

Syllabus of Record

Program: CET Brazil

Course Code / Title: (SP/LANG 251) Intermediate Portuguese II (intensive)

Total Hours: 60

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Portuguese Language

Language of Instruction: Portuguese

Prerequisites/Requirements: 2-3 semesters of previous Portuguese language study. Final placement at discretion of Academic Director.

Description

This course is aimed at students seeking to achieve upper-intermediate proficiency in Brazilian Portuguese. Course contents cover intermediate structures and vocabulary with a communicative approach so that students may enhance their language knowledge and expand it to more elaborate utterances. Language and culture are combined in grammar exercises to provide students with actual linguistic perception and effective communicative tools at the upper-intermediate level. Using a textbook and materials devised by local staff, students are provided with a heavier load of Brazilian cultural components. Speech self-monitoring and error self-awareness are highly emphasized at this level.

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

Objectives

By the end of the course, students will be 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

Active participation is essential in this course. Students are expected to attend each class and field study course component, as outlined in the CET Attendance Policy.

Graded assignments include:

- **Journaling:** Students must write **200 words every day** in their journal. The topic of everyday will vary, but the emphasis will be placed on reflecting on cultural differences and similarities between São Paulo and the student's hometown/state/country or experience in other countries. The idea is that each student can elaborate and reflect upon their experience in São Paulo by writing in Portuguese. The writing aims to create a space for reflecting about their own experience in the city while enhancing their intercultural skills.
- **Visit Reports:** For the reports, students must take notes during the tours and visits. Afterwards, students write a report about their experiences. They must explain the topics/contents discussed and what they learned from the experience (**500 words**). These reports must include an analysis of the visit that shows an analysis of the topic.
- **Text Presentations:** Each student will present three (3) texts to their classmates and guide the discussion. These presentations will be chosen at the beginning of the course so that students have time to prepare in advance.
- **Tests:** Exam with open-ended questions in which students must discuss an assigned topic and a personal experience adapting to the city.
- **Final Essay:** A five to ten-page research paper will be due at the end of the semester. It will need to be focused on one specific question presented each week and engage with the literature and debates explored in class. This paper must be the product of an in-depth investigation, in other words the paper should have a thesis statement and be built around an argument. The thesis statement will be the response to the question chosen by students. Look carefully at the calendar. Every week there is a "Guiding Question" to reflect on (Arial 12, double space, 1-inch margins / and an organized bibliography).
- **Participation:** Students are expected to be active participants in all classroom activities. Preparation and attendance are the precursors for valuable, quality participation. Your participation grade is comprised of 5 components: level of engagement, quality of your contributions, how you listen and interact in class, willingness to volunteer in class, and use/non-use of Portuguese in the

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classroom. Class participation is essential and is expected. **Your instructor will assign you this grade but will also ask you to self-reflect on your participation early in the semester and at the end of the course.**

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

Grading

The final grade is determined as follows:

- Journaling (6x2%) 12%
- Visit Reports (4x2%) 8%
- Text Presentations (3x5%) 15%
- Tests (2x15%) 30%
- Final Essay 25%
- Participation 10%

Readings

Materials developed by CET-Brazil staff

Additional Resources

Official Brazilian lexical database

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

Dictionaries (monolingual)

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

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

Dictionaries (bilingual)

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

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

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

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

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.

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

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.

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

The professor may customize content according to the interests and abilities of the group, but the following is indicative of core 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)

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- 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)
- 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