

GOA UNIVERSITY
Portuguese and Lusophone Studies Programme
Syllabus of B.A. Portuguese Honors Programme as per CBCS w.e.f
2022 - 2023

FIRST YEAR

CATEGORY	COURSE CODE*	COURSE TITLE	CREDIT
DSC 1A	UPRC 111	LISTENING COMPREHENSION AND ORAL INTERACTIONS - I	4
DSC 1B	UPRC 112	LISTENING COMPREHENSION AND ORAL INTERACTIONS - II	4
GE 1	UPRG 101	PORTUGUESE LANGUAGE 1	4
GE 2	UPRG 102	PORTUGUESE LANGUAGE 2	4

CBCS w.e.f 2019 - 2020

SECOND YEAR

CATEGORY	COURSE CODE*	COURSE TITLE	CREDIT
DSC 1C	UPRC 103	LITERARY PROSE	4
DSC 1D	UPRC 104	CHRONICLES & TRAVELOGUES	4
GE 3	UPRG 103	PORTUGUESE LANGUAGE 3	4
GE 4	UPRG 104	PORTUGUESE LANGUAGE 4	4

CBCS w.e.f 2021 -2022

THIRD YEAR

CATEGORY	COURSE CODE*	COURSE TITLE	CREDIT
DSC 5	UPRC 105	Introduction to Portuguese Linguistics I	4
DSC 6	UPRC 106	Analysis and Interpretation of Literary Text	4
DSC 7	UPRC 107	Indo-Portuguese Studies I	4
DSC 8	UPRC 108	Introduction to Portuguese Linguistics II	4
DSC 9	UPRC 109	Lusophone Studies	4
DSC 10	UPRC 110	Indo-Portuguese Studies II	4
DSE 1	UPRE 101	Contemporary Portuguese Society	4
DSE 2	UPRE 102	Art Appreciation	4
DSE 3	UPRE 103	Introduction to Translations	4
DSE 4	UPRE 104	Women Writers in Portuguese	4
DSE 5	UPRE 105	Legal and Commercial Translation	4
DSP	UPRP	Project	4

*Courses taught at the university take a _U' before the course code.

Core Courses offered to BA French Students and taught jointly with the Department of Women's Studies and the Department of French and Francophone Studies

COURSE CODE*	COURSE TITLE	CREDIT
UWOC 102	Gender and Popular Culture	4
UWOC 103	Women's Herstory: A study of women's history	4
UWOC 104	French Visual Culture through the gender perspective	4
UWOC 105	Women's Writings from India and the Francophone World	4

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC-111

**Title of the Course: LISTENING COMPREHENSION AND ORAL INTERACTIONS - I
(Compreensão e Interações orais-I)**

Number of Credits: 4

Effective from AY: 2022-2023

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> – Recognize the sounds of the Portuguese language. – Identify the tonic syllable and graphical accentuation. – Read sentences appropriately respecting orthographic, phonetic and orthoepic rules. – Classify words according to their accentuation. – Interpret oral enunciations in different communicative situations. – Act according to certain oral enunciations. – Distinguish various communicative situations in different written, audio and video media. – Interact verbally in simple communication situations. 	
<u>Content:</u>	<p>Module 1: The sounds of the Portuguese language; tonic syllables; words with stress on the last, second last and pre-penultimate syllable. Practical exercises in reading and dictation.</p> <p>Module 2: Personal identification, characterization of people, and social relationships.</p> <p>Module 3: Family and home. Health and meals.</p> <p>Module 4: School. Leisure; trips and vacations.</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<u>Pedagogy:</u>	Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realize their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.	

<p><u>References/ Readings:</u></p>	<ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. - Compreensão Oral em Ação A1/A2 by Carla Oliveira & Luísa Coelho, edited by LIDEL, Lisboa, 2022. - Ora Viva! – Curso rápido de iniciação ao Português língua estrangeira (Portuguese crash course for beginners) by Ana Margarida Abrantes, edited by LIDEL, Lisboa, 2019. 	
<p><u>Learning outcomes:</u></p>	<ul style="list-style-type: none"> - At the end of these modules, students will have gained knowledge of the basic lexical and grammatical structures and their uses in oral communication. - In addition, they will have gained experience in: reading for information using material of appropriate complexity and length; listening for information; developing study skills; using audio and video aids. - Student will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; interact in a simple way provided the other person talks slowly and clearly and is prepared to help. 	

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC-112

**Title of the Course: LISTENING COMPREHENSION AND ORAL INTERACTIONS - II
(Compreensão e Interações orais-II)**

Number of Credits: 4

Effective from AY: 2022-2023

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> – Read enunciations appropriately respecting orthographic, phonetic and orthoepic rules. – Act according to certain oral enunciations. – Interpret oral enunciations in different communicative situations. – Distinguish several communicative situations in different written, audio and video media. – Interact verbally in simple communicative situations. – Interpret the global and thematic meaning of musical compositions. 	
<u>Content:</u>	<p>Module 1: The internet and the media; written press, radio and television.</p> <p>Module 2: Means of transportation; orientation in space; planning and preparing a trip.</p> <p>Module 3: Shopping in the market and other establishments; going to the restaurant</p> <p>Module 4: Listening and exploring vocabulary and themes from songs and music videos.</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>
<u>Pedagogy:</u>	Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realize their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.	

<p><u>References/ Readings:</u></p>	<ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. - Compreensão Oral em Ação A1/A2 by Carla Oliveira & Luísa Coelho, edited by LIDEL, Lisboa, 2022. - Ora Viva! – Curso rápido de iniciação ao Português língua estrangeira (Portuguese crash course for beginners) by Ana Margarida Abrantes, edited by LIDEL, Lisboa, 2019. 	
<p><u>Learning outcome:</u></p>	<ul style="list-style-type: none"> - At the end of these modules, students will have gained knowledge of the basic lexical and grammatical structures and their uses in oral communication. - In addition, they will have gained experience in reading for information using material of appropriate complexity and length; listening for information; developing study skills using audio and video aids. - Student will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has; interact in a simple way provided the other person talks slowly and clearly and is prepared to help. - He/she will be also able to communicate in simple and routine task requiring a simple direct exchange of information on familiar topics and activities; able to handle very short social exchanges even though usually unable to understand enough to keep conversation going. 	

