1. **Title of the module**

HISP5005 (LA521) – Learning Portuguese (Advanced B)

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 6

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)**

Spring

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

Co-requisite: HISP5004 (Learning Portuguese: Advanced A) or equivalent level

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

Optional for BA Hispanic Studies (Single and Joint Honours)

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

8.1 Recognise and use a range of registers in Portuguese;

8.2 Demonstrate refined listening comprehension skills;

8.3 Demonstrate sophisticated linguistics skills by means of studying more complex grammatical structures and expanding their lexical in Portuguese through reading texts from a variety of genres and registers;

8.4 Analyse texts in Portuguese from a variety of genres in order acquire key structures, rhetorical devices and idioms;

8.5 Converse in Portuguese on a range of topics, including academic topics, at an advanced level;

8.6 Demonstrate confident oral and written skills in Portuguese.

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

9.1 Communicate effectively and with confidence;

9.2 Write cogent, well-constructed prose;

9.3 Reflect on their own learning, plan their use of time, and identify appropriate directions for further study;

9.4 Participate in group discussion;

9.5 Use resources independently;

9.6 Analyse and process information;

9.7 Manage time and prioritise workloads;

9.8 Use information technology effectively.

1. **A synopsis of the curriculum**

The module aims to develop students’ language skills in Portuguese (listening, speaking, reading and writing) to a higher advanced level of ability and help them gain further insight into aspects of the culture and society of the Portuguese-speaking countries. They will learn to use more complex sentences and structures such as the passive voice and compound sentences and will further expand their vocabulary. By the end of this module they will be expected to understand in more detail a variety of texts from a range of genres, from the media, including TV programmes and films, and short literature texts.

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

Bechara, E., (2003). *Moderna gramática portuguesa*. 37ª. Edição revisada e ampliada. RJ: Editora Lucerna.

Bosi, A., (1987). *Cultura brasileira: temas e situações*. São Paulo: Ed. Ática.

Lima, E. E. O. F. & Lunes, S. A., (2005). *Português via Brasil: um curso avançado para estrangeiros*. São Paulo: EPU.

Masip, V., (2000). *Gramática de português como língua estrangeira: fonologia, ortografia e morfossintaxe*. São Paulo: Editora Pedagógica e Universitária.

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 (600 words) – 20 %
* Reading In-Course Test – (40 minutes) – 20 %
* Writing In-Course Test – (40 minutes) – 20 %
* Listening In-Course Test – (40 minutes) – 20%
* Oral In-Course Test (5 minutes) – 20 %
	1. Reassessment methods
* Reassessment Instrument: 100%
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Written Coursework  | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Reading In-Course Test |  |  |  | **x** |  |  |  |  |  |  |  |  |  |  |
| Writing In-Course Test | **x** |  | **x** |  |  | **x** |  | **x** |  |  |  | **x** | **x** |  |
| Listening In-Course Test |  | **x** |  |  |  |  |  |  |  |  |  | **x** | **x** |  |
| Oral In-Course Test |  |  |  |  | **x** | **x** | **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 further 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 or move to 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 in a variety of contexts.

**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 |