Tlahtolixcopincayotl. A pictorial dictionary of modern Nahuatl (2016) Varsovia.
http://www.revitalization.al.uw.edu.pl/eng/Nahuatl/8/154/tlahtolixcopincayotl


Students with disabilities

Please, contact me over email adelacruzdelacruz@albany.edu so I may provide any necessary accommodations in my class.

Attendance

In every class I will pass around the attendance sheet. Attendance is required at all classes. Even though the class is a distance learning one, please arrive on time. Serious illness, family emergencies, academic conferences, and religious observances are valid reasons for missing class. Please let me know if you have to miss for a legitimate reason.

Requirements (these are described in detail below)

Vocabulary use: 20 %
Participation in class: 20 %
Homework: 20 %
Midterm exams 20 %
Final exam: 20%
Total 100 %

In this class I will evaluate the use of learned vocabulary and participation in class including arriving on time. With sentence and composition homework, I will evaluate orthography and coherence. The final exam will be oral and written.

All homework will be turned in via Google Drive to the links provided.  
https://drive.google.com/drive/folders/1g4veNxfSblXSoWQD4VWuwO523iLUqek 

Upload assignments in GoogleDoc format. This allows for feedback in real time. The assignments should be turned in a day prior to the next class meeting by 11:59pm unless otherwise instructed. So, if an assignment is assigned on a Wednesday, please upload a file by Sunday night at 11:59pm. And if there is an assignment that is assigned Monday, you have until Tuesday by 11:59pm to turn it in. You are responsible for getting an assignment from a classmate or me if you happen to miss a day. Late assignments are accepted but will not receive full credit and you only have two days after the assignment is due to turn in the assignment for feedback. If you require accommodations, please let me know. If this is not clear, please also let me know.

Grading

In this course I will report grades using letters. I share the link for Berkeley students.  
https://registrar.berkeley.edu/faculty-staff/grading/grading-policies-reports

SCHEDULE

Please note: This schedule is subject to change. Students are responsible for being aware of any change announced in class.

Week  Content

WK 1  
1 This class is optional. First part: Introduction with students. Second part: A brief keynote about the Nahuatl culture of today.

2 First part: Questions and comments about syllabus. Second part: Let’s review what we have learned. Oral and writing exercises.

Handouts will be provided in-class.

WK 2  

Unit 1. ¿Queniuhqui tiitztoqueh pan ni tonatiuh? (Unit 2. How are we in this day?)
1.1. Ticmanextizceh cequin tlahtolli tlen totlacayo. (Let’s know new words about the body-parts.)

Assignment 1: Write 5 sentences with the new body-part names.

2
Continuación: 1.1. Ticmanextizceh cequin tlahtolli tlen totlacayo. (Let’s continue about the body-part names.)

Assignment 2: Write a brief text where you will use the body-part names. (3 lines)

WK 3 1
Holiday. No classes.

2
1.2. Ticmanextizceh cequin cocoliztli huan cuahcualoliztli. (Let’s know about illnesses and the body-aches.)

Assignment 3: Write 5 sentences using the new words about illnesses and the body-aches.

WK 4 1
1.2.3. Cocoliztli tlen techpano ahachica. (Let’s know about the common Illnesses.)

Assignment 4: Write a text about an illness that you had commonly in your childhood.

2
1.3. Tiquihtozceh queniuhqui ticmachiliah toyollo. (Let’s say how we feel in the heart: words about feelings and emotions.)

Assignment 5: Write a story about the feelings that you experience every day. (5 lines)

WK 5 1
1.3.3. Zaniltequitl. Tlen quimachilia totlacayo. (An oral conversation. How does our body feel?)
A) Zaniltequitl ica Juan huan Pedro. (An oral conversation among Juan and Pedro.)
B) Tlapohualiztli ica tenanan nemi icelti. (Read a story about a mother that is alone.)

2
C) Tetatah paxaloto altepeco. (Read a story about a father that visited a city.)
A) Xichuazani tlahtolli tlen quinanquilia tlahtlaniliztli. (Underline the correct question.)
Assignment 6: Describe a trip that you carried out recently. Use the words about feelings and emotions. (5 lines)

WK 6 1
B) Xictemiti tlahtolli tlen quinamiqui tlahtolpamitl. (B) Fill in the blanks the correct answer.)
   1.3.5. Mochihuaç ce tlapannextilli ica momachtianih. (A role-play with students.)
   1.3.5. Tlahtolli tlen tzontlami ica -miqui. (A couple words that end with miqui.)

Assignment 7: Describe a story about a particular song, or a book, or a movie, or a trip that you experienced feelings or emotions. (7 lines)

2
First midterm exam, oral and written.

WK 7 1
Unite 2. Timahuiltizceh. (Unit 2. Let’s play some games.)
   2.1. Ticmatizceh queniuqhqui mahuiltiliztli tlen Chicontepec. (Let’s know how the people from Chicontepec played in their childhood.)
   2.1.2. Xiquihcuilo ica tlen huan queniuqhqui timahuiltizceh quemman tieliyaya ticuecuetztzin. (Write what and how you played when you were a child.)

Assignment 8: Describe that you like to play (sports) in your free times. (4 lines.)

