

Syllabus of Record

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

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.

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- 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

Vázquez Fernández, Ruth et al. *Nuevo Prisma C1 - Libro del alumno + CD* (Spanish Edition)
(Spanish) Paperback – January 1, 2011 by

Additional Resources

Cuesta, Guiomar y Ocampo, Alfredo. *Antología de mujeres poetas afrocolombianas*. Biblioteca de la literatura afrocolombiana. Ministerio de Cultura de Colombia, 2010.

Complementary materials on the Internet, written texts taken from the press, from academic texts.
Grueso.M . Poesía negra del Pacífico. Guapi. Cauca.

<https://www.youtube.com/watch?v=4KERokpynYU>

<https://www.youtube.com/watch?v=tOYM2SYkGQ4>

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Ocampo. L. Canal Trece. Letras afrocolombianas: cuatro fragmentos de literatura negra. 23 de mayo 2020 7:04:04 AM

<https://canaltrece.com.co/noticias/letras-afrocolombianas-cuatro-fragmentos-de-literatura-negra/>

Reales.L. Pobreza y discriminación racial en América Latina. El caso de los(as) afrodescendientes <https://www.corteidh.or.cr/tablas/r23378.pdf>

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 te 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.

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- 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%)