

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

Spanish and Portuguese

Academic Unit

Portuguese

403

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn      Winter      Spring X      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 instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Portuguese
2. Number: 202
3. Full Title: Portuguese Conversation and Composition
4. 18-Char. Transcript Title: CONVERSATION & COMP
5. Level and Credit Hours U 5
6. Description: Intensive practice in conversation and composition based on materials concerning current life in Brazil and Portugal, with thorough review of grammar (25 words or less)
7. Qtrs. Offered : Wi Qtr
8. Distribution of Contact Time: 5 cl (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): 104 or 502 or permission of instructor
10. Exclusion: Not open to native speakers of this language through regular course enrollment or EM credit. (Not open to....)
11. Repeatable to a maximum of \_\_\_\_\_ credits. Not applicable
12. Off-Campus Field Experience: No
13. Cross-listed with: not applicable
14. Is this a GEC course? No
15. Grade option (circle): Ltr    S/U    P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? No
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**

**Changes Requested**

1. \_\_\_\_\_
2. 403
3. \_\_\_\_\_
4. Port Conver & Comp
5. \_\_\_\_\_
6. Intensive practice in conversation and composition based on short stories written by lusophone authors, with review of grammar.
7. TBA
8. 2-2hr cl
9. \_\_\_\_\_
10. Not open to students with credit for Portuguese 202.
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)?

No

2. Does this course currently satisfy any GEC requirement, if so indicate which category?

No

3. What other units require this course? Have these changes been discussed with those units?

Not applicable

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter?

Attach relevant letters.

Not applicable

5. Is the request contingent upon other requests, if so, list the requests?

Yes: withdrawal of Portuguese 202

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).)

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—New Course Request forms being submitted as a part of this package), and Portuguese 403 (Conversation and Composition—the present proposal). Offered up to now as Portuguese 202, the new number more appropriately reflects the difficulty of the course, and permits the course to be offered as part of the three course sequence specified.

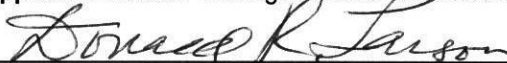

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):

- Required on major(s)/minor(s)       A choice on major(s)/minor(s)  
 An elective within major(s)/minor(s)       A general elective:

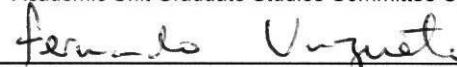
8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:

None needed.

**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 17<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to [ascurofc@osu.edu](mailto:ascurofc@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 Affairs (study tours only)      Printed Name      Date

10. ACADEMIC AFFAIRS      Printed Name      Date

**PORTUGUESE 403**  
**Portuguese Conversation and Composition**  
Quarter offered: TBA

Instructor: **Flávia Cunha**

Office: HH 266           tel: 292-8691

e-mail: [cunha.4@osu.edu](mailto:cunha.4@osu.edu)

Office hours: TBA

**COURSE DESCRIPTION**

Portuguese 403 is a course designed for second-year students of Portuguese. Its goal is to improve speaking, writing, and reading skills. The textbook used for this course is a compilation of short stories by famous Brazilian writers from the 20<sup>th</sup> century. For each class, students will read a short story previously assigned by the instructor, and during class, students will improve their speaking skills by participating in conversation and debate exercises. Students will enhance their pronunciation skills by doing pronunciation exercises every class, and they will improve their writing skills by writing a composition per week about a topic related to the stories assigned for that week. These compositions will be reviewed by the instructor and handed back to the student to be rewritten, allowing them to evaluate their own mistakes and to learn through them. In order to further improve students' writing and speaking abilities, in each class the instructor will present a grammar review of a topic that usually poses challenges to students who are learning Portuguese as a foreign language. Upon completion of this course students will be more proficient in reading, writing and speaking Portuguese, as well as in understanding the Brazilian culture and customs. Portuguese is the primary language of instruction.

**COURSE OBJECTIVES**

- To improve reading skills and to acquire vocabulary through the reading of the short stories assigned every class.
- To become familiar with key aspects of the culture of Brazil.
- To improve writing skills by writing and rewriting compositions at home and one in-class composition.
- To improve fluency through debate exercises every class.
- To improve pronunciation through pronunciation exercises that target specific sound segments, especially the ones that present difficulties to English speakers.
- To improve speaking and writing abilities by reviewing key grammar points which usually pose challenges to English speakers.

**COURSE MATERIALS**

- *Crônicas Brasileiras: Nova Fase*. Edited by Richard A. Preto-Rodas, Alfred Hower, and Charles A. Perrone. University Press of Florida, 1994.
- Portuguese/English dictionary – we recommend Langenscheidt or Larousse.
- Handouts with explanations of grammar points will be made available by the instructor.

