



Universidad Juárez del Estado de Durango
Facultad de Ciencias Forestales



Learning Unit Programme
With an integral professional competences approach

I. LEARNING UNIT GENERAL DATA

1. learning Unit Name		2. Code			
Reading and writing		4219			
3. Academic Unit					
Forestry Sciences Faculty					
4. Academic programme			5. Level		
Environmental Management Engineering			bachelor's degree		
6. Training Area					
Basic					
7. Academy					
Academy of Basic and Methodological Sciences					
8. Modality					
Compulsory	X	Course	X	Attendance	
Elective		Course-workshop		Non-attendance	X
		Workshop		Mixed	
		Seminar			
		Laboratory, field practice, etc.			
		Professional Practice			
		Academic Stay			

9. Pre-requirements				
To pass the Admission Exam to the Forestry Sciences Faculty and / or to take and pass the semester zero.				
10. Theory hours	Practice hours	Independent study hours	Total hours	Credits
2	2	2	6	6
11. Names of the teachers who participated in the development and/or modification of the programme				
M.E. Yadira Ibáñez Rodríguez				
12. Date of development		Date of modification		Date of approval
August 28th 2008		1st modification December 10, 2015 2nd modification of October 06		1st approval August 28, 2015 2nd approval October 12, 2017

II. LEARNING UNIT SPECIFIC DATA	
13. Presentation	
<p>"A hallmark of the educational model of the UJED, is the integral training since it represents a need essentially complementary to the human being, the subject of reading and writing is part of it, and in turn, also part of the field of language and communication, which aims to develop skills for the correct use of the word and reaffirm the understanding and production of writings, that is to say, they will develop the communicative competence for writing. This course is intended to become expert readers and writers, it is pertinent to encourage the excitement and love for reading and writing constantly, to achieve a production and presentation of writings for this use different linguistic records, according to the problematic of the contemporary world. We hope that as future professionals have this hallmark of a graduate of the UJED, professionals committed to their work. "</p>	
14. Integral professional competences to develop in the student	
Generic competences	<p>Instrumental</p> <ul style="list-style-type: none"> ✓ Capability for analysis and synthesis ✓ Oral and written communication skills

	<ul style="list-style-type: none"> ✓ Ability to manage information ✓ Problem resolution ✓ Decision making <p>Personal</p> <ul style="list-style-type: none"> ✓ Teamwork <p>Systemic</p> <ul style="list-style-type: none"> ✓ Motivation for quality ✓ Ability to apply theoretical knowledge in practice ✓ Ability to communicate with people who are not experts in the field 			
Professional competences	<p>Disciplines</p> <ul style="list-style-type: none"> ✓ Basic general knowledge of environmental engineering 			
General purpose of the course	<p>The student will establish a reading purpose from the proposed texts, applying reading strategies for the comprehension of texts, where he will write coherently from the readings, developing the skills to summarize, paraphrase, comment and Elaborate works terminals and will write practical and academic texts in a logical and coherent manner, valuing the importance of communication and the functions of language in the process of reading and writing.</p>			
15. Joint of axes				
Environmental, human rights Research given its purpose and content.				
16. development of the course				
Module 1	<i>Comprehensive Reading, learn to dialogue with texts</i>			
Intended	Learning contents	Learning product(s)	Strategies	Teaching

learning				resources and materials
<p>Enhance reading comprehension from all areas of the curriculum</p> <p>- Form readers</p>	<p>0.0 Introduction</p>	<p>A presentation forum will be applied, in the same way an induction examination will be applied.</p>	<p>Based on the result of the Diagnose test that each student performs, the necessary strategies will be sought to improve or increase the performance of each of them.</p>	<p>Presentation Forum and Electronic Questionnaire.</p>
<p>able to function successfully in the field school</p> <p>- Wake Up and increase the interest of</p>	<p>1.1 Personal habits and resources of Reading.</p>	<p>Carrying out an exercise and answering questions according to the aforementioned exercise</p>	<p>Development strategy that is based on creating connections between the new and the familiar, for example: answering questions, describing how the information is related. Writing is one of the best memory reinforcement techniques.</p>	<p>Functions that will develop the resources that will be used:</p> <p>- Student's motivation</p>

