

Syllabus of Record

Program: CET Colombia

Course Code / Title: (CA / LANG 250) 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 200 or its equivalent

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.

This course 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, in order to develop students' communicative approach through short-stories, songs, and poems and discussing the 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 and express surprise to customs of other cultures.
- report what has been said by others.
- describe and value a show in a written text.

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. Reading assignments are generally 20 pages per week. Graded assignments include:

- Class Workshop and Homework Assignments on grammatical structures and vocabulary.

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- Quizzes: 2 quizzes on grammar and vocabulary, reading comprehension and oral expression
- Review: one review about a short story assigned in class
- Final Presentation: 15 minutes highlighting their favorite experience during their term in Colombia using the grammatical structures and vocabulary learned in class.

Grading

Graded assignments include:

- Class workshop and homework assignments (30%)
- Quizzes (15%) each
- Review (20%)
- Final Presentation (20%)

Readings

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

Pérez Herrera, Manuel Antonio. "Son de negros" Revista Credencial Diners, February 2020.

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 2. Curso de español para extranjeros*. CEPEX. (Niveles A2-B1). Universidad Externado de Colombia. Bogotá, 2017.

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 (Inv principal). *Colección Afrocolombianos: Sus territorios y condiciones de vida*. Cuadernos. Programa de las Naciones Unidas para el Desarrollo – PNUD, 2011 <https://www.undp.org/content/dam/colombia/docs/DesarrolloHumano/undp-co-cuadernoafro-2012.pdf> Pacific.

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 rebelion. 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=vuwOZQi9Lg>

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

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

Outline of Course Content

One to three weeks are spent on each of the below areas.

Topic 1: Narrate Events and Anecdotes in the Past

- Review of past tenses (Indicative)
- Tale of oral tradition of the Afro - Colombian Pacific culture.
- Cultural activity: Afro-cultural expressions at the Barranquilla Carnival

Topic 2: Describe and Comment on Customs and Social Behaviors

- Direct and indirect complement pronouns
- Uses of the complement *lo*
- Comparisons: *lo que más/menos*; superlatives
- Workshops (grammar and vocabulary)
- Cultural activity: Audio exercises with videos of Afro-Colombian singers

Topic 3: Express 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: Describe Life in a Place and Express 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*

Topic 5: 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*

Topic 6: 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 partners using the four conditionals in Spanish
- Literary activity: "*Tocá ese tambo, hijo mío*": 10 poetas negras del Pacífico colombiano.