



## Syllabus of Record

**Program:** CET Brazil

**Course Code / Title:** (SP/LANG 301) Advanced Portuguese I (intensive)

**Total Hours:** 60

**Recommended Credits:** 3

**Primary Discipline / Suggested Cross Listings:** Portuguese Language

**Language of Instruction:** Portuguese

**Prerequisites/Requirements:** 3 or more semesters of previous Portuguese language study. Final placement at discretion of Academic Director.

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### Description

This course is aimed at students seeking to achieve lower-advanced proficiency in Brazilian Portuguese. They must be able to clearly articulate their research interests, and be capable of executing high-quality, autonomous academic work. Advanced Portuguese course topics combine textual and hands-on research—leveraging the local context as a learning environment. These topics are developed and decided in consultation with the advising faculty member. The final product is a thoughtful, well-researched, and well-written contribution to the academic subject area. 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:

- Understand everything heard or read.
- Express themselves fluently, spontaneously, and precisely.
- Develop descriptive and narrative writings.
- Express themselves spontaneously, fluently, and precisely.
- Use academic writing.
- Distinguish finer shades of meaning in literary or media texts such as irony and ambiguity.
- Produce clear, well-structured, and detailed oral and written texts on complex topics.
- Use the Portuguese language creatively and naturally.
- Master the typical subordinate clause style of formal Portuguese writing.

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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. **Prepare in advance for each class**, doing all the readings and answering the questions, and any other assignments set by the Professor. The idea with the readings is to enhance vocabulary and trigger questions to discuss in class.

Graded assignments include:

- **Proposal and bibliography:** After discussing their topics of interest with their professor/advising faculty member, students will identify an area of interest for their final research paper. They will then research existing knowledge on the chosen topic, find further relevant research published by Brazilian scholars and researchers on the chosen topic, and suggest the bibliography based on which they will guide their research. Students will not start their research or field work until they have the approval from their professor/advising faculty member.
- **Research outline:** Upon approval and guidance by their professor/advising faculty member, students will prepare a research outline to serve as a core guideline to their final research paper. The professor/advising faculty member will place particular focus on academic language, style, and research style as required in Brazilian academic research. Students' achievements and difficulties while putting their research outline into practice will be discussed during the course so that timely action can be taken.
- **In-class assignments and homework:** Homework will be assigned regularly, and in-class assignments will be required to enhance discussion on the topics proposed by the professor/advising faculty member. Students are expected to have such homework and assignments thoroughly completed and available for prompt reference and in-depth debate during class. In some Assignments, students will be required to take notes during tours and visits. After them, students write a report about their experiences. Other tasks refer to research to be developed based on discussions of topics covered in classes and topics of interest to the students themselves.
- **Final research paper:** In the last class students will submit the final research paper using ABNT (*Associação Brasileira de Normas Técnicas / Brazilian Association of Technical Standards*) guidelines. The paper should be approximately 2,500 words or 10 pages in length (including bibliography).
- **Participation:** Students are expected to be active participants in all classroom activities. Preparation and attendance are the precursors for valuable, quality participation. The 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 classroom. Class participation is essential and is

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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:

• Proposal and bibliography	10%
• Research outline	10%
• In-class assignments and homework	20%
• Final research paper	50%
• 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-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.

### 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

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

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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

- advanced lexicon
- different media styles

#### Grammar

- critical reasoning
- subordinate clauses
- text cohesion and coherence
- what makes a good piece of writing? (Syntax, lexicon, style, text components)
- hypothetical writing & “I wish” structures
- register (spoken/casual language vs. written/formal language)
- possibility, probability, certainty

#### Communicative functions

- expressing ideas
- providing arguments and counterarguments
- reported speech
- holding presentations
- dealing with cultural issues in speech

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### Lusophone culture

- literature & music
- ongoing socio-political events
- academic & professional life
- comparative Lusophone studies