

Spanish Reading Comprehension

Level 1

LE-601

Updated 2021

60 classroom classes/4 credits

I. Course description

This is a theoretical-practical course. Its purpose is the development of reading comprehension with a communicative approach. Level 1 coincides with Level A2-B1 of the Common European Framework of Reference for Languages (CEFR) and the Cervantes Curriculum Plan, therefore those who opt for this course are assumed to have an A2 level of the Spanish language. Students will be provided with linguistic tools and reading strategies so that they understand and interpret different types of short and simple written texts. Intercultural competition will be developed transversally along the course, and it will be reinforced with cultural excursions to surrounding areas of the city. Classes will be attended at UISIL campus.

II. Objectives: At the end of the course students will be able to:

- Understand short and simple texts on everyday topics or on specific topics.
- Understand the description of facts, feelings and desires that appear in everyday text.
- Interact in writing through chats, letters, etc.
- Collect information from different parts of a text.
- Recognize the plot line of a text in a general way.
- Understand simple instructions.
- Make summaries from various types of texts.
- Perform simple paraphrases of short passages.

III. Topics: They may be related to visits, Written Expression course topics, Reading Comprehension course, or to those in the textbook.

Topics may include, but will not be limited to, for example the following:

1. Costa Rica ¡Pura vida!
2. Ecology in Costa Rica
3. Indigenous cultures

4. Gender
5. Violence
6. Migration
7. Religion

IV. Academic field trips

The sites to visit on these excursions are surrounding San Isidro in southern Costa Rica. Each semester UISIL organizes **two or three** academic field trips. After having visited these places, students must participate in some obligatory group projects which will be evaluated. Some field trip examples from past semesters are:

1. Bribri: One of the most important indigenous communities in Costa Rica. They still preserve their language, building houses techniques, traditional ecological knowledge and everyday customs.
2. Longo Mai: Agricultural and ecological community (ecovillage) focused on sustainable production for self-consumption and inhabited mostly by Salvadoran immigrants who fled the war in their country in the 80s.
3. Local farms in rural communities: We visit some local farmer in this rural community with innovative and sustainable ideas who are producing non-traditional products such as apples, mushrooms, wine, or honey.
4. Las Nubes reserve and Alexander Skutch biological corridor. A conservation project owned and directed by York University. The Faculty of Environmental Studies of this Canadian university operates an eco-campus on the reserve that hosts classes and research projects focused on sustainability, conservation, and socio-ecological development of rural and indigenous communities.

V. Language

This course is taught in the Spanish language except for excursions.

VI. Schedule: 4 hours per week

VII. Literature

- Compendium of readings provided by the teacher.

VIII. Method and evaluation criteria.

- Attendance: It is essential that students attend 80% of the classes to be evaluated.
- Evaluation methodology: Techniques described in the CEFR will be used for the evaluation of this course.
- Summary:

Evaluation activities	Number	Value	Total
Quizzes	5	5 %	25 %
Group projects based on academic field trips	2	15 %	30 %
Final exam	1	30 %	30 %
Class participation			15 %
Total			100 %

- Scale:

90 – 100 %	A	Excellente
80 – 89 %	B	Good
70 – 79 %	C	Fair
Less than 70%		Fail