



المدرسة العليا للتربية والتكوين - أكادير  
+ΕΙCΗ +Α.ΧΗΗ. + Ε +ΧCΕ Λ %ΘC%++X - .X.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](http://www.esefa.uiz.ac.ma)  
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## **Module Title: Guided Reading**

<b>Institution:</b>	Higher School of Education and Training, Agadir
<b>Cycle:</b>	Bachelor's Degree in Education
<b>Module Code:</b>	M05
<b>Semester:</b>	1
<b>Language of Instruction:</b>	English
<b>Nature of Module:</b>	Disciplinary
<b>Total Hours:</b>	50 hours (40 in-person, 10 online)
<b>Number of Credits:</b>	4
<b>Mode of instruction:</b>	In-person and Online (Hybrid)

### **1. MODULE SYLLABUS**

#### **1.1. Competencies to be acquired**

After completing this module, students will be able to:

- Analyze literary works as expressions of individual or communal values within their social, political, cultural, or religious contexts.
- Understand and use key literary terms.
- Comment on texts and discuss their content and style.

#### **1.2. Knowledge to be acquired**

The main objective of this module is to provide students with a foundation for the study of literature through the reading of a variety of texts from different literary genres; namely, short fiction, poetry, essay and drama. The texts are drawn from a wide range of cultural contexts to enable students to experience cultural diversity through literature. The students are also initiated to the methods of reading and analyzing literary texts as well as the use of some basic notions of criticism and interpretation of literature.

#### **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 the school, constitutes at least 20% of the total module hours requiring practical work.)*

Component of the Module	ECTS	Hourly Volume (VH)						
		Courses	TD	TP	Activities	Personal Work	Evaluation (Assessment and Final Exam)	Total VH
	4	28	6			10	6	50
ECTS/VH Global of Module	4	28	6			10	6	50
% VH		56%	12%			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

Weeks	Topics
<b>Week 1</b>	<i>Introduction to the module's objectives, guidelines, and organization</i>
<b>Week 2</b>	<i>George Orwell, "A Hanging"</i> <ul style="list-style-type: none"> <li>• Introduction to the story; initial reactions; setting and tone.</li> <li>• Narrative voice and focalization</li> </ul>
<b>Week 3</b>	<i>George Orwell, "A Hanging"</i> <ul style="list-style-type: none"> <li>• Identify <i>themes</i> and <i>motifs</i></li> <li>• Practice close reading and interpretation of <i>symbolic elements</i></li> <li>• Language, Style, and Subtext</li> </ul>
<b>Week 4</b>	<i>Chinua Achebe, "The Madman"</i> <ul style="list-style-type: none"> <li>• Introduction to the story; initial reactions; setting and tone.</li> <li>• Narrative voice and focalization</li> <li>• Discussions and reflections</li> </ul>
<b>Week 5</b>	<i>Chinua Achebe, "The Madman"</i> <ul style="list-style-type: none"> <li>• Identify <i>themes</i> and <i>motifs</i></li> <li>• Practice close reading and interpretation of <i>symbolic elements</i></li> <li>• Language, Style, and Subtext</li> </ul>

<b>Week 6</b>	<b><i>Ernest Hemingway, "Cat in the Rain"</i></b> <ul style="list-style-type: none"> <li>• Introduction to the story; initial reactions; setting and tone.</li> <li>• Narrative voice and focalization</li> <li>• Discussions and reflections</li> </ul>
<b>Week 7</b>	<b><i>Ernest Hemingway, "Cat in the Rain"</i></b> <ul style="list-style-type: none"> <li>• Identify <i>themes</i> and <i>motifs</i></li> <li>• Practice close reading and interpretation of <i>symbolic elements</i></li> <li>• Language, Style, and Subtext</li> </ul>
<b>Week 8</b>	<b><i>Liam O'Flaherty, "The Sniper"</i></b> <ul style="list-style-type: none"> <li>• Introduction to the story; initial reactions; setting and tone.</li> <li>• Narrative voice and focalization</li> <li>• Discussions and reflections</li> </ul>
<b>Week 9</b>	<b><i>Liam O'Flaherty, "The Sniper"</i></b> <ul style="list-style-type: none"> <li>• Identify <i>themes</i> and <i>motifs</i></li> <li>• Practice close reading and interpretation of <i>symbolic elements</i></li> <li>• Language, Style, and Subtext</li> </ul>
<b>Week 10</b>	<b><i>Tennessee Williams, A Streetcar Named Desire</i></b> <ul style="list-style-type: none"> <li>• Introduction to the story; initial reactions; setting and tone.</li> <li>• Narrative voice and focalization</li> <li>• Discussions and reflections</li> </ul>
<b>Week 11</b>	<b><i>Tennessee Williams, A Streetcar Named Desire</i></b> <ul style="list-style-type: none"> <li>• Identify <i>themes</i> and <i>motifs</i></li> <li>• Practice close reading and interpretation of <i>symbolic elements</i></li> <li>• Language, Style, and Subtext</li> </ul>
<b>Week 12</b>	<b><i>Selected poems</i></b>
<b>Week 13</b>	Revision and recapitulation
<b>Week 14</b>	Evaluations

### 1.5. Teaching Methods and Pedagogical Resources

- Interactive lectures
- Discussions
- Presentations
- Group work

- Project work
- Hands-on applications

### 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

Further readings, analysis projects, biographical research, etc.

## 2. EVALUATION PROCEDURES

### 2.1. Evaluation Methods

- **Final Exam:** 60%
- **Continuous Assessment:** Quizzes, mid-term exam – 40%

### 2.2. Module Grade

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

## 3. BIBLIOGRAPHY

Abrams, M. H. (1999). *A glossary of literary terms*. Heinle & Heinle.

Achebe, C. (1972). *Girls at war and other stories*. Heinemann Brace Jovanovich.

Childs, P., & Fowler, R. (2006). *The Routledge dictionary of literary terms*. Routledge.

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>