**COURSE EVALUATION**

- 4 weekly compositions:           20%

Students will write a composition on a topic related to the short stories read the previous week. The topic will be given to the student on the second day of classes each week, and the composition is due on the first day of the classes of the subsequent week. The instructor will mark

the mistakes in the compositions and give them back to the students to be rewritten and handed back on the first day of classes of the subsequent week.

- Daily oral participation: 20%

The instructor will evaluate the oral performance of students during oral debates every class. They will be graded according to the appropriateness and correctness of the language used, as well as by appropriate pronunciation.

- 1 in-class composition: 20%

On the day scheduled for the final exam, students will write in class a composition similar to the ones they will have written at home. The use of dictionaries or notes will not be permitted.

- Project: 20%

During the quarter, students will read short stories by different Brazilian authors. In the last week of classes, each student will present a project about one lusophone author. The project will include biographical data about the author, main works, and a selected sample of the author's work. Students will do an oral presentation of their project, and they will write a report to be handed in the same day as the presentation. Appropriateness of language used during the presentation will account for 35% of the grade, pronunciation will account for 35% of the grade, and the written report will account for 30% of the grade.

- 3 grammar quizzes: 20%

The grammar quizzes will cover the grammar topics reviewed during the course.

#### 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 short story assigned for each class, by completing all assignments in advance, 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.
- **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 is worthy 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.

Review of the Portuguese sounds (handout distributed by instructor)

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

First short story assigned: *O Pessoa*, Rubem Braga, page 1. Read the story and do exercises A and C, pages 2 and 3.

**Class 2:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: vowels (1)

Check exercise C

Grammar review: diminutives and augmentatives (handout distributed by instructor)

Second short story assigned: *Cem cruzeiros a mais*, Fernando Sabino, pages 16-18. Read the story and do exercises A, page 18, and D, pages 19/20.

First composition topic assigned

## Week 2

### **Class 3:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: vowels (2)

Check exercise D

Grammar review: plural (handout distributed by instructor)

Third short story assigned: *Novas galerias dos estados*, Márcio Cotrim, pages 9-12. Read the story and do exercises A, page 12, and C, page 13.

**First composition due.**

### **Class 4:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: nasal vowels

Check exercise C

Grammar review: contractions of prepositions (handout distributed by instructor)

Fourth short story assigned: *No cinema*, Flávio Cardozo, pages 31-32. Read the story and do exercises A, pages 32/33, and D, page 33.

First composition handed back to be rewritten.

## Week 3

### **Class 5:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: diphthongs

Check exercise C

Grammar review: imperative/requests (handout distributed by instructor)

Fourth short story assigned: *Os jornais*, Rubem Braga, pages 42-44. Read the story and do exercises A, pages 44/45, and C, page 45.

**Rewritten first composition due.**

### **Class 6:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: nasal diphthongs

Check exercise C

Grammar review: imperfect indicative (handout distributed by instructor)

Fifth short story assigned: *Férias conjugais*, Paulo Mendes Campos, page 58-59. Read the story and do exercise A, pages 59/60.

Second composition topic assigned

## Week 4

### **Class 7:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: consonants (stops)

**First grammar quiz (diminutives and augmentatives, plural, contractions of prepositions, imperative, imperfect indicative)**

**Second composition due**

Sixth short story assigned: *A abobrinha*, Carlos Drummond de Andrade, pages 108-110.

Read the story and do exercises A, page 111, and C, pages 111/112.

### **Class 8:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: consonants (fricatives)

Grammar review: present subjunctive (handout distributed by instructor)

Second composition handed back to be rewritten

Seventh short story assigned: *É domingo e anoiteceu*, Rubem Braga, pages 53-55. Read the story and do exercises A, page 55, and D, page 56.

## Week 5

### **Class 9:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: consonants (affricates)

Grammar review: imperfect subjunctive (handout distributed by instructor)

**Rewritten second composition due**

Eighth short story assigned: *O flagelo do vestibular*, Luís Fernando Veríssimo, pages 147-149. Read the story and do exercises A, page 150, and D, page 151.

### **Class 10:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: consonants (nasals)

Grammar review: future subjunctive and conditional (handout distributed by instructor)

Ninth short story assigned: *Brasileiro, homem do amanhã*, and *Dar um jeitinho*, Paulo Mendes Campos, pages 86-88 and 93-95 Read the stories and do exercises A, page 89, and A, page 96.