Programme: B.A. (Portuguese)

Course Code: PRC 101 **Title of the Course:** CIVILIZATION AND CULTURE I

Number of Credits: 4

Effective from AY: 2017-18

Prerequisites:	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
Objectives:	<ol style="list-style-type: none">1. To develop and strengthen the capacity of comprehension and oral expression.2. To develop and strengthen the capacity of comprehension and written expression.3. To broaden and adapt vocabulary to different communicative situations.4. To reflect on the functioning of the language.5. To contact with different aspects of Portuguese culture.6. Acquisition of knowledge in relation to major events and cultural and artistic phenomena in Portugal.7. Language as a factor of social cohesion.	
Content:	<p>Thematic Framework</p> <p>Module 1</p> <ul style="list-style-type: none">• Portuguese cinema• Portuguese literature <p>Module 2</p> <ul style="list-style-type: none">• Portuguese Music: The Fado• Portuguese Legends and Traditions <p>Module 3</p> <ul style="list-style-type: none">• Social habits of the Portuguese• Organization of the Portuguese Territory <p>Module 4</p> <ul style="list-style-type: none">• Health and Welfare• Emergencies, police station, hospitals <p>Interaction Communicative Activities</p> <p>To identify and introduce oneself</p> <p>To greet using polite forms of expression</p> <p>To reply to a greeting / to take leave / to thank</p> <p>To ask / Give information</p> <p>Localize objects and people</p> <p>To express an opinion</p> <p>To give advice</p> <p>To localize geographically</p> <p>To express likes and dislikes</p> <p>To extend invitations</p> <p>To report and describe events</p> <p>To be able to speak of places of cultural interest</p> <p>To be able to speak about cultural aspects (cinema, literature)</p> <p>To be able to speak of traditions and folk festivals</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

	<p>Grammatical Contents:</p> <p>O pronome pessoal:</p> <ul style="list-style-type: none"> • consolidação dos conteúdos adquiridos • formas átonas de complemento: reflexo; complemento direto • formas tónicas de complemento precedidas de preposição • complemento direto • complemento indireto ^[]_{SÉP.} <p>O nome:</p> <ul style="list-style-type: none"> • flexão em género - regras de formação do feminino • flexão em número - regras de formação do plural • substantivos coletivos ^[]_{SÉP.} <p>Pronomes Relativos</p> <ul style="list-style-type: none"> • Variáveis e Invariáveis <p>Pronomes Possessivos sem artigos</p> <p>Adverbiais de tempo / localização temporal</p> <p>Preposições: localização/ situação / movimento</p> <p>Verbos:</p> <ul style="list-style-type: none"> • regulares / irregulares • conjugações: 1a vogal temática em <i>-a</i>, 2a vogal temática em <i>-e</i> e 3a vogal temática ^[]_{SÉP.} em <i>-i</i> <p>Modos: Indicativo ^[]_{SÉP.}</p> <p>Tempos:</p> <ul style="list-style-type: none"> • Imperfeito do Indicativo • Pretérito Perfeito Composto do Indicativo • Pretérito Perfeito Mais-que-Composto do Indicativo • Infinitivo Pessoal e Impessoal • Futuro Imperfeito do Indicativo • Condicional ^[]_{SÉP.} <p>Verbos auxiliares de Modalidade</p> <p>Particípio Passado</p> <ul style="list-style-type: none"> • Regular/ Irregular • Duplos <p><i>Estar a (imperfeito)+ Infinitivo</i></p> <p><i>Costumar (imperfeito)+ Infinitivo</i></p> <p>Frases condicionais</p> <p>Voz Ativa / Voz Passiva</p> <p>Discurso Direto / Discurso Indireto</p> <p>Sinóníma / Antoníma Prefixação /Sufixação</p>	
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays about different issues concerning the History of Portuguese Culture. - Presentation of material by the teacher. - Reading of selected texts. - Audio-visual inputs on Portuguese Culture - 	
<p><u>Text Books/ Reference</u></p>	<ul style="list-style-type: none"> • Didactic/Course Material produced by the BOS-Portuguese • Dictionary (English-Portuguese/Portuguese- English) 	

<p><u>Books:</u></p>	<p>Additional Bibliography:</p> <ul style="list-style-type: none"> • Monteiro, Deolinda & Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa: Lidel. • Oliveira, Carla; Coelho, Maria Luísa & Ballmann, Maria José (2006) <i>Aprender Português. Curso Inicial de Língua Portuguesa Para Estrangeiros. Níveis Iniciais A1/A2</i>, Lisboa: Texto Editores. • Coimbra, Olga Mata & Coimbra, Isabel (2011) <i>Gramática Ativa I</i>, Lisboa: Lidel. • Caseiro, Manuela & Ventura, Helena (2011) <i>Guia Prático de Verbos com Preposições</i>, Lisboa: Lidel. <p>Recommended Sites</p> <ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • Conjugadores de Verbos www.conjuga-me.net • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia http://www.infopedia.pt/default.jsp?qsFiltro=14 • Priberam - Gramática http://www.priberam.pt/dlpo/gramatica/gramatica.aspx • que muda com o Novo Acordo Ortográfico? http://www.portoeditora.pt/acordo-ortografico/mudaB
<p><u>Learning Outcomes:</u></p>	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. understand short oral and written texts with objective information, in a simple and clear language.^[L1]_[SEP] 2. capture the main concepts of written or audio-visual texts.^[L1]_[SEP] 3. participate without previous preparation in a conversation on familiar topics, of personal interest or pertinent to current issues.^[L1]_[SEP] 4. acquire skills to understand Portuguese culture particularly in the areas of cinema, literature and music.^[L1]_[SEP] 5. acquire a solid competence in the field of Portuguese legends and traditions.^[L1]_[SEP] 6. Approach the social habits of the Portuguese.^[L1]_[SEP] 7. write various types of short texts (to expose, narrate, describe).^[L1]_[SEP] 8. use vocabulary and grammar efficiently.