2
   2.1.3. Cequin mahuiltiliztli tlen Chicontepec, Veracruz. Cuacarretah huan pilcaltzin. (Some games from Chicontepec, Veracruz: Wheelbarrow and the little house.)

Assignment 9: Write 5 sentences with the verbs that you learned in the texts.

WK 8 1
Cuahuizolli huan moitzquiah huan tlahtlaniliztli. (Continuation of games: swing and tag, then make questions about it.)

2
   2.1.4. Xicpohua tlapohualiztli tlen olotl huan zoquisucuamoñecoz. Gramática: dividir en morfemas los verbos y sustantivos. (Read the story about the corncob and the mud dolls. Grammar: divide in morphemes verbs and nouns.)

Assignment 10: Create a text about a kind of sport that is practiced where you live now.

WK 9 1
   2.1.5. Xicpohua tlapohualiztli Xochitl huan Patricia. Tlahtlaniliztli. (Read the fragment among Xochitl and Patricia, then make questions about it.)
2
2.1.6. Xicpohua zaniltequitl tlen pilcaltzin: Maricela huan Manuela. (Read the conversation about the little house: Maricela and Manuela.)

Assignment 11: Describe the ritual carried out by the Los voladores de Papantla. (5 lines)
Watch the video too: https://www.youtube.com/watch?v=U9qA1DRHYOA

WK 10 1
Timahuiltizceh cequin mahuiltiliztli. (Let’s play some games.)
2.2.1. A) Matatenah y B) cayocoh. (Jacks and marbles.)
2.2.2. Tizanilozceh ica mahuiltiliztli tlen campa ce huallauh. (Let’s talk about our favorite games.)

Assignment 12: Create a brief text about a common play from your country. (5 lines)

2
Second midterm exam, oral and written.

WK 11 1
3. Campeca tlen tlatalcuaultiliztli. (Unit 3. Ceremonies about the Nahua offerings.)
3.1. Ticmatizceh quemman, canin, huan quenque mochihua ce campeca tlen tlatalcuaultiliztli. (Let’s know when, where and why are practiced ceremonies about Nahua offerings.)
3.1.1. Tlahtoltepanaliztli (conjugaciones de verbos irregulares). (Grammar: conjugations of the irregular verbs.)

Assignment 13: Write 6 sentences using the irregular verbs to go and to come in Nahuatl. Three sentences per verb and can be in present, past or future tense.

2
Ejercicios de escritura sobre los verbos irregulares. (Writing exercises about the irregular verbs.)

Assignment 14: Write 8 sentences using the irregular verbs eli, itztoc, eltoc and oncah in Nahuatl. Two sentences per verb and can be in present, past or future tense.

WK 12 1
3.1.2. Tlapohualiztli campeca tlen ce tlatalcuaultiliztli. (Read the story about a sacred offering.)

Assignment 15: Write a brief text about what you understood according to the story presented of offerings in Chicontepec. (5 lines)
2
Holiday. No classes.

WK 13 1
Continuación de tlapohualiztli campeca tlen ce tlatlacualtiliztli. (Continuation about the story of a sacred offering.)

Assignment 16: Write 5 sentences with the words that you learned in the previous text.

2
3.1.3. Cequin tlamanntli tlen tlahuel motequihuia quemman ce altepetzin tlatlacualtia. (Some stuff and ornaments that are used when a small town practices a ceremony.) Ejercicios de escritura. (Writing exercises.)

Assignment 17: Describe how the weather in the region is where you live. (5 lines)

WK 14 1
3.2. Tiquixmatizceh cequin totiotzitzin tlen mopannextia ica ce tlatectli. (Let’s know some deities/gods that are represented in paper.)

Assignment 18: Write 5 sentences according the Nahua deities or beliefs.

2
Non-instructional day. No classes.

WK 15 1
3.3. Titlatlacualtizceh. Tiquittazceh queniuhqui mochihua tleneltoquilli ica tlatlacualtiliztli tlen techiltoqueh totatahhuan. (Let’s offer. Let’s know how are practiced the beliefs about the offerings what our grandparents told us.)

2
Tlami tlapohualiztli tlen queniuhqui mochihua tlatlacualtiliztli. (Let’s finish the story about the sacred offerings.)
3.3.2. Tlapohualiztli ica A) Coyolxochitl huan B) Xochicozcatl. (Two readings about the preparation of ornaments in the offerings.)

Assignment 19: Write a text and describe what you think about the Nahua cosmovision. (5 lines)

WK 16 1
3.3.4 Momachtianih quiittazceh queniuhqui huelizceh quichihuah tlatlacualtiliztli. (Students will watch a video about how they can participate in a sacred ceremony.)
3.3.5. Tlahtlaniliztli ica tlatlacualtiliztli. (Questions and comments about the sacred offerings.)
Tizanilozceh ica tlatlacualtilitzli tlen campa huallohuih momachtianih. (Let's talk about the sacred ceremonies that are practiced in the countries of our students.)

**Assignment 20:** Describe a kind if ceremony that is practiced currently by another Mesoamerican culture. If you know, if not I can recommend one. (7 lines)

2
Oral conversations and writing exercises. Let’s review what we have learned.

Handouts will be provided in-class.

**WK 17**
Final exam. Oral and written.

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