

**Program:** CET Colombia  
**Course Code / Title:** (CA/LANG 100) 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. In this course, students acquire the fundamentals of pronunciation and grammar, practical vocabulary, useful phrases, and the ability to understand, read, write, and speak simple Spanish. This course also strengthens students' exploration of socio-cultural issues. This course is divided into 3 units, each with a task-based learning approach.

### **Objectives**

Through their participation in this course, students learn to:

- Comprehend the most relevant parts of what is said during basic everyday situations, such as shopping, traveling, and asking for a place to stay.
- Give and follow simple oral and written directions, commands, and requests in the classroom, daily life, and when participating in cultural activities.
- Develop accuracy in writing, especially in written messages such as short essays, e-mail messages, and public announcements.
- Discuss race, ethnicity, gender, and sexual orientation 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.
- Exams: After finishing each unit, students take different forms of assessment (oral/written) to verify their competency in the language.
- Presentations: Students use elements of local context to illustrate ideas, cultural topics, or concepts discussed during class, field study course components, and course related activities.
- Project: Students participate in a collaborative project set in an authentic urban location.
- Reflection exercise: Using a journal format, students evaluate their own performance, progress, strengths, and areas for improvement. The aim is to nurture critical reflection on their learning experiences, skills, and knowledge, with the aim of gaining valuable insights into personal growth and development.

## Grading

The final grade is determined as follows:

- Homework: 30%
- Presentations: 30% (3 @ 10% each)
- Project: 20 %
- Reflection exercise: 10%
- Exams: 10% (3 @ 3.33% each)

## Readings

Alcaldía Santiago de Cali. *Nuestras fiestas. December 15, 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.* March 19, 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).

La Pulla. *Ser afro es llevar siempre las de perder - La Pulla.* September 9, 2018. video <https://youtu.be/SbLT2Ix6c6o> (accessed March 25, 2021).

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).

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

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 study course components to relevant locations, audiovisual materials, and invited guests.

#### 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 the owner of a specific object is.
- Talk about the weather and locate a space, indicating distance or proximity.
- Ask for and offer favors and objects.

##### Linguistic Functions:

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

##### 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 physical conditions and sensations: hot, cold, sleepy, hunger, thirst, taste, comfort, and discomfort.

- Express agreement or disagreement, surprise, and amazement.

Linguistic Functions:

- Use of verb to know plus infinitives.
- Uses of verb *Haber*.
- Simple present (conjugations of irregular verbs).
- Adjectives related to emotions and feelings.
- Connectors to express agreement or disagreement.
- Numbers (100-1000).
- Body parts.

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, 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.