

GOA UNIVERSITY
DEPARTMENT OF PORTUGUESE AND LUSOPHONE STUDIES
SYLLABUS of BA in PORTUGUESE
(GENERAL Programme as CBCS w.e.f. 2017-2018)

F.Y.B.A. (General) *

First Semester

	code	Course Title	credits	marks
DSC 1A	PRCC-01	CIVILIZATION and CULTURE I	4	100
GE 1	PRGE-01	PORTUGUESE LANGUAGE I	4	100

Second Semester

	code	Course Title	credits	marks
DSC 1B	PRCC-02	CIVILIZATION and CULTURE II	4	100
GE 2	PRGE-02	PORTUGUESE LANGUAGE II	4	100

* Syllabus was already approved by the Standing Committee of 31st March 2017

S.Y.B.A. (General)

Third Semester

	code	Course Title	credits	marks
DSC 1C	PRCC-03	LITERARY PROSE	4	100
GE 3	PRGE-03	PORTUGUESE LANGUAGE III	4	100

Fourth Semester

	code	Course Title	credits	marks
DSC 1D	PRCC-04	CHRONICLES & TRAVELOGUES	4	100
GE 4	PRGE-04	PORTUGUESE LANGUAGE IV	4	100

T.Y.B.A. (General)

Fifth Semester

	code	Course Title	credits	marks
DSC 1E	PRCC-05	PORTUGUESE LINGUISTICS I	4	100
DSE 1A	PRCE-01	CONTEMPORARY PORTUGUESE SOCIETY	4	100
DSE 1B	PRCE-02	ANALYSIS & INTERPRETATION OF LITERARY TEXT	4	100

Sixth Semester

	code	Course Title	credits	marks
DSC 1F	PRCC-06	PORTUGUESE LINGUISTICS II	4	100
DSE 1C	PRCE-03	LUSOPHONE CULTURE AND GOAN LITERATURE	4	100
DSE 1D	PRCE-04	TRANSLATION (Literary & technical)	4	100
DSE 1D*	PRCE-05	PROJECT	4	100

*In lieu of one of the DSEs, students may choose Discipline Specific Project

SYLLABUS FOR B.A. PORTUGUESE (HONOURS) DEGREE PROGRAM UNDER CBCS w.e.f.2017-2018

Course Structure for B.A. Portuguese (honours) degree program

F.Y.B.A. (HONOURS).

First Semester

	code	Course Title	credits	marks
DSC 1A	PRCC-01	CIVILIZATION and CULTURE I	4	100
DSC-3A	PRCCH-01	WRITING SKILLS AND TECHNIQUE I	4	100
GE 1	PRGE-01	PORTUGUESE LANGUAGE I	4	100

Second Semester

	code	Course Title	credits	marks
DSC 1B	PRCC-02	CIVILIZATION and CULTURE II	4	100
DSC 3B	PRCCH-02	WRITING SKILLS AND TECHNIQUE II	4	100
GE 2	PRGE-02	PORTUGUESE LANGUAGE II	4	100

S.Y.B.A. (HONOURS).

Third Semester

	code	Course Title	credits	marks
DSC 1C	PRCC-03	LITERARY PROSE	4	100
DSC 3C	PRCCH-03	WRITING IN PRACTISE I	4	100
GE 3	PRGE-03	PORTUGUESE LANGUAGE III	4	100

Fourth Semester

	code	Course Title	credits	marks
DSC 1D	PRCC-04	CHRONICLES & TRAVELOGUES	4	100
DSC 3D	PRCCH-04	WRITING IN PRACTISE II	4	100
GE 4	PRGE-04	PORTUGUESE LANGUAGE IV	4	100

T.Y.B.A. (HONOURS)**Fifth Semester**

	code	Course Title	credits	marks
DSC 9	PRCC-05	PORTUGUESE LINGUISTICS I	4	100
DSC 10	PRCCH-05	ART APPRECIATION	4	100
DSC 11	PRCCH-06	INDO-PORTUGUESE STUDIES I	4	100
DSE 1	PRCE-01	CONTEMPORARY PORTUGUESE SOCIETY	4	100
DSE 2	PRCE-02	ANALYSIS & INTERPRETATION OF LITERARY TEXT	4	100
DSE 3	PRCEH-03	INTRODUCTION TO THE THEORY OF TRANSLATION AND INTERPRETATION	4	100

Sixth Semester

	code	Course Title	credits	marks
DSC 12	PRCC-06	PORTUGUESE LINGUISTICS II	4	100
DSC 13	PRCCH-07	GENDER STUDIES	4	100
DSC 14	PRCCH-08	INDO-PORTUGUESE STUDIES II	4	100
DSE 4	PRCE-03	LUSOPHONE CULTURE AND GOAN LITERATURE	4	100
DSE 5	PRCE-04	TRANSLATION (Literary & technical)	4	100
DSE 5*	PRCE-05	PROJECT	4	100

***In lieu of one of the DSEs, students may choose Discipline Specific Project**

Programme: B.A. (Portuguese)

Course Code: PRC 101 **Title of the Course:** CIVILIZATION AND CULTURE I

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ol style="list-style-type: none">1. To develop and strengthen the capacity of comprehension and oral expression.2. To develop and strengthen the capacity of comprehension and written expression.3. To broaden and adapt vocabulary to different communicative situations.4. To reflect on the functioning of the language.5. To contact with different aspects of Portuguese culture.6. Acquisition of knowledge in relation to major events and cultural and artistic phenomena in Portugal.7. Language as a factor of social cohesion.	
<u>Content:</u>	Thematic Framework Module 1 <ul style="list-style-type: none">• Portuguese cinema• Portuguese literature Module 2 <ul style="list-style-type: none">• Portuguese Music: The Fado • Portuguese Legends and Traditions Module 3 <ul style="list-style-type: none">• Social habits of the Portuguese • Organization of the Portuguese Territory Module 4 <ul style="list-style-type: none">• Health and Welfare • Emergencies, police station, hospitals Interaction Communicative Activities <ul style="list-style-type: none">To identify and introduce oneselfTo greet using polite forms of expressionTo reply to a greeting / to take leave / to thankTo ask / Give information Localize objects and peopleTo express an opinionTo give adviceTo localize geographicallyTo express likes and dislikesTo extend invitationsTo report and describe eventsTo be able to speak of places of cultural interestTo be able to speak about cultural aspects (cinema, literature)To be able to speak of traditions and folk festivals	15 hours 15 hours 15 hours 15 hours

	<p>Grammatical Contents:</p> <p>O pronome pessoal:</p> <ul style="list-style-type: none"> • consolidação dos conteúdos adquiridos • formas átonas de complemento: reflexo; complemento direto • formas tónicas de complemento precedidas de preposição • complemento direto • complemento indireto <p>O nome:</p> <ul style="list-style-type: none"> • flexão em género - regras de formação do feminino • flexão em número - regras de formação do plural • substantivos coletivos <p>Pronomes Relativos</p> <ul style="list-style-type: none"> • Variáveis e Invariáveis <p>Pronomes Possessivos sem artigos</p> <p>Adverbiais de tempo / localização temporal</p> <p>Preposições: localização/ situação / movimento</p> <p>Verbos:</p> <ul style="list-style-type: none"> • regulares / irregulares • conjugações: 1a vogal temática em <i>-a</i>, 2a vogal temática em <i>-e</i> e 3a vogal temática em <i>-i</i> <p>Modos: Indicativo</p> <p>Tempos:</p> <ul style="list-style-type: none"> • Imperfeito do Indicativo • Pretérito Perfeito Composto do Indicativo • Pretérito Perfeito Mais-que-Composto do Indicativo • Infinitivo Pessoal e Impessoal • Futuro Imperfeito do Indicativo • Condicional <p>Verbos auxiliares de Modalidade</p> <p>Particípio Passado</p> <ul style="list-style-type: none"> • Regular/ Irregular • Duplos <p><i>Estar a (imperfeito)+ Infinitivo</i></p> <p><i>Costumar (imperfeito)+ Infinitivo</i></p> <p>Frases condicionais</p> <p>Voz Ativa / Voz Passiva</p> <p>Discurso Direto / Discurso Indireto</p> <p>Sinóníma / Antoníma Prefixação /Sufixação</p>	
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays about different issues concerning the History of Portuguese Culture. - Presentation of material by the teacher. - Reading of selected texts. - Audio-visual inputs on Portuguese Culture - 	
<p><u>Text Books/ Reference</u></p>	<ul style="list-style-type: none"> • Didactic/Course Material produced by the BOS-Portuguese • Dictionary (English-Portuguese/Portuguese- English) 	

<p><u>Books:</u></p>	<p>Additional Bibliography:</p> <ul style="list-style-type: none"> • Monteiro, Deolinda & Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa: Lidel. • Oliveira, Carla; Coelho, Maria Luísa & Ballmann, Maria José (2006) <i>Aprender Português. Curso Inicial de Língua Portuguesa Para Estrangeiros. Níveis Iniciais A1/A2</i>, Lisboa: Texto Editores. • Coimbra, Olga Mata & Coimbra, Isabel (2011) <i>Gramática Ativa I</i>, Lisboa: Lidel. • Caseiro, Manuela & Ventura, Helena (2011) <i>Guia Prático de Verbos com Preposições</i>, Lisboa: Lidel. <p>Recommended Sites</p> <ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • Conjugadores de Verbos www.conjuga-me.net • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia http://www.infopedia.pt/default.jsp?qsFiltro=14 • Priberam - Gramática http://www.priberam.pt/dlpo/gramatica/gramatica.aspx • que muda com o Novo Acordo Ortográfico? http://www.portoeditora.pt/acordo-ortografico/mudaB
<p><u>Learning Outcomes:</u></p>	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. understand short oral and written texts with objective information, in a simple and clear language. 2. capture the main concepts of written or audio-visual texts. 3. participate without previous preparation in a conversation on familiar topics, of personal interest or pertinent to current issues. 4. acquire skills to understand Portuguese culture particularly in the areas of cinema, literature and music. 5. acquire a solid competence in the field of Portuguese legends and traditions. 6. Approach the social habits of the Portuguese. 7. write various types of short texts (to expose, narrate, describe). 8. use vocabulary and grammar efficiently.

Programme: B.A. (Portuguese)

Course Code: PRG 101 **Title of the Course:** PORTUGUESE LANGUAGE I

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range), facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Reading, conversation skills and interaction. Interaction in a simple way. Questions in areas of immediate need or on very familiar topics. Sentences to describe where I live and people I know. Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings.	15 hours
	Module 2: READING COMPREHENSION Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues. Short, simple messages on postcards.	15 hours
	Module 3: WRITING SKILLS Personal details in written form Simple postcard. Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.	15 hours
	Module 4: GRAMMAR AND VOCABULARY - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds);	15 hours

- Introduction to the basic rules of sentences structure;
- Articles; Nouns: Gender and plural endings of nouns;
- Pronouns: Personal pronouns / Subject pronouns;
- Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives;
- Negative and Interrogative forms;
- Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative.
- Introduction to the use of Prepositions
- Vocabulary: acquisition of day to day practical vocabulary concerning social life, transportation and nature.

