1. **Title of the module**

HISP5000 (LA500) – Learning Portuguese 2A – Intermediate Portuguese

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

Prerequisite: HISP3010 (Learning Portuguese 1B – Beginners’ Portuguese), or equivalent level

1. **The programmes of study to which the module contributes**

Optional for BA Hispanic Studies (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Understand messages and announcements;

8.2 Read short stories and find specific information;

8.3 Communicate in routine situations;

8.4 Maintain social conversation;

8.5 Recognise understand and elaborate different types of written text (messages, postcards, formal and informal letters, recipes, small newspaper articles, etc.).

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate oral/aural communication skills;

9.2 Demonstrate team working skills through group work;

9.3 Study using CALL;

9.4 Manage their time and prioritise workloads.

1. **A synopsis of the curriculum**

Key grammatical structures and cultural background will be taught through the means of purpose designed Portuguese language course books, video and audio materials. Students will also have access to these materials and Portuguese television channels for self-study in the media lab.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Tavares, Ana (2006), *Português XXI (Level 2 – StudentBook)*. Lisboa/Porto: Lidel

Tavares, Ana (2006), *Português XXI (Level 2 – ExerciseBook)*. Lisboa/Porto: Lidel

Hutchinson, Amélia and Janet Lloyd (2003), *Portuguese: an Essential Grammar*, 2nd ed., New York/London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 120

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Written Coursework (300 words) – 20 %
* Reading In-Course Test – (45 minutes) – 20 %
* Writing In-Course Test – (45 minutes) – 20 %
* Listening In-Course Test – (45 minutes) – 20%
* Oral In-Course Test (5 minutes) – 20%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Written Coursework |  | **x** |  |  | **x** |  |  |  | **x** |
| Reading In-Course Test | **x** | **x** |  |  | **x** |  |  |  | **x** |
| Writing In-Course Test | **x** | **x** |  |  | **x** | **x** | **x** | **x** |  |
| Listening In-Course Test | **x** | **x** |  |  |  | **x** |  |  | **x** |
| Oral In-Course Test |  |  | **x** | **x** |  |  | **x** |  | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Through the module, students will be required to develop their communication skills in reading, writing, listening and speaking. This will involve drafting letters and considering international employability through a CV, as well as preparing students for the change of culture that they may digest if they were to visit a Portuguese-speaking country. The assessments also test the same communication skills and emulate the situations which students may realistically expect to encounter overseas or in communication with people in the target language.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |