

# General Education Course Proposal

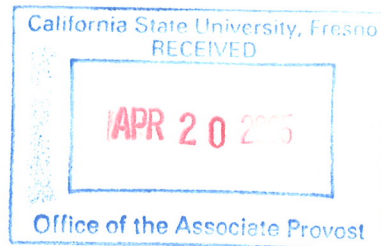
Proposed Course: PORT 1A Elementary Portuguese Units 4  
Prefix No. Title

*Modern and Classical Languages and Literatures*

Department: Foreign Languages & Literatures College/School: Arts and Humanities

**GE Category (Indicate one category only):**

Foundation: A1 \_\_\_ A2 \_\_\_ A3 \_\_\_ B4 \_\_\_  
 Breadth: B1 \_\_\_ B2 \_\_\_ C1 \_\_\_ C2  D \_\_\_ E \_\_\_  
 Integration: B \_\_\_ C \_\_\_ D \_\_\_ International/Multicultural \_\_\_



Existing Course  Revised Course \_\_\_ New Course \_\_\_

Course Included in Current GE Program \_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.  
 Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Beginning course in conversational and written Portuguese, including Luso-Brazilian cultural traditions (literature, music, philosophy and lifestyle). Not open to those with two or more years of high school Portuguese credit or native speakers of Portuguese,

Enrollment limit per section: 20

Expected number of sections per semester - Year 1 1 Year 3 2

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

Barbara Buch 4/4/05  
 Department Chair Date

[Signature] 4/13/05  
 College/School Curriculum Committee Date

[Signature] 4.18.05  
 College/School Dean Date

[Signature] 5/6/05  
 General Education Subcommittee Date  
 APR 29 2005

[Signature] 5/4/05  
 Associate Provost Date  
 APR 29 2005

**Forward Original and TWELVE copies to:  
 Associate Provost for Academic Affairs, M/S TA 54**

**Syllabus****PORTUGUESE 1A: Elementary Portuguese (4 units)**

Instructor: Debbie Ávila

Office: EE 114

Office hours:

Telephone: 278-6616; FAX: 278-7878

E-mail:

**Course Description:** This class is an introductory course to the Portuguese language and students are not expected to have prior knowledge of the language. Students will develop the four skills in the language: speaking, listening, reading and writing. This is accomplished through a discussion of grammar, followed by pair and group activities in which students practice these skills and have short conversations. Students will also write compositions in or outside of class to meet the 2,000 word writing requirement. In addition, students will be introduced to the cultures of the Portuguese-speaking world through readings and class discussion. Portuguese 1A meets the purpose of General Education AREA C2 Humanities:

*Through the study of the humanities (Literature, Philosophy, Foreign Language), to understand, appreciate, and analyze the meaning of our civilization, its cultural background, and the nature and role of language. To study the humanities (Literature, Philosophy, Foreign Language) from a variety of historical perspectives and cultures by analyzing individual works.*

Portuguese 1A meets these learning outcomes for General Education:

1. Promote an understanding of the development of contemporary civilization through studies of its historical roots in the principal humanistic endeavors, e.g., literature, philosophy, and foreign languages.
2. Reflect critically and systematically on questions concerning beliefs, values and the nature of existence; or
3. Include a survey of the various types and styles of literature from a variety of historical perspectives and cultures, including instruction in the techniques of literary criticism, or
4. Foster skills in listening, speaking, reading and writing a language other than English within a cultural and artistic context.

**Note:** Studies in these areas should include exposure to diverse Western and non-Western cultural perspectives.

Portuguese meets the GE learning outcomes with these course goals and objectives:

1. to develop verbal communication skills in Portuguese through practicing sounds and the pronunciation of words, learning vocabulary, the conjugation of verbs in the present tense, noun and adjective agreement, and the use of possessives and contractions.
2. to develop reading and writing skills in Portuguese.
3. to learn about contemporary cultural traditions, customs, social values, and beliefs in Portugal (e.g. Western) and Brazil (e.g. non-Western: Euro-African-Native American) from such topics as food and holidays to more complex concepts such as **saudade** in Portuguese cultural identity, that is, a sense of nostalgia and loss centered around the notion that people leave, go to sea and do not return because of death and emigration. This cultural “personality” is best seen in “Fado” guitar and vocal music that deals with themes of sadness, nostalgia and loss. “The Manifesto of Anthropophagy” is an essay that reflects the Native Brazilian perspective.
4. to develop an understanding of and appreciation for art, literature, philosophy, music, and history of the Portuguese-speaking world, specifically:

**Visual Arts:** from Portuguese tilework to modern art, including paintings and poetry from the Week of Modern Art in Brazil in 1922.