TEMAS/THEMES:

1. Identidade (*Personal Identification*)

- Nome próprio; apelido; diminutivo
- Lugar e data de nascimento / idade
- Nacionalidade
- Endereço

2. Pessoas (*People*)

- Caracterização física / partes do corpo (olhos, cabelos...)
- Vestuário; calçado
- Características da personalidade (simpático, alegre, tímido...)
- Ações (realizadas com o corpo: levantar-se...)
- Objetos pessoais

3. Vida familiar e social (Relations with relatives and friends)

- Relações familiares e sociais (pai... amigo)
- Festas (celebrações)
- Saúde e higiene
- Refeições
- Alimentos e bebidas
- Objetos / utensílios
- Espaços
- Hábitos familiares (comidas típicas, horários...)

4. Educação (School and *Education*)

- Escola / espaços
- Agentes educativos
- Horários e matérias curriculares
- Linguagem própria do funcionamento da aula
- Mobiliário e material escolar

5. Lazer (*Leisure*)

- No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...)
- Nas férias (praia, campo, viagem ...)

	<p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u> Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<u>Pedagogy:</u>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>	
<u>Text Books / Reference Books:</u>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>	
<u>Learning Outcomes:</u>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	

Programme: B.A. (Portuguese)

Course Code: PRC 101 **Title of the Course:** CIVILIZATION AND CULTURE II

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ol style="list-style-type: none">1. To develop and strengthen the capacity of comprehension and oral expression.2. To develop and strengthen the capacity of comprehension and written expression.3. To broaden and adapt vocabulary to different communicative situations.4. To reflect on the functioning of the language.5. To be able to contact with different aspects of Portuguese culture.6. Acquisition of knowledge in relation to major events and cultural and artistic phenomena in Portugal.7. Language as a factor of social cohesion.8. Contact with the Lusophone space.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">• Portuguese literature• Portuguese popular music <p>Module 2</p> <ul style="list-style-type: none">• Portuguese legends and traditions• Social habits of the Portuguese <p>Module 3</p> <ul style="list-style-type: none">• Portuguese Visual arts • Sports: Football <p>Module 4</p> <ul style="list-style-type: none">• Lusophone Space • Festivities <p>Interaction Communicative Activities</p> <ul style="list-style-type: none">- To identify and introduce oneself- To greet using polite forms of expression- To reply to a greeting / to take leave / to thank- To ask / Give information Localize objects and people- To express an opinion- To give advice- To localize geographically- To express likes and dislikes- To be able to invite- To report and describe events- To be able to speak of places of cultural interest- To be able to speak about cultural aspects (cinema, literature)- To be able to speak of traditions and folk festivals <p>Grammatical Contents: Determinante</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

	<ul style="list-style-type: none"> • demonstrativo (retoma anafórica nos textos escritos) • interrogativo • indefinido <p>Nome próprio (seus usos)</p> <p>Nome comum</p> <p>Nomes colectivos</p> <p>Nomes contáveis / não contáveis</p> <p>Nomes femininos / plurais (irregulares)</p> <p>Adjectivo</p> <ul style="list-style-type: none"> • adjectivos femininos / plurais (irregulares) • adjectivo numeral • adjectivo qualificativo (posposição / anteposição) • adjectivo relacional <p>Verbo</p> <ul style="list-style-type: none"> • modo: indicativo; conjuntivo; imperativo (conjuntivo na expressão da ordem) • tempo: presente; pretérito perfeito (simples e composto); pretérito imperfeito; pretérito mais-que-perfeito; futuro simples; condicional (tempo, modo) • formas nominais: infinitivo (impessoal; pessoal); gerúndio; participio • conjugação: primeira (-a-); segunda (-e-); terceira (-i-). • conjugação pronominal, reflexa, perifrástica • verbos irregulares mais frequentes <p>Pronome pessoal (valores deíctico e anafórico)</p> <ul style="list-style-type: none"> • formas tónicas e átonas • forma de sujeito simples e composto • formas de complemento: reflexo; indireto (dativo) • formas tónicas de complemento precedidas de preposição • colocação na frase dos clíticos <p>Demonstrativo (valores deíctico e anafórico)</p> <ul style="list-style-type: none"> • variável e invariável <p>Possessivo (valores deíctico e anafórico)</p> <p>Interrogativo</p> <p>Relativo</p> <p>Indefinido</p> <p>Quantificador</p> <ul style="list-style-type: none"> • numeral cardinal • multiplicativo / fracionário <p>Advérbio</p> <ul style="list-style-type: none"> • locução adverbial • advérbio de frase (advérbio de modo) • advérbio de negação • advérbio de afirmação • advérbio de quantidade • advérbio de modo (do verbo e do adjectivo) <p>Preposição</p>	
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	<ul style="list-style-type: none"> • locução prepositiva • localização • situação • movimento <p>Conjunção coordenativa e subordinativa</p> <ul style="list-style-type: none"> • copulativa • adversativa • disjuntiva • conclusiva • causal • temporal • final • concessiva • condicional • consecutiva • comparativa <p>Frase simples / Frase complexa</p> <p>Orações relativas</p> <p>Léxico e vocabulário</p> <ul style="list-style-type: none"> • sinónimo / antónimo • campo lexical • campo semântico • família de palavras <p>Unidades fixas</p> <ul style="list-style-type: none"> • expressões idiomáticas • provérbios <p>Formação de Palavras</p> <ul style="list-style-type: none"> • Derivação • Composição <p>Relato de discurso</p> <ul style="list-style-type: none"> • discurso direto • discurso indireto 	
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays about different issues concerning the History of Portuguese Culture. - Presentation of material by the teacher. - Reading of selected texts. - Audio-visual inputs on Portuguese Culture 	
<p><u>Text Books / Reference Books:</u></p>	<ul style="list-style-type: none"> • Didactic/Course Material produced by the BOS-Portuguese • Dictionary (English-Portuguese/Portuguese- English) <p>Additional Bibliography:</p> <ul style="list-style-type: none"> • Monteiro, Deolinda & Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa: Lidel. • Oliveira, Carla; Coelho, Maria Luísa & Ballmann, Maria José (2006) <i>Aprender Português. Curso Inicial de Língua Portuguesa Para</i> 	

