

July 18, 2013

1. College: **Liberal and Applied Arts**
2. Department: **Languages, Cultures and Communication**
3. Course status: **existing; requires modification**
4. Course prefix and number: **POR 132**
5. Course title: **Elementary Portuguese II**
6. Course catalog description: **A continuation of POR 131: study of Portuguese language and Brazilian culture with speaking, listening, reading, and writing practice.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **50**
9. Course prerequisites and/or required qualifications for enrolling in the class: **POR 131 or proficiency equivalent**
10. Course **is not/will not be** available online.
11. Foundational Component Area: **Component Area Communication**
12. Explain why this course fits into this foundation component area: **POR 132, an intermediate Portuguese course, meets the Coordinating Board's description for courses in communication because it enhances the skills necessary for successful communication with native and other speakers in the target language. Following the Standards for Foreign Language Learning as defined by the American Council of Teachers of Foreign Languages (ACTFL), this course fosters 1) interactive, 2) interpretative, and 3) presentational skills. These skills align with the Coordinating Board's definition of the foundational component area of communication. Students will acquire the grammar and vocabulary needed to communicate at a more advanced level than Portuguese 131, and they will have practice throughout the semester in developing ideas and exchanging messages orally using the target language, in expressing themselves in writing in the target language, and in understanding the spoken language at an intermediate level. Additionally, POR 132 will provide students with a more nuanced understanding of other cultures in order to communicate more appropriately and persuasively for the occasion and audience. Given the increasing importance of visual media in communication, students will actively apply their understanding of the target language within a cultural context to visual images, such as photographs, posters, public signs, and films.**
13. Core Objectives
  - o Critical Thinking - Because communicating in a foreign language requires intercultural understanding, students in POR 132 will develop critical thinking skills not simply through inquiry and by analyzing the target culture, but by relating information about the target culture to their own, by evaluating the target culture, and by developing a different perspective in which to look at their own culture. Guided classroom activities, assignments, readings, and exams will require students to relate different facts about the target culture to one another, and to conduct analysis by drawing comparisons between the way people communicate in the target culture and their own culture. Students will also learn to question common assumptions and stereotypes about the target culture. Through both oral and written assignments students will be required to demonstrate innovative thinking as they evaluate and synthesize information.

- Communication Skills - Students will develop communication skills in the target language through daily instruction and practice, modeled and led by the instructor. Instruction and feedback will not only emphasize the correct forms of the target language, but also how errors in language use can hinder communication or create misunderstandings. Throughout the semester, students will interact with the instructor and other students using the spoken language. They will develop aural comprehension in and outside of class through activities designed to help them correctly interpret the spoken language, both with respect to local grammatical features and global understanding of the message. Students will also develop literacy skills by learning to read authentic texts written in the target language and to write short compositions on topics learned about in class. At this level, students will be able to express opinions and support them in their written compositions. Students will also be do oral presentations in the target language. Student progress will be evaluated largely based on their ability to comprehend the language in its spoken and written forms and to communicate orally and in writing at the appropriate level in the target language.
- Teamwork - Fostering students' ability to work in pairs or small groups is essential to developing their interactive skills in the target language. As mentioned above, students will interact with one another frequently throughout the semester using the target language. As students of a foreign language, they will learn the importance of collaborating, actively listening, and trying to enter their interlocutor's frame of reference in order to effectively understand what he or she is saying. Students will also engage in collaborative learning, for example, in developing their reading skills by working together to understand a text using unfamiliar words. The instructor will provide assignments that require students to interact in small groups or as a class in order to bring different perspectives to bear on the cultural differences that they learn about in the course.
- Personal Responsibility - In order to develop the intercultural competence that allows students to communicate successfully in Portuguese, students will be instructed in elements of personal responsibility such as the ability to understand cultural differences and to consider and explain how behavioral norms differ among cultures. Instructors will make students aware of how personal behaviors might be viewed or interpreted in a different social context through reading assignments and class discussion. Students will demonstrate an understanding of how ethical decisions are made, the consequences of personal choices and actions, and the complexities of interacting within other cultural contexts in order to communicate effectively. Progress will be evaluated in oral and written presentations and class discussions.

Contact person for questions about this submission:

- a. Jeana Paul-Urena
- b. 2459

[jpaulurena@sfasu.edu](mailto:jpaulurena@sfasu.edu)