<p>the students for reading</p> <ul style="list-style-type: none"> - to ensure that the majority of the students discover reading as an element of personal enjoyment - to foster in the students , through reading, a reflexive 	<p>1.2 The Art of studying</p>	<p>Reinforcement exercises</p>	<p>Understanding strategies is based on keeping track of the strategy being used and the success achieved by them and adapting it to the behaviour. Understanding is the basis of the study. They supervise the student's action and thinking and are characterized by the high level of awareness required. Among them are the planning, regulation and final evaluation. Students must be able to direct their behaviour toward the goal of learning using the full arsenal of comprehension strategies. For example, decompose the task in successive steps, select the previous knowledge, ask them questions.</p>	<p>Environment to experiment, solve problems, investigate - Evaluation of students' knowledge. Didactic strategy to be used with these materials: - Directed teaching, by strict indications of the teacher or the program. - Guided exploration, following some general Instructions - Free discovery</p>
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and critical attitude toward the manifestations of the environment	<p>1.3 Critical analysis and evaluation of texts.</p>	<p>Observing and describing exercises.</p>	<p>Test strategies This type of strategy is based mainly on the repetition of the content whether written or spoken. It is an effective technique that allows you to use the tactic of repetition as a reminder base. We can read aloud, copy material, take notes, etc.</p>	<p>by students, who will interact freely with the material. Environment (space-time) in which it will be used: Space: computer classroom (independent computers or network), at home. - Time: school / work, after school, at home. Users and grouping: - Users: all students, only some students</p>
	<p>1.4 Rules for an analytical or comprehension reading.</p>	<p>Feedback Questionnaire</p>	<p>Development strategies This type of strategy is based on creating connections between the new and the familiar, for example: summarize, take free notes, answer questions, describe how the information is related. Writing is one of the best memory reinforcement techniques.</p>	

	1.5 How to underline textbooks	Underlining exercises	Organizational strategies This type of strategy is based on a series of Modes of action that consist of grouping the information so that it is easier to study and understand it. Learning in this strategy is very effective, because with the techniques of: summarizing texts, diagrams, underlining, etc., we can incur a more lasting learning, not only in the part of study, but in the part of understanding. The organization must be guided by the teacher, although in the final analysis it will be the student who organizes with his own methods.	(reinforcement , recovery, knowledge expansion), only the teacher Grouping: individual, couples, small group, large group (simultaneousl y or successively) - All this through Files (various formats), Audio - Video, Web Pages, books.
Module 2	<i>Writing, share what has been learned in written form</i>			
Intended learning	Learning contents	Learning product(s)	Strategies	Teaching resources and materials

<p>Detect strengths and weaknesses in our process of understanding and learning after being cleared about the role played by a model reader. Identify within the theory and practice of reading the correct models and conceptions in which we must situate ourselves in order to find the change</p>	<p>2.1 The preparation of notes and notes.</p>	<p>Practical Case</p>	<p>Development strategies This type of strategy is based on creating connections between the new and the familiar, for example: summarize, take free notes, answer questions, and describe how the information is related. Writing is one of the best memory reinforcement techniques.</p>	<p>- Functions that will develop the resources that will be used: - Student's motivation (initial motivation, maintenance of interest ...) - Source of information and transmission of contents (synthesis, readings). Informative and support function for the teacher's explanation. - Training, exercise and acquisition of</p>
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<p>that they had to undergo in the adequacy of their contents and methods.</p>	<p>2.2 The scheme</p>	<p>Development of a scheme</p>	<p>Organizational strategies This type of strategy is based on a series of modes of action that consist of grouping the information so that it is easier to study and understand it. Learning in this strategy is very effective, because with the techniques of: summarizing texts, diagrams, underlining, etc. We can incur in a more lasting learning, not only in the part of the study, but in the part of the understanding. The organization must be guided by the teacher, although in the final analysis it will be the student who organizes with his own methods.</p>	<p>skills Procedural, application practice, memorization ... - Instruct, guide students' learning. - Introduction and update of previous knowledge. - Central core of a topic. - Review, reinforcement, recovery. - Enlargement,</p>
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				<ul style="list-style-type: none"> improvement - Environment for Free or guided exploration; study of cases; realization of discoveries ... - Environment for the contrast of opinions, debates, negotiation of meanings. - experiment, solve problems, and investigate. - Evaluation of students' knowledge. - Didactic strategy to be used with these materials: - Directed teaching, by strict
	<p style="text-align: center;">2.3 Preparation of summaries of books and specific topics.</p>	<p style="text-align: center;">Preparation of a summary</p>	<p>Development strategies This type of strategy is based on creating connections between the new and the familiar, for example: summarize, take free notes, answer questions, and describe how the information is related. Writing is one of the best memory reinforcement techniques.</p>	