Third composition topic assigned

## Week 6

### **Class 11:** Check both exercises A

Debate about the story previously assigned

O jeitinho brasileiro: vídeo

Pronunciation exercise: consonants (laterals)

Tenth short story assigned: *Raconto de natalidade*, Helena Silveira, pages 74-76. Read the story and do exercises A, page 77, and D, page 78.

### **Third composition due**

### **Class 12:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: consonants (flap)

Grammar review: idiomatic expressions (handout distributed by instructor)

Eleventh short story assigned: *Aula de inglês*, Rubem Braga, pages 133-135. Read the story and do exercises A, page 136, and C, page 137.

Third composition handed back to be rewritten

## Week 7

### **Class 13:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: Brazilian regional accents (1)

Grammar review: idiomatic expressions with the subjunctive (handout distributed by instructor)

Twelfth short story assigned: *Tempo perdido*, Luís Martins, pages 26-28. Read the story and do exercise A, page 28.

### **Rewritten third composition due**

### **Class 14:** Check exercise A

Debate about the story previously assigned

**Second grammar quiz (present, imperfect, and future subjunctive, conditional sentences, idiomatic expressions; idiomatic expressions with the subjunctive)**

Thirteenth story assigned: *O brasileiro, se eu fosse inglês*, Fernando Sabino, pages 99-103. Read the story and do exercise A, page 104, and C, page 105.

Fourth composition topic assigned



## **Week 8**

### **Class 15:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: Brazilian regional accents (2)

Grammar review: passive voice (handout distributed by instructor)

Fourteenth short story assigned: *A revolução de 1930*, Eneida, pages 189-194. Read the story and do exercise A, page 195, and C, page 196.

**Fourth composition due**

### **Class 16:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: Brazilian regional accents (3)

Grammar review: personal infinitive (handout distributed by instructor)

Fifteenth short story assigned: *Aída e o "tem que dar certo"*, Afonso Romano de Sant'anna, pages 119-122. Read the story and do exercises A, page 122, and D, page 123/124

Fourth composition handed back to be rewritten

## **Week 9**

### **Class 17:** Check exercise A

Debate about the story previously assigned

Pronunciation exercise: Brazilian regional accents (4)

Grammar review: superlative (handout distributed by instructor)

Sixteenth short story assigned: *Éramos mais unidos aos domingos*, Sérgio Porto, pages 47-49. Read the story and do exercise A, page 50.

### **Class 18:** Check exercise A

Debate about the story previously assigned

**Third grammar quiz (passive voice, personal infinitive, superlative)**

**Rewritten fourth composition due**

## **Week 10**

### **Class 19:** Oral presentation of projects

**Project reports due**

### **Class 20:** Oral presentation of projects

**Project reports due**

## **Exams week: In-class composition**

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

**Portuguese 202**  
**Composition and Conversation**  
**Winter 1999**

**Monday - Friday, 9:30- 10:18 #214 Central Classroom Bldg.**

Instructor: Ana Lúcia Kazan  
476 Cunz Hall,  
Phones: 292-8645 (Cunz Hall)  
          292-0991 (M-R afternoon, Friday morning)  
e-mail: kazan.l@osu.edu  
Office Hours: Monday: 8:00-9:00 a.m.  
                  Thursday: 8:00-9:00 a.m. and by appointment

Texts: 2 packets: (1) organized by Dr. Helena Kaufman available at 266 Cunz Hall, includes selections from Carlos Drummond de Andrade, Quarenta Historinhas e Cinco Poemas, Edited by Richard A Preto-Rodas and Alfred Hower; and Mendes Silva, Português Contemporâneo. (2) organized by Ana Lucia Kazan, available at 266 Cunz Hall, includes selection's from Carlos Drummond de Andrade, Quarenta Historinhas e Cinco Poemas, Edited by Richard A Preto-Rodas and Alfred Hower, and from Luiz Fernando Verissimo, Comédias da Vida Privada.

Dicionário (Individual choice).

**Course Description:**

Portuguese Composition and Conversation is a course designed for second-year students of Portuguese to improve their speaking, writing and reading skills. The course is based on material contained in the packets, which will be supplemented by videos, magazine and newspaper articles, conversation and debate exercises, and music. Upon completion of this course students will be more skilled in reading, writing and speaking Portuguese, as well as understanding the Brazilian culture and costumes.

