

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR PORT 2311  
INTERMEDIATE PORTUGUESE I**

Semester Hours Credit: 3/0

INSTRUCTOR: \_\_\_\_\_

OFFICE HOURS: \_\_\_\_\_

**I. INTRODUCTION**

A. This course is designed to help learners build proficiency in Portuguese and appreciation for the Portuguese language. It will also help students to develop an understanding of lusophone cultures and their growing importance in the world, while providing contexts that reinforce the usefulness of the Portuguese language in today's global economy, particularly in North and South America.

B. This course may be used to fulfill language requirements as outlined in your degree plan as well as satisfy one of the humanities requirements.

C. This course is occupationally related and serves as preparation for careers in: bilingual education and many occupations where there is a need because of the high numbers of Portuguese speakers that will be encountered. i.e. Social Work, Business, Hotel Motel Management, medicine and many other jobs dealing with the public.

D. Prerequisite(s): PORT 1411, PORT 1412 with course grades of "C" or higher.

**II. Learning Outcomes**

Upon successful completion of the courses, Intermediate Portuguese I, the student will be able to:

A. Identify intermediate vocabulary in context orally and in written form. (C5, C6, C8, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

B. Create sentences and questions to describe and illicit information about people, places and ideas in the present, past and future.(C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

C. Explain various cultural practices throughout the Portuguese speaking world.(C8, C9, C14, F1, F2, F5, F6, F15).

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [http://www.ctcd.edu/im/im\\_main.asp](http://www.ctcd.edu/im/im_main.asp)

### **IV. COURSE REQUIREMENTS:**

- A. To meet the attendance and laboratory requirements of no more than 6 total class absences in one semester. Early exits and late arrivals count toward absences. There are NO excused absences.
  
- B. Complete all projects and activities: Listening activities in lab or in class will be conducted. Students are expected to attend and turn in their assignments on time.
  
- C. Oral interviews or performances will occur throughout the semester. Students are expected to perform not only on a daily basis, but at prearranged times throughout the semester.
  
- D. To participate in conversation and assigned exercises in class. Daily homework will be assigned from the text, workbook, handout, blackboard or Internet. If assignments are required to turn in, it is required to be prepared prior to the beginning of class and handed in at that time. Written assignments will vary in length from sentence level responses to short paragraphs.
  
- E. To be present for all examinations and quizzes. Lesson Exams will be scheduled five to six days in advance. Quizzes may be announce or unannounced. There are NO make-up quizzes for unannounced or pop quizzes.
  
- F. To complete all homework assignments, tests and oral exercises both in class and in lab which may be assigned

### **V. EXAMINATIONS**

- A. There will be a midterm and a final examination plus regularly scheduled quizzes over specific topics.
  
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made up due to valid reasons.

C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

## VI. SEMESTER GRADE COMPUTATIONS

It is the student's responsibility to complete the course requirements as defined within the syllabus. Each requirement should contain the methodology for evaluating and grading student accomplishment of the requirement. The final grade for the course should be a compilation of the grades from each of the major course requirements (for example: minimum of three exams to include the comprehensive final, quizzes, projects, laboratory assignments, class participation/attendance, etc.). The method used for determining the final grade should be shown in this section.

| Component           | Possible Points | Percent |
|---------------------|-----------------|---------|
| Class Participation | 200             | 20%     |
| Assignments/Quizzes | 200             | 20%     |
| Projects            | 200             | 20%     |
| Midterm             | 200             | 20%     |
| Final               | 200             | 20%     |
| <b>Total</b>        | 1000            | 100%    |

| Grade Scale |          |
|-------------|----------|
| A           | 90-100 % |
| B           | 80-89 %  |
| C           | 70-79 %  |
| D           | 60-69 %  |
| F           | Below 60 |

## VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week 8-week session Friday of the 6th week 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Students who receive cellular calls and pagers during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.

