

## Syllabus of Record

**Program:** CET Colombia

**Course Code / Title:** (CA/LANG 251) Pre-semester Intensive Spanish – Intermediate 2

**Total Hours:** 45 hours

**Recommended Credits:** 3

**Primary Discipline / Suggested Cross Listings:** Spanish Language

**Language of Instruction:** Spanish

**Prerequisites / Requirements:** CA/LANG 201 or its equivalent

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### Description

This course is geared towards students who seek to achieve an Intermediate 2 level of Spanish, equipping them to provide detailed information on various topics, express themselves fluently, write texts, and use communicative strategies to hold a conversation in different contexts and situations.

The course is based on the material offered by the *Prisma Latinoamericano Nivel B2*, Collection of Editorial Edinumen (Units 1-4), and also incorporates literary texts by Afro-Colombian writers that allow students to expand their lexicon and broaden their communicative skills in a natural context for language use. Students review the past tense structures and some expressions of the subjunctive while reading oral tradition texts from the Afro-Colombian Pacific culture. Students gain phonetic insight by listening to different dialects of Spanish through songs and poems of Afro-descendants from both the Caribbean and Pacific coast.

This course integrates the four skills of the language—listening comprehension, reading comprehension, written expression, and oral expression—to develop students' communicative approaches through short stories, songs, and poems and Afro-Colombian literature.

### Objectives

Through their participation in this course, students learn to:

- Narrate events and anecdotes in the past.
- Describe and comment on customs and social behaviors.
- Express opinions, agreement, or disagreement.
- Describe life in a place.
- Express advantages and disadvantages.
- Express tastes, surprise, and reactions to customs of other cultures.

### Course Requirements

This course uses a communicative approach which requires active participation. Students are expected to attend each class and field-based course component, as outlined in the CET Attendance Policy. Students are also expected to read all assigned materials before class and come prepared. Graded assignments include:

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- Class workshop and homework assignments on grammatical structures and vocabulary.
- A comparative written text using two videos about music from the Caribbean and Pacific Coast.
- Review: Assuming the role of a tourist guide, give advice to your friends visiting Colombia using the present subjunctive.
- Final Presentation: Create a short video about a past anecdote using the expressions learned in class.

### Grading

Graded assignments include:

- Class Workshop and Homework Assignments (25%)
- Comparative text (25%)
- Review (25%)
- Final Presentation (25%)

### Readings

Vázquez Fernández, Ruth, et al. *Prisma B2 - Libro del alumno + CD* (Spanish Edition – Paperback). January 1, 2011.

Revelo Hurtado, Baudilio. *Cuentos para dormir a Isabella: Tradición oral afro pacífica colombiana*. Biblioteca de la literatura afrocolombiana. Ministerio de Cultura de Colombia, 2010.

Rojas Valbuena, Liliana y Lucio Bunch, Silvia. *Enlace 3. Curso de español para extranjeros*. CEPEX. (Niveles B1-B2). Universidad Externado de Colombia. Bogotá, 2017.

Urrea, Fernando. *Colección Afrocolombianos: Sus territorios y condiciones de vida*. Cuadernos. Programa de las Naciones Unidas para el Desarrollo – PNUD, 2011. [Afrocolombianos - Sus territorios y condiciones de vida | El PNUD en Colombia \(undp.org\)](#)

Revista Arcadia. “Tocá ese tambor hijo mío’: 10 Poetas Negras Del Pacífico colombiano.” *Semana.com Últimas Noticias De Colombia y El Mundo*, August 15, 2019, [www.revistaarcadia.com/libros/articulo/toca-ese-tambor-hijo-mio-10-poetas-negras-del-pacifico-colombiano/77144/](#)

### Additional Resources

Arroyo, Joe y la verdad - La rebelión. Nov 30, 2006  
<https://www.youtube.com/watch?v=Nhtn3HROvgA>

Canalón de Timbiquí - Molino Mi molinete (Vídeo Oficial). Sept, 12. 2012  
<https://www.youtube.com/watch?v=vuwOZQil9Lg>

Herencia de Timbiquí. Te invito. Jun 27, 2016  
<https://www.youtube.com/watch?v=eaKG17XoQ48>

Totó La Momposina - La Candela Viva (live at Real World Studios). Jun 25, 2015  
<https://www.youtube.com/watch?v=LnmtdHiKdTE>

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### Outline of Course Content

#### Topic 1: Narrating Events and Anecdotes in the Past

- Review of past tenses (Indicative)
- Oral tradition of the Afro-Colombian Pacific culture.
- Literary activity: "*Tocá ese tambo, hijo mío*": *10 poetas negras del Pacífico colombiano*.

#### Topic 2: Describing and Commenting on Customs and Social Behaviors

- Direct and indirect complement pronouns
- Uses of the complement *lo*
- Comparisons: *lo que más/menos*; superlatives

#### Topic 3: Expressing Opinions, Agreement, or Disagreement

- Subjunctive tenses: form, function, use and significance
- Usos del presente del subjuntivo: *lo que* + subjunctive (*quieras, apetezca*); *Yo opino que, yo creo que* + subjunctive
- *Deber / Tener que* + infinitive
- *Aconsejar / Recomendar / Sugerir / Lo mejor es que...*
- + infinitive / + *que* + subjunctive

#### Topic 4: Describing Life in a Particular Place, and Expressing Advantages and Disadvantages

- Relative pronouns constructions with the neutral pronoun "*lo*" to comment and discuss information: *lo (de) que* + verbo; *lo de* + sustantivo
- *Ser / estar* + adjetivo (*bueno, horrible...*) / adverbio (*bien/mal*)
- *Ser de buena educación/estar mal visto* + infinitivo / *ser lógico/natural*