	<p><i>Estrangeiros. Níveis Iniciais A1/A2</i>, Lisboa: Texto Editores.</p> <ul style="list-style-type: none"> • Coimbra, Olga Mata & Coimbra, Isabel (2011) <i>Gramática Ativa I</i>, Lisboa: Lidel. • Caseiro, Manuela & Ventura, Helena (2011) <i>Guia Prático de Verbos com Preposições</i>, Lisboa: Lidel. <p>Recommended Sites</p> <ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões_ http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • Conjugadores de Verbos_ www.conjuga-me.net • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia_ http://www.infopedia.pt/default.jsp?qsFiltro=14 • Priberam - Gramática_ http://www.priberam.pt/dlpo/gramatica/gramatica.aspx • O que muda com o Novo Acordo Ortográfico?_ http://www.portoeditora.pt/acordo-ortografico/mudaB
<p><u>Learning Outcomes</u></p>	<p>At the end of the course the student will be able:</p> <ul style="list-style-type: none"> To understand lengthy and more complex oral and written texts To have an overall understanding of television programs on current issues. To communicate spontaneously, revealing some fluency and mastery of the vocabulary. To be able to produce oral texts of average length. To be able to write diverse types of texts (to expose, explain, narrate, describe). To transmit / receive / information To acquire a good knowledge of Portuguese culture particularly in the fields of literature, sport, visual arts and music. To acquire a good knowledge of Portuguese traditions. Approach to the social habits of the Portuguese. To be able to write short texts of different type (to expose, narrate, describe). To be efficient in the use of vocabulary and grammar.

Programme: B.A. (Portuguese)

Course Code: PRG 102 **Title of the Course:** PORTUGUESE LANGUAGE II

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range), facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	<u>Syllabus</u> Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Reading, conversation skills and interaction. Interaction in a simple way. Questions in areas of immediate need or on very familiar topics. Sentences to describe where I live and people I know. Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings. Module 2: READING COMPREHENSION Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues. Short, simple messages on postcards. Module 3: WRITING SKILLS Personal details in written form Simple postcard. Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form. Module 4: GRAMMAR AND VOCABULARY - Intensive reading of selected simple texts in order to master the language in terms of pronunciation and comprehension of different contexts; - Verbs: Present tense; Past Definite and Imperfect; Imperative - Adverbs and Comparisons of Adjectives and Adverbs;	15 hours 15 hours 15 hours 15 hours

	<p>Prepositions; - Conjunctions - acquaintance with the basic conjunctions in order to facilitate the use of complete sentences; - Vocabulary - acquisition of practical vocabulary concerning community services, recreation and sports, agriculture and forestry, trades, crafts and industry; - Intensive grammar exercises, vocabulary & conversation, exemplifying a correct use of grammar structures.</p> <p>TEMAS/THEMES:</p> <p>1. <u>Informação e diversão</u> de comunicação social (internet...)</p> <p>2. <u>Lugares que se conhecem / se frequentam</u> <input type="checkbox"/> Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal <input type="checkbox"/> Casa de habitação (divisões, mobiliário) livraria à farmácia, da cantina ao supermercado</p> <p>3. <u>Deslocações e meios de transporte</u> dia-a-dia <input type="checkbox"/> Nas férias</p> <p>4. <u>Ambiente</u> estações do ano e tempo atmosférico e flora da natureza</p> <p>5. <u>Países de língua portuguesa</u> <input type="checkbox"/> Identificação <input type="checkbox"/> Localização</p> <p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u> Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<p><u>Pedagogy:</u></p>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and</p>	

	the way meanings are comprehended, expressed and negotiated.
<u>References/ Readings</u>	<p>Required books:</p> <ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p>Recommended books:</p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<u>Learning Outcomes</u>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can write short, simple notes and messages relating to matters in areas of immediate need and write a very simple personal letters for example thanking someone for something. He/she will be also able to communicate in simple and routine task requiring a simple direct exchange of information on familiar topics and activities. He/she will be able to handle very short social exchanges even though they can't usually understand enough to keep conversation going himself.</p>

Programme: B.A. (Portuguese)

Course Code: PRC 103 **Title of the Course:** LITERARY PROSE

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To read of short narratives and short stories in Portuguese that showcase the Goan and Lusophone literature.- To understand the structure of this text typology and the ideas and concepts of the tales.- To analyse the text according to the linguistic codes and figures of speech and the parts of the narrative.- To develop linguistic competences and the knowledge of literature.- Desenvolve linguistic competencies and literary acquaintance.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">- Short stories by Portuguese writers: reading, analysis and interpretation- Topic and plot- The elements of the narrative: time, space and characters.- Narration and description- The perspective of the narrator: omniscient and limited. <p>Module 2</p> <ul style="list-style-type: none">- Short stories of Goan writers: reading, analysis and interpretation- Topic and plot- The elements of the narrative: time, space and characters.- Narration and description- The perspective of the narrator: omniscient and limited. <p>Module 3</p> <ul style="list-style-type: none">- Short stories of Brazilian and African writers: reading, analysis and interpretation- Topic and plot- The elements of the narrative: time, space and characters.- Narration and description- The perspective of the narrator: omniscient and limited. <p><u>ACTIVITIES AND PRACTICE:</u></p> <ol style="list-style-type: none">1. Filling in a reading report based on the analysis and interpretation of the narrative2. Expressive reading and role play.3. Summary writing of the story.4. Online research of authors biography and bibliography.	<p>30 hours</p> <p>15 hours</p> <p>15 hours</p>

