**Program**: CET Colombia  
**Course Code / Title**: (CA / LANG 301) Pre-semester Intensive Spanish as a Foreign Language – Advanced 1  
**Total Hours**: 45 hours  
**Recommended Credits**: 3  
**Primary Discipline / Suggested Cross Listings**: Spanish Language  
**Language of Instruction**: Spanish  
**Prerequisites / Requirements**: CA/LANG 251 or its equivalent

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**Description**

This course is geared towards students who seek to achieve an advanced 1 level of Spanish, equipping them to provide detailed information on general topics, express themselves fluently, write texts, and use communicative strategies to hold a conversation in different contexts and situations. It is designed for students who already have a high-intermediate level of Spanish and would like to deepen and extend their knowledge of language.

The course also incorporates literary texts written by Afro-Colombian poets that allow students to expand their lexicon and broaden their communicative skills in a natural context for language use. Students review the **conditionals and the subjunctive** while reading poems 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, in order to develop students’ communicative approach through short-stories, songs, and poems and discussing literature. The course uses materials by the **Prisma Latinoamericano Nivel C1** collection of Editorial Edinumen (Units 1,2,3,4), Afro-Colombian literature and music, and various texts from Colombian literature and culture.

**Objectives**

Through their participation in this course, students:

- Interact and communicate flexibly, appropriately, and effectively in diverse social and cultural contexts.
- Gain a greater understanding of written communication in Spanish.
- Infer implicit and/or tacit meanings in the documents they read, listen to or observe when using idioms, set phrases, colloquial expressions, and images.
- Recognize dialectal variations in Spanish.
- Build a wide linguistic repertoire that allows them to function well in fluent and spontaneous communication.
Syllabus of Record

- Express opinions in a formal but precise way, being in control of the intonation and using linguistic resources.
- Create presentations, write reports clearly and precisely related to complex socio-economic and other issues.
- Form debates in Spanish about controversial issues
- Read and understand Afro-Colombian poetry (4 poems).

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:

- Writing an analytical review about two Afro-Colombian poets
- Writing an argumentative essay about Afro-Colombian identity
- Interviewing: Record a 5 - minute video giving an interview using newly learned grammatical structures.
- Giving a 3 - minute speech debating pros and cons of an argument.

Grading
Graded assignments include:

- Write a review (25%)
- Written text: an argumentative essay (25%)
- Oral interview (25%)
- Speech of 3 minutes (25%)

Readings

Additional Resources

Outline of Course Content

**Topic 1: To Express Feelings and Conditions and Past Events that Have Not Occurred.**
- Imperfect subjunctive
  - ¡Ojalá hubiéramos ido a otro lugar! (Fui al centro de la ciudad y estaba demasiado lleno de gente).
- Conditional + imperfect subjunctive
  - Si tuviera dinero, me iría a recorrer el mundo
- Past perfect subjunctive + que + conditional perfect
  - Si hubiera sabido que habías llegado, te habría venido a visitar antes.

**Task:** Write a review about one of the four poets explored in the course.

**Topic 2: Report What Has Been Said by Others.**
- Indirect style (Yo le dije que te dijera que fueras a su casa ayer)
- Retell orally the story to your classmate using the four conditionals in Spanish
- Afro-Colombian poetry. Identify vocabulary during reading.

**Task:** Record a 5-minute video in Spanish interviewing three Colombian poets. (25%)

**Topic 3: Persuade Others Using Conditionals**
- Give commands: use direct & indirect speech acts
  - ¡No bebas si vas a conducir!
  - ¡Tómate la sopa, que se va a enfriar!.
  - Y ella me dijo que era cierto.
- Repeat an order.
  - ¿Lo puede repetir, por favor?
- Give advice, instructions or recommendations.
  - Yo / Yo que tú / Yo de ti / Yo en tu lugar…habría ido antes.

**Task:** Written communication. To write an expository text about one of the following structures using the text called *Pobreza y discriminación racial en América Latina. El caso de los(as) afrodescendientes* (25%)

**Topic 4**
- Talk about hypothetical situations.
Syllabus of Record

- Written communication. The argumentation in the enunciation.
- The argumentative organization of the texts.
- The dimensions of the subject in the discourse: ethical, emotional, rational

Task: Points of view in speech. Speak up a 3-minute speech with two arguments (one positive and one negative). (25%)