

Syllabus of Record

Program: CET Brazil: Social Justice and Inequality in São Paulo

Course Code / Title: (SP/LANG 250) Intermediate Portuguese II

Total Hours: 60

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Portuguese Language

Language of Instruction: Portuguese

Pre-requisites/Requirements: Required for students with 2-3 semesters of previous Portuguese language study

Description

This course is aimed at students who have upper-intermediate proficiency level of the Portuguese language. In addition to a review of Intermediate Portuguese 1 contents, this course aims to carry out communicative activities to enhance fluency work. Overall, the course focuses on grammar issues to a deeper extent by means of both inductive and deductive approaches to language issues. Students are provided with a heavier load of Brazilian cultural components. Speech self-monitoring and error self-awareness are highly emphasized in this level.

The course applies a task-based learning approach, thus providing students with broader communicative skills in a natural context for language use.

Final placement at discretion of Academic Director.

Objectives

By the end of the course, students are able to:

- Develop speech self-monitoring and error self-awareness while interacting in Portuguese
- Interact with a higher intermediate degree of fluency with native Portuguese speakers.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Use cultural and linguistic tools to engage in complex problem solving.
- Communicate in routine tasks requiring a complex exchange of information.
- Solve communication conflicts effectively without disrupting interaction.
- Describe present, past and future event.
- Hold discussions that require hypothetical patterns in a higher intermediate level.
- Talk about a variety of contemporary issues by using adequate language structures

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Course Requirements

Class attendance and participation are essential to language learning. An absent student misses important information and practice time, and hinders the group work and discussion exercises of classmates. Tardiness is disrespectful to both the professor and students.

Students who know ahead of time that they will be absent should submit homework assignments early. They should also understand that they are responsible for learning the material on their own time. Asking the professor "What did I miss?" is not acceptable. Students may check with classmates about changes in the syllabus, assignments, etc., and ask the professor for any handouts.

Grading

Students are evaluated in the four language areas (speaking, listening, reading, writing) through quizzes, written and oral tests, and class performance. Class performance refers to active participation in class, with both classmates and the professor. Communicative competence is also evaluated, i.e. students' actual ability to interact in Portuguese and to solve problems not only by using appropriate language, but also by fitting in social frameworks in a linguistically suitable way.

Missed quizzes and exams may not be made up without appropriate documentation of an excused absence from the Resident Director.

The final grade is defined as follows:

- 2 Exams: 30%
- 2 Quizzes: 20%
- Assignments: 20%
- Final Project/Seminar: 20%
- Homework and participation: 10%

Exams. Students take a mid-term exam and a final exam. Exams include all contents covered in class. Failure to attend exam results in a "zero". Make-up exams are allowed on a case-by-case basis.

Quizzes. Quizzes are short tests that are not previously announced. There are no make-up quizzes. Quiz grades are part of the final grade as well as graded homework.

Assignments. These include compositions, cross-cultural activities, journals, film reviews, literature papers and/or any kind of language-related piece of work assigned by the professor. Cross-cultural activities are short essays written as a result of student's experience while attending a local event about Brazilian culture/history/society. Normally the professor uses the activities scheduled in the program to inquire students about their experience. All assignments must be the student's original work, and use of translating programs results in a "zero".

Final Project/Seminar. The students have to prepare a paper and/or a presentation about a Brazil theme. Seminars are usually 15-minute presentations to the class. Final projects can be previously

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recorded videos or a short well-reasoned essay about a literary book that might be read during the course or any other theme as defined by the professor. If a literary book is chosen for the semester, this is done according to the level and profile of students.

Homework and participation. All homework should be handed in by the date defined by the professor, and must be completed as indicated by the professor. Homework that is incomplete or late is not accepted. Students are expected to participate in Portuguese only during each class period. The instructor monitors student participation every class. Your attendance, daily preparation and active participation in class not only contribute to your learning, but are also important factors in determining your grade in participation.

