



## Syllabus of Record

**Program:** CET Colombia

**Course Code / Title:** (CA/LANG 101) Pre-Semester Intensive Spanish – Beginner 1

**Total Hours:** 45

**Recommended Credits:** 3

**Primary Discipline:** Spanish Language

**Language of Instruction:** Spanish

**Prerequisites / Requirements:** None

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### Description

The purpose of this course is to develop students' communicative competency in Spanish, leveraging the Colombian context to focus on linguistic functions that relate to their daily lives, support their exploration of develop intercultural and civic competencies. This course is divided into 3 units, each with a task-based learning approach.

### Objectives

Through their participation in this course, students learn to:

- Understand brief conversations about personal and daily aspects such as greetings, farewells, introductions, expressing gratitude, and apologies.
- Appreciate the most relevant parts of what is said in basic everyday events such as shopping, checking into a hotel, and asking for a place to stay.
- Recognize the most important parts of short messages and announcements.
- Comprehend notes, short personal e-mail messages, postcards, and public announcements.
- Use customary politeness when greeting, saying goodbye, introducing someone, thanking, apologizing, or expressing interest in people.
- Request and offer objects, favors, and information (such as nationality, residence, activities, interests, family, and/or friends) in specific situations.
- Make simple presentations and descriptions of people, places, activities, and interests.
- Write short texts on familiar topics with simple sentences using basic connectors such as "and, or, but, because."
- Learn about and identify facets of Colombian culture.
- Develop the skills 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 complete all assignments before class sessions. Graded assignments include:

- Homework: Students work on different Spanish grammatical structures and bring questions to class for discussion.

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- Exams: After finishing each unit, students take an exam to verify their competency in the language.
- 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 are to 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

Alcaldía Santiago de Cali. *Nuestras fiestas*. 15 de December de 2020.

<http://micaliesasi.blogspot.com/p/nuestras-fiestas.html> (accessed March 25, 2021).

Alcaldía Santiago de Cali. *10 expresiones caleñas que tenés que conocer para entendernos*. July 5, 2019. <https://www.cali.gov.co/gobierno/publicaciones/148227/10-expresiones-calenas-que-tenes-que-conocer-para-entendernos/> (accessed March 25, 2021).

Corbin, Juan Armando. "Significados y curiosidades de los colores." *Cultura inquieta*. October 28, 2016. <https://culturainquieta.com/es/inspiring/item/10923-significados-y-curiosidades-de-los-colores.html> (accessed March 25, 2021).

Dw Español. *Afrocolombianos: el dolor de la segregación*. 19 de March de 2020. video

[https://youtu.be/\\_85XheRtaB0](https://youtu.be/_85XheRtaB0) (accessed March 25, 2021)).

Hyrum, Marc. *Banderas de la comunidad LGBT// Que Significan?* June 14, 2019. video

<https://youtu.be/7Z1LUMzaoeM> (accessed March 25, 2021).

Karsavina, Maria Jose. *Cómo usar correctamente los pronombres no binarios*. August 2, 2019.

<https://www.homosensual.com/lgbt/diversidad/como-usar-correctamente-los-pronombres-no-binarios/> (accessed March 25, 2021).

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Mincultura. *La Ley 70 que reconoce un principio fundamental de las comunidades negras, cumple 20 años*. August 26, 2013. [https://www.mincultura.gov.co/prensa/noticias/Paginas/2013-08-26\\_54079.aspx](https://www.mincultura.gov.co/prensa/noticias/Paginas/2013-08-26_54079.aspx) (accessed March 25, 2021).

Not, Wine. "¿De qué color es la carne?" *Cultura inquieta*. March 17, 2021. <https://culturainquieta.com/es/lifestyle/item/17905-de-que-color-es-el-color-carne.html> (accessed March 25, 2021).

La Pulla. *Ser afro es llevar siempre las de perder - La Pulla*. September 9, 2018.video <https://youtu.be/SbLT2lx6c6o> (accessed March 25, 2021).

Ser Negro. *Ser NEGRO y diverso SEXUALMENTE en CALI y BOGOTÁ | ¿LGBTI o MARICA?* April 28, 2019.video <https://youtu.be/fBsmV-eHQAo> (accessed March 25, 2021).

Virginia, Petro. "Pelo Malo." *PYT*. July 25, 2020. <https://pytcolombia.com/post/el-pelo-malo/> (accessed March 25, 2021).

Zona joven Colombia. *Sitios turísticos de Cali*. March 14, 2020.video [https://youtu.be/vLMi2Cv3\\_Cc](https://youtu.be/vLMi2Cv3_Cc) (accessed March 25, 2021)

### Outline of Course Content.

Each unit is supplemented by field visits to relevant locations.

#### Unit 1 – A Rainbow of Possibilities

Objectives:

- Give and request information about name, age, last name, marital status, nationality, profession, telephone number, address, e-mail.
- Ask for and provide information about people (occupation, family, likes and dislikes), schedules, dates, places, food (quantities).
- Ask and tell who is the owner of a specific object.
- Talk about the weather and locate a space, indicating distance or proximity.
- Ask for and offer favors and objects.

Linguistic Functions:

- Colors
- Family members
- Pronouns (personal, possessives, adjectives possessives, reflexives, demonstratives)
- Definite and indefinite articles
- Adjectives
- Numbers (0-100)
- Infinitives
- Simple present (conjugations of regular and irregular verbs)
- The difference between the verbs *Ser* and *Estar*.
- Basic connectors in description: *and, or, because, but*

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### Cultural Aspects:

- Learn about the meaning of colors and how the LGBTQ+ community interprets and uses them in their flags.
- Colloquial expressions about weather and colors.
- Interesting places to visit in Cali (according to natives)
- Learn about the differences and social connotations among terms such as: *afrocolombiano(a)*, *negro(a)*, *afrocolombianidad*, *negritud* and *negritudes* in Cali.

### Unit 2 – Let's Talk About...

#### Objectives:

- Describe people and states of mind.
- Express level of subject knowledge
- Request and provide information about a physical condition and sensations: hot, cold, sleepy, hunger, thirst, taste, comfort, and discomfort.
- Express agreement or disagreement, surprise, and amazement.

#### Linguistic Functions:

- Body parts
- Use of verb to know plus infinitives.
- Uses of verb *Haber*
- Adjectives.
- Connectors to express agreement or disagreement:
- Numbers (100-1000)
- Simple present

### Cultural Aspects:

- Discuss about what it is like to be Afro-Colombian in Cali.
- Learn about Afro-Colombian folklore (music, celebrations, food, customs)
- Express points of view related to a native's experience facing discrimination in Cali and the stipulations of Colombia's laws.

### Unit 3 – Is Cali the Branch of Heaven?

#### Objectives:

- Offering and asking for help, accepting, or refusing it.
- Request, grant or deny permission to do something.
  - Ask for a message to be repeated or to be spoken more slowly.
- Make an appointment, arrange to meet with someone.
- React to a piece of information or story with expressions of interest, surprise, joy, sorrow, etc.
- Justify opinions or points of view.

#### Linguistic Functions:

- Interrogative sentences in relation to place, time, manner -Where/when/how..., quantity - How many/how much...? - and identification of people or things who, what, which, which,

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why...?

- Conjunctions (but, and, yet, nor, while)
- Contrast connectors (but, however, otherwise, unlike, on the other hand)
- Cause and effect connectors (because, so, therefore, thus, as a result)
- Syntactic organization and placement of the adjective.

Cultural Aspects:

- Examine and identify different forms of regional discrimination related to race in Cali Colombia.
- Use and understand Cali's regionalisms.