				<p>indications of the teacher or the program. - Guided exploration, following some general instructions - Free discovery by students, who will interact freely with the material. - Environment (space-time) in which it will be used: - Space: computer classroom (independent computers or network), at home. - Time: school / work, after school, at home. - Users and grouping: - Users: all</p>
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				<p>students, only some students (reinforcement, recovery, knowledge expansion), only the teacher. -</p> <p>Grouping: individual, couples, small group, large group (simultaneously or successively) -</p> <p>All this through Files (various formats), Audio - Video, Web Pages, book</p>
Module 3	Topology of texts			
Intended learning	Learning contents	Learning product(s)	Strategies	Teaching resources and materials

<p>The student will know the different types of typologies in order to differentiate the types of texts, and to know what the author wants to express to have a better understanding.</p>	<p>3.1 The essay</p>	<p>Preparation of an essay</p>	<p>Test strategies This type of strategy is based mainly on the repetition of the content whether written or spoken. It is an effective technique that allows to use the tactic of repetition as a reminder base. We can read aloud, copy material, take notes, etc.</p>	<p>Unions that will develop the resources that will be used:</p> <ul style="list-style-type: none"> - Student's motivation (initial motivation, maintenance of interest ...) - Source of information and transmission of contents (synthesis, readings ...). - Informative and support function for the teacher's explanation. - Training, exercise and acquisition of skills - Procedural, application
	<p>3.2 Thesis Protocol</p>	<p>Preparation of a thesis protocol</p>	<p>Organizational strategies This type of strategy is based on a series of modes of action that consist of grouping the information so that it is easier to study and understand it. Learning in this strategy is very effective, because with the techniques of: Summarizing texts, diagrams, underlining, etc., we can incur in a more lasting learning, not only in the part of the study, but in the part of the understanding. The organization must be guided by the teacher, although in the final analysis it will be the student who organizes with his own methods.</p>	

				<p>practice, memorization Instruct, guide students' learning. - Introduction and update of previous knowledge. - Central core of a topic. - Review, reinforcement, recovery. - Enlargement, improvement. - Environment for free or guided</p>
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	<p>3.3 Research report</p>	<p>Preparation of a Research Report.</p>	<p>Organizational strategies This type of strategy is based on a series of modes of action that consist of grouping the information so that it is easier to study and understand it. Learning in this strategy is very effective, because with the techniques of: Summarizing texts, diagrams, underlining, etc. We can incur a more lasting learning, not only in the part of the study, but in the part of the understanding. The organization must be guided by the teacher, although in the final analysis it will be the student who organizes with his own methods.</p>	<p>exploration; study of cases; realization of discoveries. - Environment for the contrast of opinions, debates, negotiation of meanings - Environment to experiment, solve problems, investigate Evaluation of the knowledge of the students. - Didactic strategy to be used with these materials: - Directed teaching, by strict indications of the teacher or</p>
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				<p>the program. - Guided exploration, following some general instructions - Free discovery by students, who will interact freely with the material. - Environment (space-time) in which it will be used: - Space: computer classroom (independent computers or network), at home. - Time: school / work, after school, at home. - Users and grouping: - Users: all students, only some students</p>
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				(reinforcement , recovery, knowledge expansion), only the teacher. - Grouping: individual, couples, small group, large group (simultaneously or successively) - All this through Files (various formats), Audio - Video, Web Pages, books.
17. Performance assessment:				
Performance evidence(s)	Performance criteria	Application scopes	percentage	
Module 1: Work done online, in Word, but also carry out activities through discussion forums, and some feedback questionnaires, which will be	Quality requirements of the result obtained. Conditions or characteristics that the product or service must meet to satisfy the requirements of each of the elements	Institutional	Formative Evaluation (Tasks) 70% Self-evaluation (Participation)	