Programme: B.A. (Portuguese)

Course Code: PRG 101 **Title of the Course:** PORTUGUESE LANGUAGE I

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range), facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	<p>Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Reading, conversation skills and interaction. Interaction in a simple way. Questions in areas of immediate need or on very familiar topics. Sentences to describe where I live and people I know. Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings.</p> <p>Module 2: READING COMPREHENSION Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues. Short, simple messages on postcards.</p> <p>Module 3: WRITING SKILLS Personal details in written form Simple postcard. Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.</p> <p>Module 4: GRAMMAR AND VOCABULARY - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds);</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

- Introduction to the basic rules of sentences structure;
- Articles; Nouns: Gender and plural endings of nouns;
- Pronouns: Personal pronouns / Subject pronouns;
- Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives;
- Negative and Interrogative forms;
- Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative.
- Introduction to the use of Prepositions
- Vocabulary: acquisition of day to day practical vocabulary concerning social life, transportation and nature.

TEMAS/THEMES:

1. Identidade (*Personal Identification*)

- Nome próprio; apelido; diminutivo
- Lugar e data de nascimento / idade
- Nacionalidade
- Endereço

2. Pessoas (*People*)

- Caracterização física / partes do corpo (olhos, cabelos...)
- Vestuário; calçado
- Características da personalidade (simpático, alegre, tímido...)
- Ações (realizadas com o corpo: levantar-se...)
- Objetos pessoais

3. Vida familiar e social (Relations with relatives and friends)

- Relações familiares e sociais (pai... amigo)
- Festas (celebrações)
- Saúde e higiene
- Refeições
- Alimentos e bebidas
- Objetos / utensílios
- Espaços
- Hábitos familiares (comidas típicas, horários...)

4. Educação (School and *Education*)

- Escola / espaços
- Agentes educativos
- Horários e matérias curriculares
- Linguagem própria do funcionamento da aula
- Mobiliário e material escolar

5. Lazer (*Leisure*)

- No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...)
- Nas férias (praia, campo, viagem ...)

	<p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u> Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<u>Pedagogy:</u>	Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.	
<u>Text Books / Reference Books:</u>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>	
<u>Learning Outcomes:</u>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	

Programme: B.A. (Portuguese)

Course Code: PRC 101 **Title of the Course:** CIVILIZATION AND CULTURE II

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ol style="list-style-type: none">1. To develop and strengthen the capacity of comprehension and oral expression.2. To develop and strengthen the capacity of comprehension and written expression.3. To broaden and adapt vocabulary to different communicative situations.4. To reflect on the functioning of the language.5. To be able to contact with different aspects of Portuguese culture.6. Acquisition of knowledge in relation to major events and cultural and artistic phenomena in Portugal.7. Language as a factor of social cohesion.8. Contact with the Lusophone space.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">• Portuguese literature• Portuguese popular music <p>Module 2</p> <ul style="list-style-type: none">• Portuguese legends and traditions• Social habits of the Portuguese <p>Module 3</p> <ul style="list-style-type: none">• Portuguese Visual arts • Sports: Football <p>Module 4</p> <ul style="list-style-type: none">• Lusophone Space • Festivities <p>Interaction Communicative Activities</p> <ul style="list-style-type: none">- To identify and introduce oneself^{[L1][SEP]}- To greet using polite forms of expression^{[L1][SEP]}- To reply to a greeting / to take leave / to thank^{[L1][SEP]}- To ask / Give information^{[L1][SEP]} Localize objects and people^{[L1][SEP]}- To express an opinion^{[L1][SEP]}- To give advice^{[L1][SEP]}- To localize geographically^{[L1][SEP]}- To express likes and dislikes^{[L1][SEP]}- To be able to invite^{[L1][SEP]}- To report and describe events^{[L1][SEP]}- To be able to speak of places of cultural interest^{[L1][SEP]}- To be able to speak about cultural aspects (cinema, literature)- To be able to speak of traditions and folk festivals <p>Grammatical Contents: Determinante</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

	<ul style="list-style-type: none"> • demonstrativo (retoma anafórica nos textos escritos) • interrogativo • indefinido ^[L]_{SEP} <p>Nome próprio (seus usos) ^[L]_{SEP} Nme</p> <p>comum ^[L]_{SEP}</p> <p>Nomes colectivos ^[L]_{SEP}</p> <p>Nomes contáveis / não contáveis</p> <p>Nomes femininos / plurais (irregulares)</p> <p>Adjectivo</p> <ul style="list-style-type: none"> • adjectivos femininos / plurais (irregulares) • adjectivo numeral • adjectivo qualificativo (posposição / anteposição) • adjectivo relacional ^[L]_{SEP} <p>Verbo</p> <ul style="list-style-type: none"> • modo: indicativo; conjuntivo; imperativo (conjuntivo na expressão da ordem) • tempo: presente; pretérito perfeito (simples e composto); pretérito imperfeito; pretérito mais-que-perfeito; futuro simples; condicional (tempo, modo) • formas nominais: infinitivo (impessoal; pessoal); gerúndio; participio • conjugação: primeira (-a-); segunda (-e-); terceira (-i-). • conjugação pronominal, reflexa, perifrástica • verbos irregulares mais frequentes ^[L]_{SEP} <p>Pronome</p> <p>pessoal (valores deíctico e anafórico)</p> <ul style="list-style-type: none"> • formas tónicas e átonas • forma de sujeito simples e composto • formas de complemento: reflexo; indireto (dativo) • formas tónicas de complemento precedidas de preposição • colocação na frase dos clíticos ^[L]_{SEP} <p>Demonstrativo (valores deíctico e anafórico)</p> <ul style="list-style-type: none"> • variável e invariável <p>Possessivo (valores deíctico e anafórico)</p> <p>Interrogativo ^[L]_{SEP} Relativo</p> <p>Indefinido</p> <p>Quantificador</p> <ul style="list-style-type: none"> • numeral cardinal • multiplicativo / fracionário <p>Advérbio</p> <ul style="list-style-type: none"> • locução adverbial • advérbio de frase (advérbio de modo) • advérbio de negação • advérbio de afirmação • advérbio de quantidade • advérbio de modo (do verbo e do adjectivo) ^[L]_{SEP} <p>Preposição</p>	
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	<ul style="list-style-type: none"> • locução prepositiva • localização • situação • movimento ^[L]_[SEP] <p>Conjunção coordenativa e subordinativa ^[L]_[SEP]</p> <ul style="list-style-type: none"> • copulativa • adversativa • disjuntiva ^[L]_[SEP] • conclusiva • causal ^[L]_[SEP] • temporal ^[L]_[SEP] • final ^[L]_[SEP] • concessiva • condicional • consecutiva • comparativa ^[L]_[SEP] <p>Frase simples / Frase complexa</p> <p>Orações relativas ^[L]_[SEP]</p> <p>Léxico e vocabulário</p> <ul style="list-style-type: none"> • sinónimo / antónimo • campo lexical • campo semântico • família de palavras ^[L]_[SEP] <p>Unidades fixas</p> <ul style="list-style-type: none"> • expressões idiomáticas • provérbios <p>Formação de Palavras</p> <ul style="list-style-type: none"> • Derivação • Composição <p>Relato de discurso</p> <ul style="list-style-type: none"> • discurso direto • discurso indireto ^[L]_[SEP] 	
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays about different issues concerning the History of Portuguese Culture. - Presentation of material by the teacher. - Reading of selected texts. - Audio-visual inputs on Portuguese Culture 	
<p><u>Text Books / Reference Books:</u></p>	<ul style="list-style-type: none"> • Didactic/Course Material produced by the BOS-Portuguese • Dictionary (English-Portuguese/Portuguese- English) <p>Additional Bibliography:</p> <ul style="list-style-type: none"> • Monteiro, Deolinda & Pessoa, Beatriz (1993) <i>Guia Prático dos Verbos Portugueses</i>, ed. 2002, Lisboa: Lidel. • Oliveira, Carla; Coelho, Maria Luísa & Ballmann, Maria José (2006) <i>Aprender Português. Curso Inicial de Língua Portuguesa Para</i> 	

