



المدرسة العليا للتربية والتكوين - أكادير
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ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

Higher School of Education and Training – Agadir

Bachelor's Degree in Education

Secondary Education – English Language



For further details, visit our website: www.esefa.uiz.ac.ma

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Module Title: Reading Comprehension & Précis 1

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M01
Semester:	1
Language of Instruction :	English
Nature of Module:	Disciplinary
Total Hours :	50 hours (40 in-person, 10 Online)
Nombre de credits :	4
Mode of instruction :	In-person and Online (Hybrid)

1. MODULE SYLLABUS

1.1. Competencies to be acquired

The overall aim of this course is to empower students with the necessary reading skills needed to do effective work in other college courses and to think in a clear and logical way. In this course, students will be exposed to different text types (expository, narrative, descriptive, and argumentative) with a variety of organizational patterns (sequence or process, illustration, comparison & contrast, cause & effect, and problem/solution). Through studying these different text structures, students are required to employ a variety of reading strategies depending on their purpose for reading. The main goal is to help students become effective readers and clear thinkers.

1.2. Knowledge to be acquired

By the end of the course, students will be able to:

- Use context to guess the meaning of unfamiliar words,
- Recognize the main idea of a text,
- Locate supporting details,
- Identify the implied main idea of short texts and the central point of longer passages,
- Identify and understand different patterns of text organization,
- Make inferences and draw conclusions,
- Preview texts for basic information,
- Skim (to obtain the gist) and scan texts (for specific details),

- Read quickly to meet academic requirements.

1.3. Hourly Volume

Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	Total VH
	4	20	14			10	6	50
ECTS/VH global du module	4	20	14			10	6	50
% VH		40%	28%			20%	12%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

1.4. Detailed Module Content Description

Students will be introduced to and practice a sequence of reading skills essential for basic reading comprehension.

Week	Topics
Week 1	Learning new words in context a. Contextual hints b. Signal words
Week 2	Learning new words in context a. Contextual examples b. Definition clues c. Contextual clues in paragraphs
Week 3	Putting it all together: practice exercises + reading selection (1) a. Recognizing main idea- b. Strategies for identifying the main idea c. Practice activities

Week 4	Location of the main idea a. Practice + reading selection (2)
Week 5	Figuring out implied main ideas: a. Main idea VS supporting details b. Putting unstated main ideas into your own words c. Practice activities in a variety of paragraphs
Week 6	Finding the central point (thesis) in longer passages a. Practice with longer reading selections to find the thesis when it is stated or implied b. Reading selection (4)
Week 7	Understanding relationships between ideas in sentences a. Relationships that involve addition and time b. Practice exercises using transitions that show addition and time
Week 8	Understanding different patterns of organization that show the relationships between supporting details in paragraphs and longer passages (part 1) a. The list of item pattern (listing) VS the time order pattern (sequencing) b. b- Practice exercises + Reading selection (5)
Week 9	Understanding different patterns of organization that show the relationships between supporting details in paragraphs and longer passages (Part 2) a. The definition and example pattern b. The comparison and /or contrast pattern c. The cause and effect pattern
Week 10	Practice exercises: a. Understanding different patterns of text organization b. Reading selection (6)
Week 11	Making inferences and drawing conclusions a. Guidelines for making inferences b. Practice exercises
Week 12	Inferences in literature a. A note on figures of speech (simile and metaphor)
Week 13	Inferences in tables and graphs a. Reading selection (7)
Week 14	Evaluation

1.5. Teaching Methods and Pedagogical Resources

Seminars, Group discussions, workshops.

1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

1.7. Description of Personal Work (If applicable):

Assignments, research projects, free readings

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** Quizzes, mid-term exam, participation, assignments, projects, etc.

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

4. BIBLIOGRAPHY

Alderson, E. (Ed.). (2013). *Wadsworth college reading series* (3rd ed.). Wadsworth.

Langan, J. (2004). *Ten steps to advancing college reading skills* (4th ed.). Townsend Press.

For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :

<https://drive.google.com/file/d/1Suzn0cWKQuinYe0jpFzAq4MQ7s2I-EP2/view>