<p>useful for student learning, all this through readings, links, videos needed for the information of each topic to be treated.</p>	<p>of competence. Characteristics of the results related to the element of competence, for this the subject of reading has rubrics where students are specified as they will have to go each of the activities to be performed.</p>		<p>5% Heteroevaluation (Participation) 5% Summative Evaluation (Exam) 20%</p>
<p>Module II: Work done online, in Word, but also carry out activities through the discussion forums, and some feedback questionnaires, which will be useful for student learning, all this through readings, links, videos needed for the information of each topic to be treated.</p>	<p>Quality requirements of the result obtained. Conditions or characteristics that the product or service must meet to satisfy the requirements of each the competence elements. Characteristics of the results related to the element of competence, for this the subject of reading has rubrics where students are specified as they will have to go each of the activities to be performed.</p>	<p>Institutional</p>	<p>Formative Evaluation (Tasks) 70% Self-evaluation (Participation) 5% Heteroevaluation (Participation) 5% Summative Evaluation (Exam) 20%</p>
<p>Module III: Work done online, in Word, but also carry out activities through the discussion forums, and some feedback questionnaires, which will be useful for student learning, all this through readings, links, videos that will be necessary for the information of each topic to be treated</p>	<p>Quality requirements of the result obtained. Conditions or characteristics that the product or service must meet to satisfy the requirements of each of the elements of competence. Characteristics of the results related to the element of competence, for this the subject of reading has rubrics where students are specified as they will have to go each of the activities to be</p>	<p>Institutional</p>	<p>Formative Evaluation (Tasks) 70% Self-evaluation (Participation) 5% Heteroevaluation (Participation) 5% Summative Evaluation</p>

	performed.		(Exam) 20%
18. Evaluation criteria:			
Criterion	Value		
Formative Evaluation	In this evaluation, students will have 70% of their grade which becomes a systematic and continuous activity, which aims to provide the necessary information about the educational process, to readjust their objectives, critically review the plans, programs, methods and resources, guiding students and feedback on the process itself.		
Summative evaluation	In this evaluation, the results obtained from each unit will be measured, taking as a value a 20% applied in its final unit score		
Self-evaluation	5% The percentage will be taken through the participation of the student in the virtual classroom.		
Co-evaluation	0% because it is a virtual course, students do not perform co-evaluation.		
Criteria summation	5% The percentage will be taken through the participation of the student in the virtual classroom.		
Criterion	100%		
19. accreditation			
"To accredit this learning unit the student must present all their evidence of performance, and if the sum of evaluation criteria is 60 or greater than this. To exempt the student must obtain a minimum grade of 8.5, which is obtained by the sum of the evaluations. "			
20. Information sources			
Basic	<ul style="list-style-type: none"> ✓ http://www.rua.unam.mx/repo_rua/escuela_nacional_preparatoria/cuarto_ano/1402_lengua_espanola/1171.pdf ✓ http://www.uv.mx/dgdaie/files/2012/10/Antologia-LECTURA-Y-REDACCION.pdf ✓ "Cassany, D. (2007) The kitchen of writing, Ed. Anagrama. ✓ Serafin, M. (1997). The reading. Mexico: Paidós.Serafin, M. (2000). How is this written. Mexico: 		

	<p>Paidós.</p> <ul style="list-style-type: none"> ✓ Argundín & Luna, M. (1995). Learning to think by reading well. Reading skills at a higher level. Mexico: Plaza and Valdés. " ✓ Reading and writing as necessary spaces in continuing education at the top level - ISSN Digital University Journal: 1607 - 6079 http://www.revista.unam.mx/vol.16/num2/art14/ ✓ Dona Marié Kabalen (2016). Analytical and critical reading
Complementary	<ul style="list-style-type: none"> ✓ "Paredes, E. (2007) Reading, linguistics, writing, oral communication and notions of literature Ed. Limusa. ✓ Gutiérrez Valencia, A. and Montes De Oca García, R. : The Importance of reading and its problems. http://www.rieoei.org/deloslectores/632Gutierrez.PDF ✓ http://formacion-docente.idoneos.com/index.php/Did%C3%A1ctica_de_la_Lengua/Tipos_de_Textos ✓ Pimienta Prieto, July Herminio, Teaching Strategies - Learning, University Teaching based on competitions, Year 2012. ✓ http://www.dgb.sep.gob.mx/servicios-educativos/telebachillerato/LIBROS/2- semestre-2016/Taller-de-lectura-y-redaccion-II.pdf
21. Profile for the teacher who imparts this learning unit	
<ul style="list-style-type: none"> ✓ Professional Master in Teaching. ✓ Maintains a disciplinary update that allows the student to be encouraged in those aspects that strengthen communicative competence through recognized updating courses. ✓ It is updated in pedagogical questions to apply those that achieve in the student a learning to learn. ✓ Have training in the Diploma in Competencies for the Educational Model. " 	