	<p><i>Estrangeiros. Níveis Iniciais A1/A2</i>, Lisboa: Texto Editores.</p> <ul style="list-style-type: none"> • Coimbra, Olga Mata & Coimbra, Isabel (2011) <i>Gramática Ativa I</i>, Lisboa: Lidel. • Caseiro, Manuela & Ventura, Helena (2011) <i>Guia Prático de Verbos com Preposições</i>, Lisboa: Lidel. <p>Recommended Sites</p> <ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões_ http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • Conjugadores de Verbos www.conjuga-me.net • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia_ http://www.infopedia.pt/default.jsp?qsFiltro=14 • Priberam - Gramática_ http://www.priberam.pt/dlpo/gramatica/gramatica.aspx • O que muda com o Novo Acordo Ortográfico?_ http://www.portoeditora.pt/acordo-ortografico/mudaB
<p><u>Learning Outcomes</u></p>	<p>At the end of the course the student will be able:</p> <ul style="list-style-type: none"> To understand lengthy and more complex oral and written texts^{[L][SEP]} To have an overall understanding of television programs on current issues.^{[L][SEP]} To communicate spontaneously, revealing some fluency and mastery of the vocabulary.^{[L][SEP]} To be able to produce oral texts of average length.^{[L][SEP]} To be able to write diverse types of texts (to expose, explain, narrate, describe). To transmit / receive / information^{[L][SEP]} To acquire a good knowledge of Portuguese culture particularly in the fields of literature, sport, visual arts and music.^{[L][SEP]} To acquire a good knowledge of Portuguese to know^{[L][SEP]} approach^{[L][SEP]} the social habits of the Portuguese.^{[L][SEP]} To be able to write short texts of different type (to expose, narrate, describe). To be efficient in the use of vocabulary and grammar.

Programme: B.A. (Portuguese)

Course Code: PRG 102 **Title of the Course:** PORTUGUESE LANGUAGE II

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range), facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	<u>Syllabus</u> Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Reading, conversation skills and interaction. Interaction in a simple way. Questions in areas of immediate need or on very familiar topics. Sentences to describe where I live and people I know. Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings. Module 2: READING COMPREHENSION Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues. Short, simple messages on postcards. Module 3: WRITING SKILLS Personal details in written form Simple postcard. Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form. Module 4: GRAMMAR AND VOCABULARY - Intensive reading of selected simple texts in order to master the language in terms of pronunciation and comprehension of different contexts; - Verbs: Present tense; Past Definite and Imperfect; Imperative - Adverbs and Comparisons of Adjectives and Adverbs;	15 hours 15 hours 15 hours 15 hours

	<p>Prepositions; - Conjunctions - acquaintance with the basic conjunctions in order to facilitate the use of complete sentences; - Vocabulary - acquisition of practical vocabulary concerning community services, recreation and sports, agriculture and forestry, trades, crafts and industry; - Intensive grammar exercises, vocabulary & conversation, exemplifying a correct use of grammar structures.</p> <p>TEMAS/THEMES:</p> <p>1. <u>Informação e diversão</u> <input type="checkbox"/> Meios de comunicação social <input type="checkbox"/> Tecnologia (internet...)</p> <p>2. <u>Lugares que se conhecem / se frequentam</u> - Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal <input type="checkbox"/> Casa de habitação (divisões, mobiliário) <input type="checkbox"/> Da livraria à farmácia, da cantina ao supermercado</p> <p>3. <u>Deslocações e meios de transporte</u> <input type="checkbox"/> No dia-a-dia <input type="checkbox"/> Nas férias</p> <p>4. <u>Ambiente</u> - Estações do ano e tempo atmosférico <input type="checkbox"/> Fauna e flora <input type="checkbox"/> Proteção da natureza</p> <p>5. <u>Países de língua portuguesa</u> <input type="checkbox"/> Identificação <input type="checkbox"/> Localização</p> <p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u> Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<p><u>Pedagogy:</u></p>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and</p>	

	the way meanings are comprehended, expressed and negotiated.
<u>References/ Readings</u>	<p>Required books:</p> <ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p>Recommended books:</p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<u>Learning Outcomes</u>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. Can write short, simple notes and messages relating to matters in areas of immediate need and write a very simple personal letters for example thanking someone for something. He/she will be also able to communicate in simple and routine task requiring a simple direct exchange of information on familiar topics and activities. He/she will be able to handle very short social exchanges even though they can't usually understand enough to keep conversation going himself.</p>