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays. - Presentation of material by the teacher. - Reading of selected texts. - Audio-visual inputs
<p><u>Text Books / Reference Books:</u></p>	<ul style="list-style-type: none"> • Melo, João de (2001). Antologia do Conto Português. Lisboa, Dom Quixote • Silva, Mendes (2000), Português Contemporâneo – Antologia e Compêndio Didático, Lisboa, Dom Quixote • Moriconi, Italo (org.), (2015), Os Cem Melhores Contos Brasileiros do Século, Rio de Janeiro, Editora Objetiva Ltda. • Saúte, Nelson (org.), (2000), As mãos dos Pretos – Antologia do Conto Moçambicano, Lisboa, Dom Quixote • Noronha, Carmo de (1995), Contos e Narrativas, Pangim, Maureen & Camvet Publishers • Rocha, Elsa (2005), Vivências Partilhadas, Pangim, Third Millennium • Devi, Vimala (1963), Monção, Dédalo <p>ADDITIONAL BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> - Seabra, Manuel de & Devi, Vimala (1971), A literatura indo--portuguesa, Volumes 1-2. <p>RECOMMENDED SITES</p> <ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões_ http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia_ http://www.infopedia.pt/default.jsp?qsFiltro=14
<p><u>Learning Outcomes:</u></p>	<p><i>At the end of this Course the students will be able:</i></p> <ul style="list-style-type: none"> - To identify the topic and the plot of the story. - To distinguish the elements of the narrative. - To summarise and to interpret the main ideas of the short story. - To fill in a reading report based on the analysis and interpretation of the narrative.

Programme: B.A. (Portuguese)

Course Code: PRG103 **Title of the Course:** PORTUGUESE LANGUAGE III

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objective:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range); facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list; phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; instructions on equipment encountered in everyday life –such as a public telephone. Module 2: READING COMPREHENSION Short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics; texts containing the most common words, including some shared international words; information in simple everyday material such as advertisements, brochures, menus and timetables; signs and notices in public places, such as streets, restaurants, railway stations and in workplaces. Module 3: WRITING SKILLS Short, simple formulaic notes relating to matters in areas of immediate need; personal letters expressing thanks and apology; basic descriptions of events and activities; simple personal letters expressing thanks and apology or most recent job; describe past activities and personal experiences. Module 4: GRAMMAR AND VOCABULARY	15 hours 15 hours 15 hours 15 hours

	<p>Vocabulary to conduct routine, everyday transactions involving familiar situations and topics and a narrow repertoire dealing with concrete everyday needs.</p> <ul style="list-style-type: none"> - Intensive reading of selected texts; - Verbs - Future and Conditional. The use of <i>Infinitivo Pessoal</i> and compound tenses. - Further knowledge of Prepositions and Conjunctions; - Direct and Indirect Speech. - Proverbs and useful expressions; - Vocabulary: acquisition of practical vocabulary concerning entertainment, culture and art; communications and information technology; - Intensive grammar exercises, vocabulary & conversation, exemplifying a correct use of grammar structures. <p>TEMAS/THEMES:</p> <ol style="list-style-type: none"> 1. <u>Relações sociais</u> (Relations with other people) 2. <u>Serviços</u> (Services) 3. <u>Tempos livre e divertimentos</u> (Free time, entertainment) 4. <u>Condições climatéricas</u> (Weather) 5. <u>Alimentação</u> (Food and drink) 6. <u>Saúde e cuidados com o corpo</u> (Health and body care) <p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u></p> <p>Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<p><u>Pedagogy:</u></p>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>	
<p><u>Text Books / Reference Books:</u></p>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> - Português XXI Nível 2 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 2 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo. 	

	<p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<p><u>Learning Outcomes:</u></p>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <p>Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Programme: B.A. (Portuguese)

Course Code: PRS-101 **Title of the Course:** **WRITING PRACTICE - JOURNALISM**

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To develop written skills on journalistic texts.- To develop the skills of graphic aspects of the text- To understand the role of written press.- To develop the partnership and to promote the spirit of team work.- To develop the awareness of duty to achieve the goals and the objectives proposed.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">- The journalistic language and style.- The sections of the newspaper: articles, opinion articles, editorial, report, interviews, advertisement, etc.- Graphic design: columns, arrangement of pages, illustrations and images.- Titles, subtitles and paratextual aspects of a newspaper. <p>Module 2</p> <ul style="list-style-type: none">- Journalism writing: the invert pyramid, the lead, the journalistic style and related features.- The writing process: prewriting, writing and revision.- The advertisements: structure and format. <p>Module 3</p> <ul style="list-style-type: none">- Workshop: collaborative project of setting a student newspaper.- Interaction with invited journalists- Study visit to newspaper publishers and advertising agencies. <p><u>ACTIVITIES AND PRACTICE:</u></p> <ul style="list-style-type: none">- Collection, reading and analysis of Goan newspapers and some in Portuguese language.- Production of simple texts following the journalistic style and structure.- Participation in talks and interactions with journalists (resource persons)- Participation in workshops for setting up a student newspaper to be published at the end of the semester.	<p>15 hours</p> <p>15 hours</p> <p>30 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures- Research and reading of essays.- Presentation of material by the teacher.- Reading of selected texts.	