A list of local events and assignment guidelines is provided by the instructor or CET staff.

Attendance

Attendance requirements are outlined in the CET Attendance Policy.

Readings / Course Book

Materials devised by CET-Brazil staff

Additional Resources

1. Official Brazilian lexical database

<http://www.academia.org.br/nossa-lingua/busca-no-vocabulario> (free online access)

2. Dictionaries (monolingual)

Dicionário Aurélio (online) <https://dicionariodoaurelio.com/>

Instituto Antonio Houaiss de Lexicografia. *Pequeno dicionário Houaiss da língua portuguesa*. São Paulo: Moderna, 2015.

3. Dictionaries (bilingual)

Collins. *Dicionário de Espanhol*. Barueri: Disal, 2005.

Hoyos, B. L. F. *Dicionário de falsos amigos (español-portugués /português-espanhol)*. São Paulo: Enterprise Idiomas, 1998.

Longman. *Dicionário escolar*. Essex: Pearson Education Ltd, 2009.

Oxford. *Dicionário Oxford escolar*. Oxford: Oxford University Press, 2007.

4. Textbooks & Grammar

Bechara, E. *Moderna Gramática Portuguesa (atualizada pelo novo acordo ortográfico)*. São Paulo: Ed. Nova Fronteira, 2015.

Castilho, A. T. *Gramática do português brasileiro*. São Paulo: Ed. Contexto, 2014.

Cegalla, D. *Dicionário de Dificuldades da Língua Portuguesa*. São Paulo: Ed. Lexikon, 2007.

Coimbra, I. & Coimbra, O. M. *Gramática Ativa 1 & 2*. Lisboa: Lidel. 2014

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Martins, N. *Introdução à Estilística: A Expressividade na Língua Portuguesa*. Ed. EDUSP, 2008.

Moisés, M. *A Literatura Brasileira através dos Textos*. Ed. Cultrix, 2013.

Moriconi, Italo. *Os cem melhores contos brasileiros*. Rio de Janeiro: Objetiva, 2015.

Nitti, J. *501 Portuguese Verbs – Fully conjugate in all the tenses*. Ed. Barron's, 2005.

Teyssier, P. *Dicionário de Literatura Brasileira*. Ed. WMF Martins Fontes, 2003.

Vitral, L. *Gramática Inteligente do Português do Brasil*, São Paulo: Contexto, 2017.

5. Other

Materials devised by CET Brazil staff.

Reader: TBD

Literature excerpts & works

Communicative tables & exercises for oral practice

Authentic texts from Brazilian newspapers and magazines

Samples of audio/DVD materials/Streaming media

Handouts

Outline of Course Content

Vocabulary

- abstract description
- issues on Brazilian Geography/History/Culture
- current social issues
- lexical variation in the lusophone world

Grammar

- indicative mood: review of simple and compound tenses
- subjunctive mood: Representing an action or state which is hypothetical or anticipated rather than actual (all tenses)
- conditional clauses
- contrast indicative and subjunctive moods
- reporting with active and passive verbs
- conjunctions & Subordinate clauses
- BR Portuguese Phonetics
- reporting with relative clauses / Prepositions in relative clauses
- critical reasoning (intro)
- adverbial clauses of time
- *orações reduzidas* (participle, gerund)
- past and future subjunctive: likelihood and hypothesis

Communicative functions

- patterns of communication in particular settings and for specific purposes (register)

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- giving opinions; agreeing and disagreeing; giving reasons; discussing; stating preferences; complaining; apologizing; persuading
- handling dialog: hesitating, controlling a narrative, narrative techniques
- hypothetical discourse: talking about controversial issues
- degrees of certainty

Essay writing

- production and understanding of texts (narrative and descriptive skills)

Lusophone culture

- overall contrastive Brazilian geography
- literature
- Brazilian/African/European Portuguese songs

The professor is free to select the most important topics for your group, and include relevant topics to be studied during the course.