E. Students are expected to initiate outside help if needed. It is the student's responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

## **VIII. COURSE OUTLINE**

PORT 2311: Units 7-9

### **A. Lesson 1**

#### **1. Lesson Objectives**

- a) Describe seasons and climate using other vocabulary such as clothing and vacations
- b) Produce and perceive accentuation in Portuguese
- c) Incorporate the Simple Future
- d) Negotiate traveling in a foreign country

#### **2. Learning Activities:**

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)

- e) Listening and writing exercises: (C8, F5, F1)
  - f) Independent written exercises in workbook: (C18, F5, F1, F11)
3. Equipment and Materials:
- a) Textbook
  - b) Workbook
  - c) Blackboard
  - d) Internet resources

## B. Lesson 2

1. Lesson Objectives
- a) Create appropriate participial forms of the verbs
  - b) Incorporate the compound preterite perfect tense
  - c) Use Há and faz constructions to express time
  - d) Integrate the irregular form of comparative and superlatives forms in comparison
  - e) Analyze fact from fiction in the reading of the legend of the Amazons
2. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
  - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
  - d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
  - f) Listening and writing exercises: (C8, F5, F1)
  - g) Independent oral and written exercises: (C18, F5, F1, F11)
3. Equipment and Materials:
- a) Textbook
  - b) Workbook
  - c) Blackboard
  - d) Internet resources

### C. Lesson 3

#### 1. Lesson Objectives

- a) Incorporate the future of the subjunctive in irregular forms
- b) Demonstrate knowledge of passive versus active constructions
- c) Create discourse using the More than perfect compound and simple tenses
- d) Negotiate needs in the supermarket
- e) Distinguish between por and para

#### 2. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)
- e) Listening and writing exercises: (C8, F5, F1)
- f) Independent written exercises in workbook: (C18, F5, F1, F11)

#### 3. Equipment and Materials:

- a) Textbook
- b) Workbook
- c) Blackboard
- d) Internet resources

### D. Lesson 4

#### 1. Lesson Objectives

- a) Create and use Future of the subjunctive
- b) Create and use Present of the subjunctive
- c) Create and use Imperfect of the subjunctive
- d) Incorporate positive and negative indefinite pronouns
- e) Produce discourse about the region of Bahia

#### 2. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).

- c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)
- e) Listening and writing exercises: (C8, F5, F1)
- f) Independent written exercises in workbook: (C18, F5, F1, F11)

3. Equipment and Materials:

- a) Textbook
- b) Workbook
- c) Blackboard
- d) Internet resources

E. Lesson 5

1. Lesson Objectives

- a) Produce and Identify reflexive pronouns in context
- b) Express reciprocal actions using se
- c) Identify and produce the present subjunctive with irregular verbs
- d) Identify cities in Brazil and their contributions
- e) Discuss the art form of Capoeira and the impact on society

2. Learning Activities

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)
- e) Listening and writing exercises: (C8, F5, F1)
- f) Independent written exercises in workbook: (C18, F5, F1, F11)

3. Equipment and Materials:

- a) Textbook
- b) Workbook
- c) Blackboard
- d) Internet resources

## F. Lesson 6

### 1. Lesson Objectives

- a) Compare birthday celebrations in Brazil and the United States
- b) Identify and produce *se* as a pronoun
- c) Identify and produce indefinite *se*
- d) Discuss the importance of Sao Paulo in Brazil
- e) Incorporate the present subjunctive irregular forms

### 2. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
- c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
- d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)
- e) Listening and writing exercises: (C8, F5, F1)
- f) Independent written exercises in workbook: (C18, F5, F1, F11)

### 3. Equipment and Materials:

- a) Textbook
- b) Workbook
- c) Blackboard
- d) Internet resources

## G. Lesson 7

### 1. Lesson Objectives

- a) Compare old and the new styles discussing the region of Minas Gerais
- b) Identify and Produce imperfect of the subjunctive
- c) Discuss the contribution of Ouro Preto and mining throughout Brazil
- d) Compare and contrast Carnaval with other holidays that students know

### 2. Learning Activities:

- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
- b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).

- c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)
  - e) Listening and writing exercises: (C8, F5, F1)
  - f) Independent written exercises in workbook: (C18, F5, F1, F11)
3. Equipment and Materials:
- a) Textbook
  - b) Workbook
  - c) Blackboard
  - d) Internet resources

## H. Lesson 8

1. Lesson Objectives
- a) Identify and pronounce oxitonic words in Portuguese
  - b) Distinguish between appropriate usages of relative pronouns
  - c) Incorporate the use of the subjunctive in Adjectival phrases
  - d) Discuss the Southeastern culture and contribution of immigrants
2. Learning Activities:
- a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5,C6,F1, F5, F11).
  - b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
  - c) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
  - d) Progress assessment: one short quiz and writing assignment for blackboard (C8, C18, C20, F1, F2, F7)
  - e) Listening and writing exercises: (C8, F5, F1)
  - f) Independent written exercises in workbook: (C18, F5, F1, F11)
3. Equipment and Materials:
- a) Textbook
  - b) Workbook
  - c) Blackboard
  - d) Internet resources