	Audio-visual inputs.
<u>Text Books / Reference Books:</u>	<ul style="list-style-type: none"> • Norton, C. (2001). <i>Os Mecanismos da Escrita Criativa</i>. Lisboa, Temas e Debates. • Nascimento, Zacarias & Pinto, José Manuel de Castro (2005), <i>A Dinâmica da Escrita</i>. Lisboa, Plátano Editora • Philips, Angela (2006), <i>Good Writing for Journalists</i>, Sage <p>ADDITIONAL BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> - Local and national newspapers - Foreign newspapers in Portuguese language <p>RECOMMENDED SITES</p> <ul style="list-style-type: none"> - Several online editions of newspapers and periodicals
<u>Learning Outcomes</u>	<p><i>At the end of this Course the students will be able to:</i></p> <ul style="list-style-type: none"> - Produce texts and newspaper sections. - Setup a student newspaper. - Select the matter with relevant public interest. - Identify the sections of a newspaper. - Release a semestral publication.

Programme: B.A. (Portuguese)

Course Code: PRC-104 **Title of the Course:** CHRONICLES & TRAVELOGUES

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To read and to interpret the main ideas of the text.- To identify the textual structure of the Chronicles and Travelogues.- To find the objectivity and the subjectivity in the text.- To identify the description details in the text.	
<u>Content:</u>	Module 1 - Chronicles: theme and subject matter - Biography and bibliography of the author Module 2 - Newspaper chronicles and opinion article - The argumentative sequence of the text. Module 3 Travelogues; travellers in Goa and India - Travel diaries and accounts: <i>O Roteiro da Primeira Viagem de Vasco da Gama à Índia</i> by Álvaro Velho - Excerpts of the <i>Peregrination</i> of Fernão Mendes Pinto - <i>O Murmúrio do Mundo</i> by Almeida Faria <u>ACTIVITIES AND PRACTICE:</u> 1. To fill in a reading report 2. To summarise and to interpret the main ideas of the account. 3. Online research of authors biography and bibliography.	15 hours 15 hours 30 hours
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures- Research and reading of essays.- Presentation of material by the teacher.- Reading of selected texts.- Audio-visual inputs.	
<u>Text Books / Reference Books:</u>	<ul style="list-style-type: none">- Velho, Alvaro (1987), <i>O Roteiro da Primeira Viagem de Vasco da Gama à Índia</i>, Lisboa, Edições Europa-América.- Pinto, Fernão Mendes, <i>Peregrination</i> (excerpts)- Faria, Almeida (2016), <i>O Murmúrio do Mundo</i>, Lisboa, Tinta da China <i>A selection of other texts will provided by the faculty in charge</i> RECOMMENDED SITES <ul style="list-style-type: none">• Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html	

	<ul style="list-style-type: none"> • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia_ http://www.infopedia.pt/default.jsp?qsFiltro=14
<p><u>Learning Outcomes:</u></p>	<p><i>At the end of this Course the students will be able to:</i></p> <ul style="list-style-type: none"> - Summarise the narrative of the first-person novel. - Interpret the communicative aspect of the chronicle and travelogue. - Divide the text into segments. - Identify specific vocabulary and figures of speech. - Read critically a first-person narrative.

Programme: B.A. (Portuguese)

Course Code: PRG-104

Title of the Course: PORTUGUESE LANGUAGE IV

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range); facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	<p>Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list; phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; instructions on equipment encountered in everyday life –such as a public telephone.</p> <p>Module 2: READING COMPREHENSION Short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics; texts containing the most common words, including some shared international words; information in simple everyday material such as advertisements, brochures, menus and timetables; signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.</p> <p>Module 3: WRITING SKILLS Short, simple formulaic notes relating to matters in areas of immediate need; personal letters expressing thanks and apology; basic descriptions of events and activities; simple personal letters expressing thanks and apology or most recent job; describe past activities and personal experiences.</p> <p>Module 4: GRAMMAR AND VOCABULARY - Vocabulary to conduct routine, everyday transactions involving</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

	<p>familiar situations and topics and a narrow repertoire dealing with concrete everyday needs.</p> <ul style="list-style-type: none"> - Further knowledge of the use of grammar structures. Verbs. Subjunctive. Correct use of Prepositions and Conjunctions; Passive and Active Voice; - Relative pronouns. - Possessive pronouns without article. - Idiomatic Expressions and Proverbs; - Specialized vocabulary: professions, business, hobbies and scientific areas; <p>TEMAS/THEMES:</p> <ol style="list-style-type: none"> 1. <u>Serviços médicos</u> (Health and medical aids) 2. <u>Imprensa e notícias</u> (Press and media) 3. <u>Compras e comércio</u> (shopping) 4. <u>Modo de vida nas grandes cidades</u> (The life in the city) <ul style="list-style-type: none"> costumes, atividades de diversão de habitação de compras de deslocação e transporte 5. <u>Ambiente</u> (<i>Environment</i>) <ul style="list-style-type: none"> da natureza ecológica 6. <u>Outros países de língua portuguesa</u> (Other Portuguese Speaking Countries) <ul style="list-style-type: none"> culturais o Feriados laicos <input type="checkbox"/> Gastronomia • Arte <p>Significado Eventos celebrativos</p> <p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u></p> <p>Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<u>Pedagogy:</u>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>	
<u>Text Books / Reference Books:</u>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> - Português XXI Nível 2 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 2 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> - Portuguese in three Months, by Maria Fernanda Allen, Hugo's Language Books; 	

	<ul style="list-style-type: none"> - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<p><u>Learning Outcomes:</u></p>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> - the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> - reading for information using material of appropriate complexity and length - listening for information - developing study skills: using audio and video aids. <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Programme: B.A. (Portuguese)