Programme: B.A. (Portuguese)

Course Code: PRC 103 **Title of the Course:** LITERARY PROSE

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To read of short narratives and short stories in Portuguese that showcase the Goan and Lusophone literature.- To understand the structure of this text typology and the ideas and concepts of the tales.- To analyse the text according to the linguistic codes and figures of speech and the parts of the narrative.- To develop linguistic competences and the knowledge of literature.- Desenvolve linguistic competencies and literary acquaintance.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">- Short stories by Portuguese writers: reading, analysis and interpretation- Topic and plot- The elements of the narrative: time, space and characters.- Narration and description- The perspective of the narrator: omniscient and limited. <p>Module 2</p> <ul style="list-style-type: none">- Short stories of Goan writers: reading, analysis and interpretation- Topic and plot- The elements of the narrative: time, space and characters.- Narration and description- The perspective of the narrator: omniscient and limited. <p>Module 3</p> <ul style="list-style-type: none">- Short stories of Brazilian and African writers: reading, analysis and interpretation- Topic and plot- The elements of the narrative: time, space and characters.- Narration and description- The perspective of the narrator: omniscient and limited. <p><u>ACTIVITIES AND PRACTICE:</u></p> <ol style="list-style-type: none">1. Filling in a reading report based on the analysis and interpretation of the narrative2. Expressive reading and role play.3. Summary writing of the story.4. Online research of authors biography and bibliography.	<p>30 hours</p> <p>15 hours</p> <p>15 hours</p>

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> - Lectures - Research and reading of essays. - Presentation of material by the teacher. - Reading of selected texts. - Audio-visual inputs
<p><u>Text Books / Reference Books:</u></p>	<ul style="list-style-type: none"> • Melo, João de (2001). Antologia do Conto Português. Lisboa, Dom Quixote • Silva, Mendes (2000), Português Contemporâneo – Antologia e Compêndio Didático, Lisboa, Dom Quixote • Moriconi, Italo (org.), (2015), Os Cem Melhores Contos Brasileiros do Século, Rio de Janeiro, Editora Objetiva Ltda. • Saúte, Nelson (org.), (2000), As mãos dos Pretos – Antologia do Conto Moçambicano, Lisboa, Dom Quixote • Noronha, Carmo de (1995), Contos e Narrativas, Pangim, Maureen & Camvet Publishers • Rocha, Elsa (2005), Vivências Partilhadas, Pangim, Third Millennium • Devi, Vimala (1963), Monção, Dédalo <p>ADDITIONAL BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> - Seabra, Manuel de & Devi, Vimala (1971), A literatura indo--portuguesa, Volumes 1-2. <p>RECOMMENDED SITES</p> <ul style="list-style-type: none"> • Biblioteca Digital Instituto Camões_ http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia_ http://www.infopedia.pt/default.jsp?qsFiltro=14
<p><u>Learning Outcomes:</u></p>	<p><i>At the end of this Course the students will be able:</i></p> <ul style="list-style-type: none"> - To identify the topic and the plot of the story. - To distinguish the elements of the narrative. - To summarise and to interpret the main ideas of the short story. - To fill in a reading report based on the analysis and interpretation of the narrative.

Programme: B.A. (Portuguese)

Course Code: PRG103 **Title of the Course:** PORTUGUESE LANGUAGE III

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objective:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range); facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list; phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; instructions on equipment encountered in everyday life –such as a public telephone. Module 2: READING COMPREHENSION Short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics; texts containing the most common words, including some shared international words; information in simple everyday material such as advertisements, brochures, menus and timetables; signs and notices in public places, such as streets, restaurants, railway stations and in workplaces. Module 3: WRITING SKILLS Short, simple formulaic notes relating to matters in areas of immediate need; personal letters expressing thanks and apology; basic descriptions of events and activities; simple personal letters expressing thanks and apology or most recent job; describe past activities and personal experiences. Module 4: GRAMMAR AND VOCABULARY	15 hours 15 hours 15 hours 15 hours

	<p>Vocabulary to conduct routine, everyday transactions involving familiar situations and topics and a narrow repertoire dealing with concrete everyday needs.</p> <ul style="list-style-type: none"> - Intensive reading of selected texts; - Verbs - Future and Conditional. The use of <i>Infinitivo Pessoal</i> and compound tenses. - Further knowledge of Prepositions and Conjunctions; - Direct and Indirect Speech. - Proverbs and useful expressions; - Vocabulary: acquisition of practical vocabulary concerning entertainment, culture and art; communications and information technology; - Intensive grammar exercises, vocabulary & conversation, exemplifying a correct use of grammar structures. <p>TEMAS/THEMES:</p> <ol style="list-style-type: none"> 1. <u>Relações sociais</u> (Relations with other people) 2. <u>Serviços</u> (Services) 3. <u>Tempos livre e divertimentos</u> (Free time, entertainment) 4. <u>Condições climatéricas</u> (Weather) 5. <u>Alimentação</u> (Food and drink) 6. <u>Saúde e cuidados com o corpo</u> (Health and body care) <p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u></p> <p>Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<p><u>Pedagogy:</u></p>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>	
<p><u>Text Books / Reference Books:</u></p>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> - Português XXI Nível 2 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 2 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo. 	

	<p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<p><u>Learning Outcomes:</u></p>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <p>Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Programme: B.A. (Portuguese)

Course Code: PRS-101 **Title of the Course:** **WRITING PRACTICE - JOURNALISM**

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To develop written skills on journalistic texts.- To develop the skills of graphic aspects of the text- To understand the role of written press.- To develop the partnership and to promote the spirit of team work.- To develop the awareness of duty to achieve the goals and the objectives proposed.	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none">- The journalistic language and style.- The sections of the newspaper: articles, opinion articles, editorial, report, interviews, advertisement, etc.- Graphic design: columns, arrangement of pages, illustrations and images.- Titles, subtitles and paratextual aspects of a newspaper. <p>Module 2</p> <ul style="list-style-type: none">- Journalism writing: the invert pyramid, the lead, the journalistic style and related features.- The writing process: prewriting, writing and revision.- The advertisements: structure and format. <p>Module 3</p> <ul style="list-style-type: none">- Workshop: collaborative project of setting a student newspaper.- Interaction with invited journalists- Study visit to newspaper publishers and advertising agencies. <p><u>ACTIVITIES AND PRACTICE:</u></p> <ul style="list-style-type: none">- Collection, reading and analysis of Goan newspapers and some in Portuguese language.- Production of simple texts following the journalistic style and structure.- Participation in talks and interactions with journalists (resource persons)- Participation in workshops for setting up a student newspaper to be published at the end of the semester.	<p>15 hours</p> <p>15 hours</p> <p>30 hours</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures- Research and reading of essays.- Presentation of material by the teacher.- Reading of selected texts.	

