

# PORT A185: ELEMENTARY PORTUGUESE 2

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 3B Humanities (3B) • Cal-GETC 6A Language Other Than English (6A)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 6A Lang other than Engl (6A)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

## Course Description

Continuation of PORT A180, with further development of listening, speaking, reading, and writing proficiency, and additional exploration of cultures related to the Portuguese language. This course is equivalent to three years of high school Spanish. PREREQUISITE: PORT A180 or completion of two years of high school Portuguese with a grade of 'C' or better. Transfer Credit: CSU; UC.

## Course Level Student Learning Outcome(s)

1. Recognize and produce the Portuguese language at the high-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. Comprehend high-beginning-level spoken Portuguese.
- 2. Produce high-beginning-level spoken Portuguese.
- 3. Read and understand high-beginning-level Portuguese.
- 4. Express basic ideas and opinions in high-beginning-level written Portuguese.
- 5. Acquire high-beginning-level Portuguese vocabulary.

- 6. Understand and use high-beginning-level Portuguese grammatical structures.
- 7. Recognize the more important cultural aspects of living in the Portuguese-speaking worlds.
- 8. Use technologies such as the Internet, online workbooks and multimedia to enhance learning.
- 9. Value the process of language learning.

## Lecture Content

I. Semantic topics covered, such as: A. Health and illness B. Expanded study of foods and food preparation C. Travel (means of transportation, airport, train, bus and hotels) D. Nature and landscape (trees, mountains, scenery, lakes) E. House and household items F. Recent events G. Childhood experiences H. Future actions and plans I. Entertainment, recreation, and culture (theater, movies, music, opera) J. Current events and politics K. Values II. Functional topics covered: A. Narrate a series of past events B. Follow and give directions C. Use verbs of influence, persuasion, and desire D. State obligation E. Express possibility and supposition F. Give advice and state opinion III. Grammar topics covered: A. Present and past tenses (regular and irregular) B. Perfect tenses C. Future tenses D. Conditional tense and subjunctive mood E. Passive voice F. Reflexives IV. Vocabulary: Use an active vocabulary of at least 800 new words V. Culture: A. Holidays B. Culturally appropriate behavior; i.e., customs, answering phone, body language, gesture, accepting and refusing invitations politely C. Name prominent historic political and artistic individuals D. Identify important geographical sites

## 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

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 performance4. 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