Course Code: PRS-102

Title of the Course: READING, LISTENING AND SINGING THE FADO

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- Recognize procure the history of Fado and its possible roots.- To find out the tradition of Fado in Goa.- To develop the linguistic competence in its various aspects, lexical, grammatical, phonetic.- To develop the oral expression, the intonation, fluency and communicative capacity through the reading and songs.- To promote socialization through the group work.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">- Brief history of Fado; roots and influences.- Fado in Goa; precursors and main protagonists today.- Events on Fado in Goa; Contests, workshops and festivals.- Genres and features of Fado <p>Module 2</p> <ul style="list-style-type: none">- Portuguese Fadistas; biography and listening to songs; research websites and other online sources.- Goan Fadistas; biography and listening to songs; meetings and interviews with fadistas in Goa. <p>Module 3</p> <ul style="list-style-type: none">- Workshop 1: expressive reading and interpretation of poems.- Workshop 2: performing Fados.- Workshop 3: performing Fados. <p>Note: The workshops 2 & 3 will be conducted by Goan fadistas (Resource Persons); Fado de Goa by Taj group, CLP-Camões and other institutions will support these workshops. Sonia Sirsat, Franz Schubert Cotta, Nadia Rebelo, Loraine Alberto among other Goan fadistas will be invited as resource persons/visiting faculty.</p> <p><u>ACTIVITIES AND PRACTICE:</u></p> <ul style="list-style-type: none">- Research of information about fado, Portuguese and Goan fadistas on books and websites.- Reading and interpretation of lyrics.- Interaction and interviews with Goan fadistas.- Participation in workshops to develop the skills in reading and	<p>15 hours</p> <p>15 hours</p> <p>30 hours</p>

	performing fado.	
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Research and reading of fado, Portuguese and Goan fadistas. - Presentation of material by the teacher. - Reading of selected lyrics. - Audio-visual inputs. 	
<u>References/Readings</u>	<ul style="list-style-type: none"> - Carvalho, Rubem de (1994), <i>As Músicas do Fado</i>, Porto: Campo das Letras Editores SA. - Santos, Vítor Pavão dos (1987), <i>Amália: Uma Biografia</i>, Lisboa: Contexto Editora Lda Carvalho, Pinto de (Tinop), 1994 (1903), <i>História do Fado</i>, Lisboa: Dom Quixote. <p>RECOMMENDED SITES</p> <ul style="list-style-type: none"> • http://www.museudofado.pt/ • Biblioteca Digital Instituto Camões_ http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html 	
<u>Learning Outcomes:</u>	<p><i>At the end of this Course the students will be able to:</i></p> <ul style="list-style-type: none"> - Identify the various genres of Fado. - Read and interpret poems and to adapt them to the Fado. - Research and utilize available resources online on Fado and some project that propose a dynamic approach focussing in interactive activities that integrate music, videoclips and karaoke in the teaching and learning process of Portuguese as foreign language. - Perform Fados. 	

PRCCH-01 Writing Skills and Technique I (DSC 3A)

F.Y.B.A. (Honours)

Semester I

Level: A 2.2 (following the *Common European Framework of Reference for Languages: learning, teaching, assessment*)

Number of Hours: 60

4 credits

OBJECTIVES:

- To develop written skills on various type of texts: academic texts, legal and multipurpose texts, journalistic, diary and personal writing.
- To strength and deepen the knowledge of the student in writing, following the sentence structure and its main parts (word, accentuation, punctuation and paragraph), the grammatical and linguistic rules, keeping in view the stylistics and functional pragmatic aspects of the language.
- To develop language knowledge of grammatical, discursive and lexical structures and social and cultural competences in order to interact in specific social and professional contexts.

LEARNING OUTCOMES:

At the end of this Course the students will be able to:

- fill forms and responding to simple questionnaires.
- produce biographical texts.
- write texts reporting events and personal experiences with descriptions.
- produce fiction and non-fiction narratives incorporating detailed descriptions.
- Present, by writing, ideas clearly and concisely, avoiding ambiguity or redundancy.

SYLLABUS

Module 1

1 credit

- Textos narrativos curtos (relatos de ações, atividades, experiências).
- Textos descritivos curtos (descrições de pessoas, lugares, reações, hábitos, planos e preparativos); banda desenhada, legendagens.

Module 2

1 credit

- Biografias (breves)
- O género epistográfico e diarístico.
- Postais de férias, mensagens eletrónicas, convites

Module 3

1 credit

- Notícias e outros textos informativos (entrevistas, reportagens e artigos de opinião)

- Ementas, receitas, livros de instruções
- Relatórios, esquemas, tabelas

Module 4

1 credit

- Sumários, atas de reuniões, convocatórias, avisos, notas e mensagens
- Cartas de registo formal, requerimentos, formulários.

ACTIVITIES AND PRACTICE:

1. Escrever tendo em conta:

- Especificidade do texto
- Tema e intencionalidade comunicativa
- Destinatário
- Tipo de texto
- Planificação da escrita: Plano prévio, Tópico(s), Expansão, Redação, Revisão: deteção de erros; correção / substituição; reescrita
- Regras ortográfica
- Do fonema ao grafema; acentuação e diacrítico (hífen); formas convencionais básicas da escrita; maiúsculas e minúsculas
- Pontuação
- Paragrafação
- Mecanismos de coesão
- Reiteração do grupo nominal; substituição lexical (sinonímia); definição/ determinação; pronominalização; elipse
- Ligação frásica / transfrásica: pontuação, conectores de adição, oposição, causalidade, consequência, temporalidade

2. Responder a questionários sobre:

- Si próprio (identificação, saúde, rotinas...)
- Atividades escolares
- Atividades de tempos livres (desporto, leitura, televisão, música...)

3. Produzir enunciados originais de sequências dialogais, narrativas, descritivas, injuntivas ou expositivas.

4. Escrever textos de formato específico:

- Correspondência familiar
- Convites; avisos
- Convocatórias
- Sumários
- Notícias
- Biografias (breves)
- Histórias (inserindo breves diálogos)

5. **Resumir** textos - perceção de que é necessário (i) selecionar a informação principal e (ii) construir um novo texto.