	Audio-visual inputs.
<u>Text Books / Reference Books:</u>	<ul style="list-style-type: none"> • Norton, C. (2001). <i>Os Mecanismos da Escrita Criativa</i>. Lisboa, Temas e Debates. • Nascimento, Zacarias & Pinto, José Manuel de Castro (2005), <i>A Dinâmica da Escrita</i>. Lisboa, Plátano Editora • Philips, Angela (2006), <i>Good Writing for Journalists</i>, Sage <p>ADDITIONAL BIBLIOGRAPHY:</p> <ul style="list-style-type: none"> - Local and national newspapers - Foreign newspapers in Portuguese language <p>RECOMMENDED SITES</p> <ul style="list-style-type: none"> - Several online editions of newspapers and periodicals
<u>Learning Outcomes</u>	<p><i>At the end of this Course the students will be able to:</i></p> <ul style="list-style-type: none"> - Produce texts and newspaper sections. - Setup a student newspaper. - Select the matter with relevant public interest. - Identify the sections of a newspaper. - Release a semestral publication.

Programme: B.A. (Portuguese)

Course Code: PRC-104 **Title of the Course:** CHRONICLES & TRAVELOGUES

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- To read and to interpret the main ideas of the text.- To identify the textual structure of the Chronicles and Travelogues.- To find the objectivity and the subjectivity in the text.- To identify the description details in the text.	
<u>Content:</u>	Module 1 - Chronicles: theme and subject matter - Biography and bibliography of the author	15 hours
	Module 2 - Newspaper chronicles and opinion article - The argumentative sequence of the text.	15 hours
	Module 3 Travelogues; travellers in Goa and India - Travel diaries and accounts: <i>O Roteiro da Primeira Viagem de Vasco da Gama à Índia</i> by Álvaro Velho - Excerpts of the <i>Peregrination</i> of Fernão Mendes Pinto - <i>O Murmúrio do Mundo</i> by Almeida Faria	30 hours
	<u>ACTIVITIES AND PRACTICE:</u> 1. To fill in a reading report 2. To summarise and to interpret the main ideas of the account. 3. Online research of authors biography and bibliography.	
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures- Research and reading of essays.- Presentation of material by the teacher.- Reading of selected texts.- Audio-visual inputs.	
<u>Text Books / Reference Books:</u>	<ul style="list-style-type: none">- Velho, Alvaro (1987), <i>O Roteiro da Primeira Viagem de Vasco da Gama à Índia</i>, Lisboa, Edições Europa-América.- Pinto, Fernão Mendes, <i>Peregrination</i> (excerpts)- Faria, Almeida (2016), <i>O Murmúrio do Mundo</i>, Lisboa, Tinta da China <i>A selection of other texts will provided by the faculty in charge</i> RECOMMENDED SITES <ul style="list-style-type: none">• Biblioteca Digital Instituto Camões http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html	

	<ul style="list-style-type: none"> • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • Porto Editora - Infopédia_ http://www.infopedia.pt/default.jsp?qsFiltro=14
<p><u>Learning Outcomes:</u></p>	<p><i>At the end of this Course the students will be able to:</i></p> <ul style="list-style-type: none"> - Summarise the narrative of the first-person novel. - Interpret the communicative aspect of the chronicle and travelogue. - Divide the text into segments. - Identify specific vocabulary and figures of speech. - Read critically a first-person narrative.

Programme: B.A. (Portuguese)

Course Code: PRG-104

Title of the Course: PORTUGUESE LANGUAGE IV

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range); facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<u>Content:</u>	<p>Module 1: ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION Simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list; phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated; instructions on equipment encountered in everyday life –such as a public telephone.</p> <p>Module 2: READING COMPREHENSION Short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics; texts containing the most common words, including some shared international words; information in simple everyday material such as advertisements, brochures, menus and timetables; signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.</p> <p>Module 3: WRITING SKILLS Short, simple formulaic notes relating to matters in areas of immediate need; personal letters expressing thanks and apology; basic descriptions of events and activities; simple personal letters expressing thanks and apology or most recent job; describe past activities and personal experiences.</p> <p>Module 4: GRAMMAR AND VOCABULARY - Vocabulary to conduct routine, everyday transactions involving</p>	<p>15 hours</p> <p>15 hours</p> <p>15 hours</p> <p>15 hours</p>

	<p>familiar situations and topics and a narrow repertoire dealing with concrete everyday needs.</p> <ul style="list-style-type: none"> - Further knowledge of the use of grammar structures. Verbs. Subjunctive. Correct use of Prepositions and Conjunctions; Passive and Active Voice; - Relative pronouns. - Possessive pronouns without article. - Idiomatic Expressions and Proverbs; - Specialized vocabulary: professions, business, hobbies and scientific areas; <p>TEMAS/THEMES:</p> <ol style="list-style-type: none"> 1. <u>Serviços médicos</u> (Health and medical aids) 2. <u>Imprensa e notícias</u> (Press and media) 3. <u>Compras e comércio</u> (shopping) 4. <u>Modo de vida nas grandes cidades</u> (The life in the city) <ul style="list-style-type: none"> <input type="checkbox"/> Hábitos, costumes, atividades de diversão <input type="checkbox"/> Espaços de habitação <input type="checkbox"/> Espaços de compras <input type="checkbox"/> Meios de deslocação e transporte 5. <u>Ambiente</u> (<i>Environment</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Proteção da natureza <input type="checkbox"/> Consciência ecológica 6. <u>Outros países de língua portuguesa</u> (Other Portuguese Speaking Countries) <ul style="list-style-type: none"> <input type="checkbox"/> Manifestações culturais o Feriados laicos <input type="checkbox"/> Gastronomia • Arte <p>Significado Eventos celebrativos</p> <p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><u>Work Requirements</u></p> <p>Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<u>Pedagogy:</u>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>	
<u>Text Books / Reference Books:</u>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> - Português XXI Nível 2 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 2 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; 	