**Compositions:**

Each student will write 10 compositions, one per week, about topics offered in advance in class. The compositions will be written based on personal search and readings on Brazilian newspapers and magazines currently at the Main Library's Reading Room, or from news in the Internet. Each composition should be at least half page long, double space. All compositions should be handed in on time, i.e. every Monday, and they are to be used in the oral presentations during the class. The objectives of the compositions are: (1) to improve students' mastery of

writing in Portuguese, and (2) to maximize students' understanding of the readings.

#### Oral Presentations:

The Oral Presentations will be always short, based on the compositions described above. Thus, students will make a total of 10 oral presentations, one per week, every Monday. The objectives of the oral presentations are two-folded: (1) to improve students' ability and confidence in speaking Portuguese; (2) to generate conversation in class regarding the topic of the week. The duration of the oral presentation will be determined based on the number of students in class, guaranteeing that each student has the same amount of time to present.

#### Weekly Questions:

Students will bring to class, every Tuesday, at least three (3) questions about the reading of the week. The objective of this assignment is to improve understanding of the texts of the course packets, as well as to generate useful conversation in class.

#### Final Paper:

Students will be required to turn in a final paper on the last day of classes, i.e., March 12. There are two choices available for students for this final paper: (1) Essay about any Brazilian movie (list of videos available at the Columbus Metropolitan Library can be obtained with the instructor); **OR** (2) Interviews with 5 (five) Brazilian citizens, can be students or faculty at Ohio State University (the instructor is not part of this pool). Both options are to be delivered in Portuguese. Also, in both of the options, students need to appropriately identify the movie or the interviewees. In option (1) the paper should contain the following information: name of the film, director, topic, major themes, minor themes, main characters, summary of the story, personal opinion. In option (2) - Interviews - the paper should address the following questions about each one of the interviewees: name, age, major/profession/area of study, place of origin in Brazil, opinion about Columbus and the United States and why, activities/places for leisure activities, favorite food, music and sport, place where the interview was conducted, and a paragraph on personal impression of the assignment. The final paper should be at least three (3) pages long, double spaced.

#### Course Grade:

20% Weekly questions  
20% Oral presentations  
30% Class participation  
30% Final Paper

## Horário

### Week 1

- M Introdução ao Curso
- T Reading: A Visita Inesperada
- W Weekly Questions and Conversa
- R Video: entrevista com Collor de Mello, o presidente brasileiro "impeached," e conversa
- F Assignment in the Library or at the Internet. Topic: ladrões, roubo, crime, polícia.

### Week 2

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: Depois do Jantar
- W Weekly Questions and Conversa
- R Video: Traficantes mandam cartão de Natal. Segue conversa.
- F Assignment in the Library or at the Internet. Topic: futebol, esportes em geral.

### Week 3

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: O Importuno
- W Weekly Questions and Conversa
- R Video: Futebol, Natação, Formula 1. Segue conversa.
- F Assignment in the Library or at the Internet. Topic: Pessoas desaparecidas, seqüestros, relações familiares.

### Week 4

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: A Viúva do Viúvo
- W Weekly Questions and Conversa. Musica *Brigas Nunca Mais*, com Elis Regina.
- R Video: Desaparecidos. Segue conversa.
- F Assignment in the Library or at the Internet. Topic: Comidas, restaurantes, lazer.

### Week 5

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: O Dono
- W Weekly Questions and Conversa
- R Video: Família brasileira. Segue conversa.
- F Assignment in the Library or at the Internet: moda, beleza física, status da mulher.

### Week 6

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: Na Escola
- W Weekly Questions and Conversa
- R Video: Manifestação de estudantes. Segue conversa.
- F Assignment in the Library or at the Internet. Topic: Carnaval.

### Week 7

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: O Ladrão
- W Weekly Questions and Conversa. *Música Aquarela Brasileira*, com Martinho da Vila.
- R Video: Carnaval. Segue conversa.
- F Assignment in the Library or at the Internet. Topic: ambiente de trabalho, relacionamento profissional.

### Week 8

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: Caso de Secretária
- W Weekly Questions and Conversa
- R Video: Jô Soares entrevista homem de mais de 100 anos. Segue conversa.
- F Assignment in the Library or at the Internet. Topic: superstição má sorte, boa sorte.

### Week 9

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: O Homem Trocado.
- W Weekly Questions and Conversa. *Música Coisa Feita*, de João Bosco:
- R Video: Piloto tern mão decepada.
- F Assignment in the Library or at the Internet. Topic: Mentiras.

### Week 10

- M Compositions and Oral Presentations about the topic researched in the Library or Internet
- T Reading: Zona Norte, Zona Sul. /
- W Weekly questions and conversa.
- R Musica: *Amigo*, de Milton Nascimento.
- F Turn in final paper. Celebration.