**Literature:** A Portuguese novela called “O Barao” (The Baron) to be read in translation and a Brazilian short story entitled “The Smallest Woman in the World” “A Menor mulher do mundo,”

**Philosophy:** The Manifesto of Anthropophagy: This is a philosophy first articulated in Brazil: The Native American culture “cannibalizes” European culture and philosophy and reinvents it to create their own identity—Oswalde de Andrade—1922

**Music-** the “Fado” (Portuguese music described above); Brazilian music blended from various traditions.

**History:** The study of the history of Jews in Portugal and their contributions to art and culture; the history of immigration patterns to Brazil including slavery.

**Course Topics:** The course addresses the following three topics.

Topic 1: Portuguese communication skills (speaking and listening)

- a. the phonological properties of Portuguese vowels and consonants.
- b. vocabulary, including theme-based vocabulary and expressions.
- c. sentence structure, verb conjugation, noun/adjective agreement, contractions, plural forms.

Topic 2: Reading and writing skills in Portuguese

- a.
  - i. readings (poetry, short essays and stories) in Portuguese that incorporate vocabulary, as well as information about Portuguese culture.
  - ii. readings in English--novela
- b.
  - i. short compositions written in Portuguese related to topics discussed in class.
  - ii. an essay in English about art, music, philosophy, literature or history.

NOTE: There is a 2,000 word writing requirement in this class.

Topic 3: Luso-Brazilian culture through media & primary documents

Photos--Portuguese tiles, photos of tiles from the Museum of Tiles in Lisbon; photos of Manueline Architecture--an eclectic renaissance style of architecture indigenous to Portugal.

Video: e.g. "The Jew"

Paintings and Poetry from the Week of Modern Art in Brazil in 1922.

Reading: Essays in Portuguese—Saudade in Portuguese cultural identity

“O Barao” The Baron. read in translation

“A Menor mulher do mundo” “The Smallest Woman in the World”

Music: “Fado”

Philosophy: The Manifesto of Anthropophagy

**Textbook:** Portuguese Fluency and Culture I by Américo C. Araújo  
 Packet containing extra readings and primary documents.  
 Novel: “O Barao”

**Recommended Material:** Portuguese-English dictionary

#### Course Requirements:

**Participation:** In a language class participation and regular attendance are essential to the learning process. Students are expected to arrive on time each day to class and participate in all class activities, including pair work and group discussion. Students are expected to look over each lesson before it is covered in order to familiarize themselves with the material and to be prepared to ask any questions that they may have.

**Attendance:** After the second absence, I will deduct 1% (one percentage point) from the student’s total grade for each day missed beyond the limit. There will be no exceptions. You are enrolled in this class to participate on a regular basis, and if you have other events that will interfere, please consider dropping, rescheduling those events or be prepared to assume the consequences for your absences. A student with 12 absences or more will automatically receive an F as his/her final grade. Extreme circumstances will be considered, but proper documentation will be required.

**Homework:** You will be given worksheets to do at home on a regular basis. You will also have short writing assignments throughout the semester. You will be assigned a topic to write about in Portuguese and will be expected to write at least 100 words.

**Quizzes and Exams:** There will be short quizzes throughout the semester. There will also be four exams. The first will cover chapters 1-3, the second chapters 4-6, the third 7-9, and the fourth 10-12.

**Oral presentation:** At the end of the semester, students will prepare a role-playing dialogue in pairs based on topics discussed in class. This dialogue will be performed in class. No papers or index cards are permitted. The presentations will be approximately 4-5 minutes in length.

**Compositions:** You will write numerous small writing assignments in Portuguese and one larger essay in English to meet the GE 2,000 word writing requirement. The compositions will be peer-edited and/or you will receive feedback from me which you must incorporate into the final draft. Multiple drafts of your writing assignments and essay will be necessary.

<b>Grading:</b>		<b>Grading scale:</b>	
Exams	25%	A	90-100
Quizzes	20%	B	80-89
Oral presentation	5%	C	70-79
Homework	20%	D	55-69
Compositions & essay	30%	F	below 55

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Classes (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained.... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Students with Disabilities:** Upon identifying themselves to the instructor and the University, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Course Policies:** Students may NOT have telephones, beepers or other electronic items that might potentially disrupt the lesson. If you do bring them to class, please turn them off. While in class, it is required that students be prepared and focused on the task at hand. The reading of material that is not relevant to the course during class time will not be allowed. Students will be required to work with each other during class in small groups.