	<ul style="list-style-type: none"> - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<p><u>Learning Outcomes:</u></p>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> - the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> - reading for information using material of appropriate complexity and length - listening for information - developing study skills: using audio and video aids. <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Programme: B.A. (Portuguese)

Course Code: PRS-102

Title of the Course: READING, LISTENING AND SINGING THE FADO

Number of Credits: 4

Effective from AY: 2017-18

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">- Recognize procure the history of Fado and its possible roots.- To find out the tradition of Fado in Goa.- To develop the linguistic competence in its various aspects, lexical, grammatical, phonetic.- To develop the oral expression, the intonation, fluency and communicative capacity through the reading and songs.- To promote socialization through the group work.	
<u>Content:</u>	Module 1 <ul style="list-style-type: none">- Brief history of Fado; roots and influences.- Fado in Goa; precursors and main protagonists today.- Events on Fado in Goa; Contests, workshops and festivals.- Genres and features of Fado Module 2 <ul style="list-style-type: none">- Portuguese Fadistas; biography and listening to songs; research websites and other online sources.- Goan Fadistas; biography and listening to songs; meetings and interviews with fadistas in Goa. Module 3 <ul style="list-style-type: none">- Workshop 1: expressive reading and interpretation of poems.- Workshop 2: performing Fados.- Workshop 3: performing Fados. <p>Note: The workshops 2 & 3 will be conducted by Goan fadistas (Resource Persons); Fado de Goa by Taj group, CLP-Camões and other institutions will support these workshops. Sonia Sirsat, Franz Schubert Cotta, Nadia Rebelo, Loraine Alberto among other Goan fadistas will be invited as resource persons/visiting faculty.</p> <u>ACTIVITIES AND PRACTICE:</u> <ul style="list-style-type: none">- Research of information about fado, Portuguese and Goan fadistas on books and websites.- Reading and interpretation of lyrics.- Interaction and interviews with Goan fadistas.- Participation in workshops to develop the skills in reading and	15 hours 15 hours 30 hours

	performing fado.	
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Research and reading of fado, Portuguese and Goan fadistas. - Presentation of material by the teacher. - Reading of selected lyrics. - Audio-visual inputs. 	
<u>References/Readings</u>	<ul style="list-style-type: none"> - Carvalho, Rubem de (1994), <i>As Músicas do Fado</i>, Porto: Campo das Letras Editores SA. - Santos, Vítor Pavão dos (1987), <i>Amália: Uma Biografia</i>, Lisboa: Contexto Editora Lda Carvalho, Pinto de (Tinop), 1994 (1903), <i>História do Fado</i>, Lisboa: Dom Quixote. <p>RECOMMENDED SITES</p> <ul style="list-style-type: none"> • http://www.museudofado.pt/ • Biblioteca Digital Instituto Camões_ http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html 	
<u>Learning Outcomes:</u>	<p><i>At the end of this Course the students will be able to:</i></p> <ul style="list-style-type: none"> - Identify the various genres of Fado. - Read and interpret poems and to adapt them to the Fado. - Research and utilize available resources online on Fado and some project that propose a dynamic approach focussing in interactive activities that integrate music, videoclips and karaoke in the teaching and learning process of Portuguese as foreign language. - Perform Fados. 	

T.Y.B.A

SEMESTER V

UPRC 105	INTRODUCTION TO PORTUGUESE LINGUISTICS - I
UPRC 106	ANALYSIS & INTERPRETATION OF LITERARY TEXT
UPRC 107	INDO-PORTUGUESE STUDIES - I
UPRE 101	CONTEMPORARY PORTUGUESE SOCIETY
UPRE 102	ART APPRECIATION
UPRE 103	INTRODUCTION TO TRANSLATION

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC 105

Title of the Course: PORTUGUESE LINGUISTICS I

Number of Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites</u> :	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">• To recognise language as a system that essentially aims to establish communication between people.• To distinguish verbal language from non-verbal language, language and speech.• To reflect on how the language works. Acquire linguistic awareness and metalinguistic knowledge that allows the development of other skills and knowledge, exercising communicative activities in Portuguese appropriate to the situations.• To apprehend knowledge that allows the development of competence (linguistic, discursive / textual, sociolinguistic and strategic) at the various levels of Language / Grammar (semantic, pragmatic, lexical, syntactic and phonetic).• To recognise norm and linguistic variation in the Portuguese- speaking space.	
<u>Content:</u>	<ul style="list-style-type: none">• Module 1: The levels and units of the linguistic system; language, communication and speech. Phonetics and Phonology (sounds and phonemes, prosody and phonological processes).• Module 2: Language, linguistic community, linguistic variation and standardization; Morphology: grammatical categories, constituents and morphological processes of word formation.• Module 3: The sentence and wording elements; coordination and subordination; sentence order and syntactic organisation.• Module 4: Lexicology and lexicography; lexical and phrasal semantics.	15 hrs 15 hrs 15 hrs 15 hrs

