

## Syllabus of Record

**Program:** CET Colombia

**Course Code / Title:** (CA/LANG 150) Spanish as Foreign Language – Beginner 2

**Total Hours:** 45

**Recommended Credits:** 3

**Primary Discipline:** Spanish Language

**Language of Instruction:** Spanish

**Pre-requisites / Requirements:** CA/LANG 100 or its equivalent

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### Description

The content of the course is based on a communicative task-based learning approach that is directly related to students' daily lives. Through their experiences in the host community and use of relevant sentences and expressions in their immediate Colombian context, students develop both linguistic and sociolinguistic abilities. The course incorporates themes such as colonization, the Republic, and contemporary Afro-Colombian culture.

The purpose of this course is to develop students' ability to communicate in the target language and to use different language tools to develop intercultural and civic competencies, communicating in simple terms details of background and immediate environment. This course is divided into 3 units, and each unit has a task-based learning approach.

### Objectives

At the end of this course students will be able to:

- understand sentences and frequently used expressions related to areas of relevance to their life in the Colombian context.
- compare places, situations, and actions.
- narrate different situations in present and past tense.
- express feelings, opinions, intentions, wishes, and preferences.
- give and ask for information.
- learn about and identify facets of Colombian culture.
- develop the skills to be able to discuss race and ethnicity in the Colombian context.

### Course Requirements

This course uses a communicative approach in which active student participation is necessary. Students are expected to read, listen to, or watch all assigned materials before or during class sessions. Reading assignments are generally 10 pages per week. Graded assignments include:

- Homework: Students work on different Spanish grammatical structures and bring questions to class for discussion.
- Exams: After finishing each unit, students take an exam to verify their competency in the language.

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- Presentations: 10 minutes, with 5 minutes for questions, using elements of local context to illustrate ideas, cultural topics, or concepts discussed in assignments.
- Field Observation Report: Each time students visit a museum, a community, a park, a cafeteria, or other local site, they write a short report describing the place, its function, and relevance to the community.
- Final Exam: A language test is administered at the end of the course to test proficiency.

Students are expected to attend each class and field-based course component, as outlined in the CET Attendance Policy.

### Grading

The final grade is determined as follows:

- Participation: 30%
- Homework: 5%
- Exams: 10 %
- Presentations: 35%
- Field Observation Report: 10%
- Final Exam: 10%

### Readings

Colombia Aprende. *Radio Nacional de Colombia RTVC*. March 20, 2016.

<https://www.radionacional.co/linea-tiempo-paz/abolicion-esclavitud>. Accessed February 3, 2020.

Bálint, Zsuzsa. «Los cuentos como medio de supervivencia para los esclavos.» *Afribuku. Cultura africana contemporánea*, 2015.

Barbary, Olivier. «Identidad y ciudadanía afrocolombiana en Cali y la región pacífica: pistas estadísticas para una interpretación sociológica.» *Revista Electrónica de Geografía y Ciencias Sociales*. 22, n° 94 (2001): 28-30.

Barbary, Olivier. «Segmentación socioracial y percepción de discriminaciones en Cali: una encuesta sobre la población afrocolombiana.» *Revista Desarrollo y Sociedad*, n° 47 (2001): 89-149.

Conferencia Nacional de Organizaciones Afroamericanas C.N.O.A. *Huellas de Africanía, Programa radial*. 2019. <https://convergenciagnoa.org/huellas-africania-programa-radial/> Accessed February 3, 2020.

*La paz desde una perspectiva afrocolombiana*. <https://convergenciagnoa.org/la-paz-desde-una-perspectiva-afroColombiana/>. Accessed February 3, 2020.

Echeverri, María Margarita. «Otredad racializada en la migración forzada de afrocolombianos a Antofagasta (Chile).» *Nómadas*, n° 45 (2016): 91-103.

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Lozano, Betty Ruth. «¿Negros o afros? ¿Cómo resolver esta discusión?» *Razón pública*, April 6, 2014.

Machado, Ana Maria. *Niña Bonita*. Caracas. Ediciones Ekaré, 2010:1-24.

Ministerio de Cultura, República de Colombia. *Afrocolombianos, población con huellas de africanía*. Bogotá: Cultura es independencia, 2010.

Rado, María, y Pablo Rodero. «Lo afro como riqueza para el turismo en Colombia.» *El País*, June 27, 2017.

Moreno, Santiago. *Conferencia Nacional de Organizaciones Afrocolombianas (C.N.O.A)*. April 25, 2017.  
<https://convergenciagnoa.org/La%20ni%C3%B1a%20y%20el%20bosque/ic1pag1.php>.  
Accessed February 3, 2020.

Vivanco, Dora. *Leilani. Historias contadas por la infancia Afrocolombiana*. Cali: Conferencia Nacional de Naciones Afroamericanas, 2016.

### Outline of Course Content

Every unit addressed in class is supplemented by field visits to relevant locations. Three weeks are spent on each of the areas below.

#### Unit 1 - Contemporary Afro-Colombian Communities

Objectives:

- Give information about oneself and others
- Talk about facts, daily routines and situations that happen at the moment
- Give their personal opinions about a specific topic

Linguistic functions:

- Pronouns (subject, prepositional object, direct object, indirect object, reflexive, possessive, indefinite...)
- Definite and indefinite articles
- Adjectives
- Numbers (0-100)
- Simple present

Cultural aspects:

- Learn about the differences and social connotations among terms such as: *afrocolombiano(a)*, *negro(a)*, *afrocolombianidad*, *negritud* and *negritudes*.
- Define and talk about Afro-tourism
- Discuss the social issues concerning Afro-Colombian communities

#### Unit 2 – The Republic

Objectives:

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- Compare people, situations and places
- Describe what is happening at the moment
- Express wishes and suggestions

### Linguistic functions:

- Comparatives
- Superlatives
- Imperatives
- Present Progressive
- The use of conditional present to express wishes and suggestions
- Numbers (100-1000)
- Simple present

### Cultural aspects:

- Discuss the role of Afro-Colombian communities in the Colombian peace process
- Learn about the migration process in Afro-Colombian communities
- Express points of view related to the Afro-Colombian population and employment

## Unit 3 – Colonization

### Objectives:

- Narrate situations that happened in the past
- Form arguments about specific situations
- Talk about situations that start in the past and continue in the present

### Linguistic functions:

- Simple past
- Imperfect past
- Present perfect
- The use of 'I think' + infinitive, 'To start' + infinitive
- The use of argumentative connectors

### Cultural aspects:

- Discuss the origins of Afro-Colombian communities
- Examine different forms of racism in Colombia