

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Spanish and Portuguese

Academic Unit

Portuguese

Book 3 Listing (e.g., Portuguese)

402 Portuguese Reading and Listening

Number Title

Port Read & Listen U 5

18-Character Title Abbreviation Level Credit Hours

Summer Autumn Winter X Spring Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Development of students' reading and listening skills through newspapers, magazines, radio and TV stories and newscasts.

Quarter offered: TBA Distribution of class time/contact hours: 2-2hr cl

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): Portuguese 104 or 502 or permission of instructor

Exclusion or limiting clause: Not open to native speakers of this language through regular course enrollment or EM credit

Repeatable to a maximum of _____ credit hours.

Cross-listed with: n/a

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition
Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

The Department of Spanish and Portuguese plans to offer a Portuguese advanced language sequence of three courses: Portuguese 401 (Review Grammar--Course Change Request being submitted as part of this package), Portuguese 402 (Reading and Listening--the present proposal), and Portuguese 403 (Conversation and Composition--offered up to now as Portuguese 202, a Course Change Request is being submitted as part of this package). This new course is fundamental to our being able to offer a complete advanced language skills sequence.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 Portuguese students will have three advanced language courses available after they complete the basic/intermediate sequence: Portuguese 401 (Grammar Review), Portuguese 402 (Reading and Listening), and Portuguese 403 (Composition and Conversation).

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

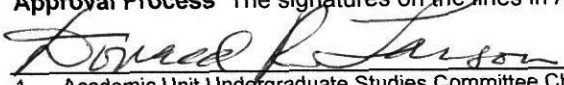
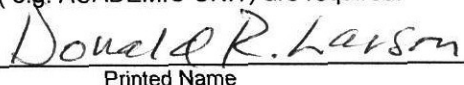
6. Expected section size: 10 Proposed number of sections per year: 1

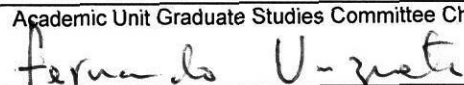
7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
 Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

  12/14/06
 1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date
 F. UNZUETA 12/15/06
 3. ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date
 Colleges of the Arts and Sciences Curriculum Office. 08/09/05

PORTUGUESE 402
Portuguese Reading and Listening
Quarter offered: TBA

Instructor: **Flávia Cunha**

Office: HH 266 tel: 292-8691

e-mail: cunha.4@osu.edu

Office hours: TBA

COURSE DESCRIPTION

Portuguese 402 is a course designed for second-year students of Portuguese. Its goal is to improve reading and listening skills. The textbook used for this course is a compilation of Brazilian newspapers and magazines articles, accompanied by comprehension and vocabulary expansion exercises. For each class, students will read articles from the book previously assigned by the instructor, and in class they will watch television newscasts or listen to radio newscasts related to the topic covered in the articles they read. Students will do listening comprehension exercises about the news they watched/listened to, and they will participate in debate exercises dealing with the topics covered in the stories. Upon completion of this course students will be more skilled in reading, listening and speaking Portuguese, as well as in understanding Brazilian culture and customs. Portuguese is the primary language of instruction.

COURSE OBJECTIVES

- To improve reading skills and to expand vocabulary by reading the articles assigned for every class, and by completing the vocabulary expansion exercises.
- To improve listening skills by listening and/or watching newscasts in Portuguese.
- To improve fluency through debate exercises every class.
- To become familiar with key aspects of the culture, politics, and economy of Brazil.

COURSE MATERIALS

- *Imagens Jornalísticas Brasileiras, an Intermediate to Advanced Portuguese Reader*, by Malcolm Silverman. McGraw-Hill, 1996.
- Portuguese/English dictionary – we recommend Langescheidt or Larousse.

COURSE EVALUATION

- homework: 20%

Students will read the assigned articles and complete the required interpretation and vocabulary exercises, which must be handed in to the instructor every class.

- In-class exercises: 20%

In every class students will watch and/or listen to newscasts. After that, they will do in-class comprehension exercises, which will be handed in to the instructor to be graded. No make-ups will be possible for these exercises.

- Mid-term exam: 25%

The mid-term consists of a reading comprehension section and a listening comprehension session. The exercises follow the model of the homework and in-class exercises.

- Final exam: 25%

The final exam also consists of a reading comprehension section and a listening comprehension session. The exercises follow the model of the homework and in-class exercises. The final exam is similar to the mid-term, but the difficulty level of the exercises is increased, to reflect students' progress during the course.

- Participation 10%

Students will receive a grade to their participation in the debate exercises that follow the in-class exercises. The participation grade is as follows:

- 5 – student always participate in debates and always volunteers to answer questions.
- 4 - student always participate in debates and sometimes volunteers to answer questions.
- 3 - student sometimes participate in debates and sometimes volunteers to answer questions.
- 2 – student sometimes participates in debates, but never volunteers to answer questions.
- 1 - student rarely participates in debates, and never volunteers to answer questions.
- 0 - student never participates in debates, and never volunteers to answer questions.

GRADING SCALE

A	93-100	B+	88-89	C+	78-79	D+	68-69
A-	90-92	B	83-87	C	73-77	D	65-67
		B-	80-82	C-	70-72	E	0-64.9

ATTENDANCE AND CLASS PARTICIPATION

Regular attendance and participation in class activities are essential to be a successful language learner. Therefore, students must prepare carefully for class by reading at home the articles assigned for each class, by completing all homework assignments, and by being ready to participate in class.

