



المدرسة العليا للتربية والتكوين - أكادير
+ΕΙΣΗ +Α.ΧΗΗ. + Ε +ΧΣΕ Λ %ΘΣ%++Χ - .Χ.ΛΞΟ
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

Follow us on social media: @esefagadir

Module Title: Critical reading

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M17
Semester:	3
Language of Instruction :	English
Nature of Module:	Disciplinary
Total Hours :	50 hours (40 in-person, 10 Online)
Pré-requis pédagogiques :	Reading comprehension and Precis 1 (M1) Guided reading (M5)
Nombre de credits :	4
Mode of Instruction :	In-person and Online (Hybrid)

1. MODULE SYLLABUS

1.1. Competencies to be acquired

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

- Identify stated and implied main ideas and evaluate supporting details in typical college- level reading selections.
- Further consolidate and sharpen critical thinking skills in reading.
- Recall information from the reading texts.
- Analyze arguments and detect flaws in reasoning.
- Evaluate and classify information in reading texts.
- Analyze and summarize information from typical college-level reading selections including main ideas, supporting details, points of view, arguments, biases, and uses of evidence.
- Improve the ability to interpret, analyze and synthesize academic, literary and authentic texts by using critical reading techniques.
- Write summaries and responses which demonstrate comprehension of main ideas and the author's purpose and connect ideas in reading to own knowledge and experiences

1.2. Knowledge to be acquired

Demonstrate in writing and discussions higher level critical thinking by creating deep discussion questions and by connecting themes from a reading to ideas and information outside of the reading.

Based on the various reading skills and strategies dealt with in S1 and S2 reading comprehension courses, students should be able to demonstrate the capacity to combine those skills and strategies not only to understand and retain information, but also to critically analyze, synthesize and intellectually discuss challenging texts that represent different cultural perspectives, and academic disciplines. These disciplines,

and fields of knowledge might include texts about history, sociology, psychology, anthropology, science, religion, etc. Students at this level should also be able to monitor their comprehension during reading, use strategies to increase their reading speed according to their reading needs and purposes.

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 taught the following skills and strategies: Critical reasoning, SQ4Rs, summarizing essays/ textbook chapters, speed reading, understanding bias, evaluating information, defending & refuting text arguments, critical response.

Week	Topics
Week 1	1. “War on prejudice starts with ourselves” by Michael Yachnik
Week 2	2. “Why race isn’t as ‘black’ and ‘white’ as we may think” by Brent Staples
Week 3	3. “Thinking a neglected art” by Carolyn Kane
Week 4	4. “10 mental blocks to creative thinking” by Brian Clark
Week 5	5. “Putting reading in its proper place” by Dominic F. Martia
Week 6	6. “The cardiac personality” by Dennis Coon

Week 7	7. “The role of the artist” by Rita Gilbert & William McCarter
Week 8	8. “Self-esteem is earned, not learned” by Mike Schmoker
Week 9	9. “How students get lost in cyberspace” by Steven R. Knowlton
Week 10	10. “How good are your opinions?” By Vincent Ryan Ruggiero
Week 11	11. “Detecting Propaganda” by Richard D. Altick & Andrea A. Lunsford
Week 12	12. “Should religion be separate from government?” By Randy Alcorn
Week 13	Revision and recapitulation
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):

Seminars, group discussions, lectures, project-work

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam: 60%**
- **Continuous Assessment 40%:** Participation, In-class & after-class assignment

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**.

3. BIBLIOGRAPHY

Adams, W. R. (2011). *Developing reading versatility* (11th ed.). Wadsworth.

Mikulecky, B. S., & Jeffries, L. (2007). *Advanced reading power*. Pearson Education.

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>