

PORT A180: ELEMENTARY PORTUGUESE 1

Item	Value
Curriculum Committee Approval Date	12/02/2020
Top Code	111900 - Portuguese
Units	5 Total Units
Hours	90 Total Hours (Lecture Hours 90)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• OC Humanities - AA (OC1)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

Course Description

The focus is on the development of elementary proficiency in listening, speaking, reading, and writing in Portuguese with an introduction to cultures related to the Portuguese language. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. Recognize and produce the Portuguese language at the beginning level in the four primary areas of communication: listening, speaking, reading and writing.
2. Demonstrate an understanding and appreciation of the cultures related to the Portuguese language by comparing and contrasting them with the students' own culture(s).
3. Use current technologies to further develop their language and cultural competencies.

Course Objectives

- 1. Recognize and produce the Portuguese language at the beginning level in listening.
- 2. Recognize and produce the Portuguese language at the beginning level in speaking.
- 3. Recognize and produce the Portuguese language at the beginning level in reading.
- 4. Recognize and produce the Portuguese language at the beginning level in writing.
- 5. Demonstrate an understanding and appreciation of the cultures related to the Portuguese language by comparing and contrasting them with the students own culture(s).

- 6. Use current technologies to further develop their language and cultural competencies.
- 7. Acquire beginning-level Portuguese vocabulary.
- 8. Understand and use beginning-level Portuguese grammatical structure.
- 9. Value the process of language learning.

Lecture Content

I. Semantic topics covered chosen from, but not limited to, the following: A. Greetings B. Description of self and others: 1. Physical characteristics 2. Personality traits 3. Moods, emotions, likes and dislikes 4. Part of the body C. Clothing D. Colors E. Dates and numbers (from one into the millions) F. Daily activities G. Seasons, weather, months of year, and days of week H. Classroom objects I. Geographical terminology J. Shopping terminology K. Jobs and professions L. Obligations M. Foods N. Materials O. Transportation P. Some sports and leisure activities Q. Location of objects R. Family S. Animals T. Neighborhood U. Past experiences II. Functional topics covered: A. Ask for information B. Express likes and dislikes C. State simple opinions D. Describe E. State daily routine and future plans F. Offer appropriate greetings G. Respond to questions and commands H. Give directions I. State possession J. Apologize K. Additional statement of possession L. Share obligations M. Indicate location N. Accept invitation O. Refuse requests or offers P. Give opinions Q. Explain R. Express wishes III. Grammar topics covered: A. Present and past tense formation of regular and stem changing verbs B. Subject, direct and indirect objects, case pronouns C. Gender D. Question formation and interrogation E. Imperative F. Negation G. Possessive adjectives (my, your, his, hers, our, their) H. Comparatives I. Use of adverbs and adjectives J. Modal verbs K. Prepositions L. Indirect objects and indirect object pronouns M. Introduction to conversational past (perfect) tense

Method(s) of Instruction

- Lecture (02)

Instructional Techniques

1. Communicative-oriented language activities based on thematically organized exercises allow and prepare students to progress through stages of language acquisition. These activities occur through teacher-student and/or student group interaction. 2. Situational-based small group exercises allow students to role-play and use the language in contexts that simulate real-life situations. 3. Task-oriented group exercises allow students to use the language in a functional manner. 4. Material is presented through the use of both cognitive- and sensorial-based methods and materials (TPR, overhead transparencies, pictures, etc.), thus addressing the needs of different types of learners. 5. Grammar learning through lecture and application of ideas is stressed to the extent needed to support the language skills at the level of usage. 6. The primary use of the target language in the classroom encourages students to apply critical thinking skills such as deduction in acquisition of the material. 7. Listening comprehension and pronunciation skills are reinforced through instructor input, audiovisual components of the course, and language laboratory activities. Both listening passages and video episodes present the language in context and provide additional cultural information. 8. The use of the CD-ROM and the Internet reinforces vocabulary and grammatical constructions learned in class, and encourages the use of modern technology (video, e-mail, web sites) in language acquisition. 9. The use of teacher-guided activities on the Internet allows the students to perform specific, functionally-oriented

tasks using the most up-to-date information on a variety of global issues. 10. Discussion of cultural topics allows students to learn about and relate to other cultural experiences, and encourages consideration of and respect for cultural differences as well as an awareness of global similarities.

Reading Assignments

The student will spend approximately two hours weekly reading from assigned textbook and other assigned materials, such as articles, magazines, and newspapers.

Writing Assignments

Students will spend approximately two hours each week completing writing assignments throughout the semester to exercise the structural, vocabulary and expressive skills being learned. The textbook, workbook and CD-ROM contain numerous writing activities in both short response and essay formats. In all of these writing activities, the student must not only apply knowledge of Portuguese orthography and new vocabulary and grammatical constructions, but also utilize these linguistic elements in order to produce a coherent, organized written creation. Typical topics include the relation of information about the students immediate environment, as well as comparisons and contrasts of that information with information about other people in the students immediate environment.

Out-of-class Assignments

Students will spend approximately 7.25 weekly hours on homework outside of the classroom to include the following: The source for the listening activities outside of the classroom is provided by the online workbook. The students will also listen to music and watch videos and movies. Writing assignments are used at every step through the semester to exercise the structural, vocabulary and expressive skills being learned. The textbook, workbook and CD-ROM contain numerous writing activities in both short response and essay formats. In all of these writing activities, the student must not only apply knowledge of Portuguese orthography and new vocabulary and grammatical constructions, but also utilize these linguistic elements in order to produce a coherent, organized written creation. Typical topics include the relation of information about the students immediate environment, as well as comparisons and contrasts of that information with information about other people in the students immediate environment.

Demonstration of Critical Thinking

1. Chapter exams and final exam (topics of exam sections include listening comprehension, reading comprehension, vocabulary, grammar, writing proficiency; formats of exam sections include true/false, multiple-choice, fill-in, answering questions, essays) 2. Written and aural homework (textbook, workbook, CD-ROM and/or Internet activities) 3. Oral performance 4. Class participation

Required Writing, Problem Solving, Skills Demonstration

Writing assignments are used at every step through the semester to exercise the structural, vocabulary and expressive skills being learned. The textbook, workbook and CD-ROM contain numerous writing activities in both short response and essay formats. In addition, there are teacher-guided web activities. In all of these writing activities, the student must not only apply knowledge of Portuguese orthography and new vocabulary and grammatical constructions, but also utilize these linguistic elements in order to produce a coherent, organized written creation. Typical topics include the relation of information about the students immediate environment, as well as comparisons and contrasts

of that information with information about other people in the students immediate environment.

Eligible Disciplines

Foreign languages: Masters degree in the language being taught OR bachelors degree in the language being taught AND masters degree in another language or linguistics OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Jouet-Pastré, C.M.C., Klobucka, A. M., Sobral, P. I.S., Moreira, M.L. B., Hutchinson, A. P. Ponto de Encontro, Second Edition ed. Pearson, 2013