#### **Course Outline (Topic numbers in parentheses)**

Week One and Two:

1. Introduction to the class, requirements and syllabus
2. The vowels, nasal sounds, diphthongs, consonants, combining consonants, accent marks (1)
3. Meetings, greetings and farewells (1, 2)
4. Formal and informal modes of speech (1, 3)
5. Greeting manners of Portuguese people (3)
6. Homework: Writing practice of formal and informal dialogues using greetings and farewells (1, 2)
7. Quiz #1

Week Three:

1. Introducing oneself to others and asking questions, names in Portuguese (1, 2)
2. Classroom vocabulary (1)
3. Countries where Portuguese is spoken, Portuguese colonization and immigration, introduction to saudade (3)
4. The verb “ser” and asking where people are from (1, 2)
5. Composition: writing a summary of lecture (2-3); peer editing, draft 2
6. Quiz #2

Week Four:

1. The numbers 0-20 (1)
2. Making a request, “please” and “thank you”(1)
3. A Menor mulher do mundo” “The Smallest Woman in the World” (lit in translation) (3)
4. Homework: worksheet (2); composition/book report (2-3), draft 1
5. Quiz #3, Exam #1

Weeks Five and Six:

1. Discussion of the Euro and the Portuguese economy (3)
2. Review of Saudade in Portuguese cultural identity (3)
3. Numbers 21-101 (1); Clock time (1);School subjects (1)
4. Discussion of daily schedule in Portugal (3)
5. Homework: worksheet, writing—write out your schedule with class times and subjects (1, 2)
6. Quiz #3
7. composition/book report (2-3), draft 2

Week Seven:

1. Structure and definition of the Portuguese family, relationships among family members (3)
2. Days of the week, months of the year and the date (1)
3. Paintings and Poetry from the Week of Modern Art in Brazil in 1922. discussion/interview (3)
4. Quiz #4
5. Homework: review of chapters 1-5; write interview questions and answers; peer editing

Weeks Eight and Nine:

1. Video: “The Jew” discussion (3)
2. Countries and nationalities, with masculine and feminine forms, definite articles (1, 2)
3. Contractions with “from” and “in” with the definite articles (1)
4. Homework: Worksheet; composition/write reaction to video draft 1
5. Quiz #5, Exam #2

Week Ten:

1. Seasons of the year/major holidays (1-3)
2. Presentation of Portuguese music: “o fado”(3)
3. The weather (1)
4. Reading of poems “Winter” and “Spring”; writing of poems or songs in class (1, 2, 3)
5. The Museum of Tiles in Lisbon (3)
6. Quiz #6
7. composition/write reaction to video draft 2

Week Eleven:

1. Discussion of Portuguese educational system (3)
2. Present tense of ar verbs (1)
3. The indefinite articles (1)
4. Photos--Manueline Architecture, photos and description (3)
5. Homework: worksheet, composition /describe your house (1, 2) peer editing
6. Quiz #7

Week Twelve:

1. Discussion of traditional and holiday foods and beverages (3)

2. Places and more ar verbs, structure of verb + infinitive (1)
3. Contractions with “from” and “em” with the indefinite articles (1)
4. interrogatives (1)
5. The verb “gostar” (to like) (1),
6. Homework: composition /describe your house (1, 2) final draft due;
7. composition/describe your likes and dislikes (1, 2)
8. Quiz #8, Exam #3

Week Thirteen:

1. O Barao” The Baron. read in translation, discussion in Portuguese (3)
2. More ar verbs (1)
3. Prepositions and personal pronouns (1)
4. Some useful expressions (1)
5. Quiz #9
6. Homework: composition/summary reaction to “The Baron” drafts 1 & 2

Week Fourteen:

1. The Manifesto of Anthropophagy (3)
2. Adjectives, expressing feelings, the verbs “ser” and “estar” (1)
3. The present progressive tense (1)
4. Composition/ Short essay: What aspects of European culture have been “reinvented” in Brazilian culture—Carnival, Catholicism, music...draft 1 peer editing;
5. Quiz #10

Week Fifteen:

1. Presentation of Brazilian music and discussion of Carnival (3)
2. Appliances and more adjectives (1)
3. The verb “ter,” telling one’s age and other expressions with “ter” (1)
4. The verb “ir” and places, the future tense with “ir” (1)
5. Homework: Composition/ Short essay (2, 3) draft 2
6. Quiz #11

Week Sixteen:

1. (One hour) Oral presentations (1) & hand in Composition/short essay (draft 3)
- . (One hour) Exam #4 during Finals Week (2,3)