6. Construir um autodicionário

- Vocabulário aprendido na aula
- Vocabulário aprendido extra-aula
- Vocabulário científico ou técnico, em interação com as matérias curriculares

METHOD(S) AND TIMING OF ASSESSMENT

Intra-Semester Assessment (2 ISAs) 20% (20 marks) and **Semester End Examination (SEE)** 80% (80 marks)

SEE: The final exam will consist of a written test – duration 2 hours; 80 marks

BIBLIOGRAPHY:

- Norton, C. (2001). *Os Mecanismos da Escrita Criativa*. Lisboa, Temas e Debates.
- Nascimento, Zacarias & Pinto, José Manuel de Castro (2005), Lisboa, Plátano Editora
- Eco, U. (1991). *Como se Faz uma Tese em Ciências Humanas* (5a ed.). Lisboa, Editorial Presença.

ADDITIONAL BIBLIOGRAPHY:

- Monteiro, Deolinda & Pessoa, Beatriz (1993) *Guia Prático dos Verbos Portugueses*, ed. 2002, Lisboa: Lidel.
- Caseiro, Manuela & Ventura, Helena (2011) *Guia Prático de Verbos com Preposições*, Lisboa: Lidel.

RECOMMENDED SITES

- Biblioteca Digital Instituto Camões_
<http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html>
- CPLP - Comunidade dos Países de Língua Portuguesa
<http://www.cplp.org>
- Porto Editora - Infopédia
<http://www.infopedia.pt/default.jsp?qsFiltro=14>
- Priberam - Gramática_
<http://www.priberam.pt/dlpo/gramatica/gramatica.asp>

PRCCH-02 Writing Skills and Technique II (DSC 3B)

F.Y.B.A. (honours)

Semester II

Level: B 1.1 (following the *Common European Framework of Reference for Languages: learning, teaching, assessment*)

Number of Hours: 60

4 credits

OBJECTIVES:

- To develop written skills on various type of texts: academic texts, legal and multipurpose texts, journalistic, diary and personal writing.
- To strength and deepen the knowledge of the student in writing, following the sentence structure and its main parts (word, accentuation, punctuation and paragraph), the grammatical and linguistic rules, keeping in view the stylistics and functional pragmatic aspects of the language.
- To develop language knowledge of grammatical, discursive and lexical structures and social and cultural competences in order to interact in specific social and professional contexts.

LEARNING OUTCOMES:

At the end of this Course the students will be able to:

- respond to questionnaires making a good interpretation of texts based on their world knowledge.
- rewrite texts following texts pattern, expressing different points of view.
- have the ability to summarise texts.
- write texts with narrative, descriptive, argumentative and explicative structures.
- write texts of various type (summaries, convocations, minutes and technical or scientific reports)
- present, by writing, ideas clearly and concisely, avoiding ambiguity or redundancy.

SYLLABUS

Module 1

1 credit

- A estrutura narrativa e as sequências dialogais.
- Entrevistas, as falas do texto dramático
- Notícias, reportagens, relatórios
- Biografias (excertos), diários, cartas de registo informal (consolidação)

Module 2

1 credit

- A estrutura descritiva; formulários, fichas escolares, enciclopédias, mapas, sumários, relatórios, diários, biografias.
- A estrutura injuntiva; avisos, circulares, convocatórias, instruções de uso (em etiquetas e embalagens de produtos)

Module 3

1 credit

- A estrutura argumentativa; textos publicitários, artigos de opinião (assuntos da atualidade e temas do seu interesse: desporto, viagens / lazer, eventos culturais...)
- A estrutura expositiva; textos informativos / expositivos de fontes diversas (manuais de matérias, curriculares, revistas sobre temas da atualidade), artigos científicos e técnicos (excertos).

Module 4

1 credit

- O texto literário (breves noções); prosa, poesia e teatro.
- Aspectos formais de géneros literários: contos, biografias, texto dramático, texto lírico

ACTIVITIES AND PRACTICE:

1. Escrever, tendo em conta:

- A especificidade do texto, tema e finalidade, destinatário, tipo de texto
- A planificação da escrita: plano prévio, o tópico(s), a expansão, a redação e a revisão: (detecção de erros; correção / substituição; reescrita), a imagem final: dos jogos das margens, espaços brancos aos jogos tipográficos (negrito, sublinhado, itálico).
- As regras ortográficas e as formas convencionais básicas da escrita.
- Os mecanismos de coerência e coesão (processos de construção da informatividade textual):
- A ordenação e hierarquização da informação, tendo em conta (i) a continuidade de sentido e (ii) a progressão temática.
- A reiteração do grupo nominal; processos de substituição: determinação, pronominalização, elipse; sinonímia, hiperonímia, hiponímia
- A ligação frásica / transfrásica: pontuação e conectores de adição; ordenação; relação contrária; comparação; temporalidade; causalidade / consequência; finalidade
- Os marcadores discursivos

2. Produzir enunciados originais de sequências dialogais, narrativas, descritivas, expositivas ou expositivas.

3. Reelaborar um texto (narrativo ou descritivo) sobre o mesmo tema com outro ponto de vista.

4. Escrever textos de formato específico: atas, relatórios (breves), avisos, convocatórias, correspondência formal, texto jornalístico: notícias, reportagens, entrevistas (breves), artigos de opinião (breves).

5. **Tomar notas** (registar e organizar informação ouvida ou lida).

6. **Resumir** textos – perceção de que é necessário (i) seleccionar a informação principal, (ii) suprimir informação conforme o grau de condensação (nº de caracteres) do resumo e (iii) construir um novo texto.

BIBLIOGRAPHY:

- Norton, C. (2001). *Os Mecanismos da Escrita Criativa*. Lisboa, Temas e Debates.
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