- **Makeup work** will be permitted only when the instructor is presented with acceptable documentation. You should use your four "grace days" (see below) to cover unexcused absences (work, family vacations, long weekends, undocumented illness, transportation problems, etc.) Legitimate excused absences include the following: participation in a scheduled activity of an official University organization, verifiable confining illness, serious verifiable family emergencies, subpoenas, jury duty and military service. It is the students' responsibility to notify his/her instructor of any excused absence as far in advance as possible. Work must be made up in a timely manner (e.g. before the next scheduled evaluation). Documentation for excused absences must be presented as soon as possible. No documentation will be accepted after the last day of regularly scheduled classes. It will not be possible to make-up for missed in-class exercises.
- **After four absences**, each additional undocumented absence will result in a 1 point reduction of your final grade per absence, i.e., 5 unexcused absences (after the fourth unexcused absence) will reduce your final grade by 5 points. For example if your overall average is 95% and you have five unexcused absences your final grade will be a 90%. Absences are counted from the first day of the quarter. Since in this course we have 2-hour classes, each missed class counts as two absences. Unexcused late arrivals and early departures will each count as ½ of an unexcused absence.

ACADEMIC MISCONDUCT

Academic misconduct is defined as any activity which tends to compromise the academic integrity of the institution, or subvert the educational process. All suspected cases of academic

misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Such instances include, but are not limited to: plagiarism (representing as one's own work anything done by another), cheating on assignments or examinations, collusion, falsification of excuses, submitting work from a previous quarter without explicit permission of the current instructor, violation of course rules contained in the syllabus or provided in class. For example for a written or oral report you should use the vocabulary, grammar structures, and strategies you've learned. Work submitted must be in your own words. "Borrowing" materials without citing sources is plagiarism.

DISABILITY SERVICES

Anyone who feels they may need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible. At the appointment the course format, your needs, and potential accommodations will be discussed. The Department of Spanish and Portuguese relies on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, you are encouraged to do so.

Calendar*

Week 1

Class 1: Introduction to the course.

Video: O jeitinho brasileiro

Brazil and Brazilian culture (handout distributed by instructor) and debate based on students' experiences in Brazil or previous knowledge about the country.

First article(s) and homework assigned: Unit 1 – A auto-estima nacional - pages 1 - 15

Class 2: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 1

Debate about the newscast presented

Second article(s) and homework assigned: Unit 4 – Política - pages 50 - 70

First homework due

Week 2

Class 3: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 2

Debate about the newscast presented

Third article(s) and homework assigned: Unit 6 – Urbanização – pages 84 - 104

Second homework due

Class 4: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 3

Debate about the newscast presented

Fourth article(s) and homework assigned: Unit 7 – Economia - pages 105 - 128

Third homework due

Week 3

Class 5: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 4

Debate about the newscast presented

Fifth article(s) and homework assigned: Unit 8 – Classe média – pages 129 - 142

Fourth homework due

Class 6: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 5

Debate about the newscast presented

Sixth article(s) and homework assigned: Unit 9 – Imigração – pages 143- 161

Fifth homework due

Week 4

Class 7: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 6

Debate about the newscast presented

Seventh article(s) and homework assigned: Unit 10 – Criminalidade – pages 162 - 174

Sixth homework due

Class 8: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 7

Debate about the newscast presented

Eighth article(s) and homework assigned: Unit 11 – Pobreza – pages 175 - 196

Seventh homework due

Week 5

Class 9: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 8

Debate about the newscast presented

Ninth article(s) and homework assigned: Unit 12 – Filhos da pobreza – pages 197 - 214

Eighth homework due

Class 10: Mid-term exam

Week 6

Class 11: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 9

Debate about the newscast presented

Tenth article(s) and homework assigned: Unit 13 – Raça – pages 215 - 228

Ninth homework due

Class 12: Check exercise A

Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 10

Debate about the newscast presented

Eleventh article(s) and homework assigned: Unit 14 - O ensino – pages 229 - 238

Tenth homework due

Week 7

Class 13: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 11

Debate about the newscast presented

Twelfth article(s) and homework assigned: Unit 15 – Saúde – pages 239 - 254

Eleventh homework due

Class 14: Check exercise A

Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 12

Debate about the newscast presented

Thirteenth article(s) and homework assigned: Unit 16 – Namoro –pages 255 - 264

Twelfth homework due

Week 8

Class 15: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 13

Debate about the newscast presented

Fourteenth article(s) and homework assigned: Unit 17 – Machismo arraigado e feminismo nascente – pages 265 - 278

Thirteenth homework due

Class 16: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 14

Debate about the newscast presented

Fifteenth article(s) and homework assigned: Unit 18 – Televisão – pages 279 - 294

Fourteenth homework due

Week 9

Class 17: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 15

Debate about the newscast presented

Sixteenth article(s) and homework assigned: Unit 19 – Música / teatro / esportes – pages 295 - 315

Fifteenth homework due

Class 18: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 16

Debate about the newscast presented

Seventeenth article(s) and homework assigned: Unit 20 – Ecologia – pages 316 - 338

Sixteenth homework due

Week 10

Class 19: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 17

Debate about the newscast presented

Eighteenth article(s) and homework assigned: Unit 21 – Turismo – pages 339 - 352

Seventeenth homework due

Class 20: Debate about the article (s) previously assigned

Newscasts presentation

In-class exercise 18

Debate about the newscast presented

Eighteenth homework due

Exams week: **Final exam**

* The calendar may be modified at the instructor's discretion.