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> • Presentation of teaching material by the teacher. • Use of teaching records, glossaries, dictionaries and other linguistic reference bases for the execution of oriented tasks. • Reading and critical analysis of texts, minutes, articles on issues related to the language's functioning. • Practice and reflection on the structure and functioning of the language in order to deepen and systematise previously acquired knowledge. • Conducting practical exercises to verify the acquisition of knowledge in terms of grammatical content that support the lexical, morphological, syntactic and phonological choices that underlie the semantic-pragmatic options. 	
<p><u>References / Readings:</u></p>	<ul style="list-style-type: none"> • Vilela, M., (1999). <i>Gramática da Língua Portuguesa</i>. Coimbra: Almedina. • Faria, I.H., (Org.)(1996). <i>Introdução à Linguística Geral e Portuguesa</i>. Lisboa: Caminho • Amorim, C. & Sousa, C. (2009). <i>Gramática da Língua Portuguesa - 3º Ciclo do Ensino Básico e Ensino Secundário</i>. Porto: Areal Editores. • Castelo Branco, M.I., (1984), «Pequeno Curso de Língua Portuguesa», Lisboa, Edições da Fundação Calouste Gulbenkian. • Cunha, C. e L.F.L. Cintra (1984), <i>Nova Gramática do Português Contemporâneo</i>, Lisboa, Edições Sá da Costa. • http://www.malhatlantica.pt/jorgefborges/index.htm 1 • http://www.priberam.pt/dlpo/gramatica/gram21.htm 1 • http://www.ciberduvidas.com/body.html 	
<p><u>Learning outcome:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • describe the mechanisms of the functioning of the Portuguese language. • understand linguistic variations. • distinguish grammar from linguistics. • master the most basic theoretical concepts of linguistics in order to describe the Portuguese language. • understand and apply grammatical rules. 	

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC 106

Title of the Course: ANALYSIS AND INTERPRETATION OF LITERARY TEXT

Number of Credits: 4

Effective from AY: 2021-

2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">● To acquire theoretical and practical knowledge that allows the approach of literary text, as a communicative utterance and semiotic system, through reading, analysis and interpretation● To recognise the marks of literalness in written utterances.● To foster a richer written production and adjust to communicative intentionality.● To relate in the literary text the stylistic-formal resources with the semantic and significant implications of writing mechanisms.	
<u>Content:</u>	<ul style="list-style-type: none">● Module 1: The boundaries of literary text; the specificities of literary language.● Module 2: The natural modes or forms of literature.● Module 3: The modes of presentation of the narrative text: the description of spaces and characterization of characters; order of narrative sequences and diegetic plans; the narrative point of view.● Module 4: The lyrical text: main properties of the lyrical poem; expression, poetics and metaphor.	15 hrs 15 hrs 15 hrs 15 hrs

<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> ● Presentation of teaching material by the teacher. ● Reading selected literary texts (functional, recreational, analytical and critical). ● Viewing and listening exercises. ● Production of oral answers/comments (oral strategies) and written (following whenever possible the phases of planning, textualising and reviewing). – Workshop of writing practice. ● Video poems’ production. ● Preparation of autonomous research activities. 	
<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> • Carmelo, L., (2005). <i>Manual de Escrita Criativa</i>. Lisboa: Publicações Europa-América • Reis, Carlos, (1997). <i>O Conhecimento da Literatura</i>. Coimbra, Almedina. • Guerra da Cal, E., (1981). <i>Língua e Estilo em Eça de Queirós</i>. Coimbra, Almedina. ● Varga, A.K., (1981). <i>Teoria de Literatura</i>. Lisboa, Editorial Presença. ● Real, M., (2001). <i>Geração de 90 – Romance e Sociedade no Portugal Contemporâneo</i>. Lisboa, Campo das Letras. ● Júdice, Nuno, (1997). <i>Viagem por um Século da Literatura Portuguesa</i>. Lisboa, Relógio d’Água. ● http://ecrits-vains.com/atelier/atelier.htm ● http://www.instituto-camoes.pt/ ● http://www.terravista.pt/clubes/poesia.php ● http://www.citi.pt/cultura/literatura 	
<p><u>Learning outcome:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Identify the distinctive literary text’s characteristics. - To recognise the stylistic processes of literary written expression. - Produce texts according to the various typologies and literary intentions. 	

Programme: B.A. PORTUGUESE (HONOURS)

Course Code: UPRC 107

Title of the course: INDO-PORTUGUESE STUDIES I

Number of credits: 4

Effective From AY: 2021-22

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.
<u>Objectives:</u>	<ol style="list-style-type: none">1. To develop and comprehend the base of the Indo-Portuguese society in Goa.2. To develop and strengthen the capacity of comprehension and oral and written expression.3. To reflect on the different aspects of Portuguese influence in relation to Goa.4. To acquire knowledge in the context of history in relation to the appearance of a literary production.5. To comprehend the role of language, as a factor of social cohesion.
<u>Content:</u>	<p>Module 1. (15 hrs)</p> <ul style="list-style-type: none">- An overview of Pre-Portuguese Goa.- History of the Portuguese presence in Goa and its influence <i>Reino de Bisnaga e Sultanato de Bijapur.</i> <p>Module 2. (15 hrs)</p> <ul style="list-style-type: none">- Evolution of the language.- Concept of Indo-Portuguese <p>Module 3. (15 hrs)</p> <ul style="list-style-type: none">- The role of the church as a decisive factor, prominent clergy/priests and their work.- The different genres of Goan literature written in Portuguese. <p>Module 4. (15 hrs)</p> <ul style="list-style-type: none">- The key themes of Indo Portuguese literature- Important contributors towards this rich and diverse literature.
<u>Pedagogy:</u>	<ul style="list-style-type: none">- Lectures- Reading of relevant essays and texts.
<u>References/Readings:</u>	<ul style="list-style-type: none">- Avelar, Pedro (2012). <i>A História de Goa</i>. Alfragide: Texto Editores.- Dias, Filinto Cristo, <i>Esboço da História da Literatura Indo-Portuguesa</i>, by Bastorá-Goa, Tipografia Rangel, 1963.

	<p>- Devi, Vimala & Seabra, Manuel, <i>A Literatura Indo Portuguesa</i>, Lisboa, Junta de Investigações do Ultramar, 1971, 2 vols.</p> <p>- Miranda, Eufemiano de Jesus, <i>Oriente e Ocidente na Literatura Goesa</i>, Goa, 1556, Panjim, 2012</p> <p>- <i>Dicionário de Literatura Goesa</i>, by Manuel da Costa, A., Macau, Instituto Cultural de Macau & Fundação Oriente;</p> <p>https://core.ac.uk/download/pdf/55635685.pdf</p>
<p><u>Learning outcomes:</u></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> - Goa's history: pre-portuguese and Goa after 1510 - The evolution of Goan society over a period of 451 years. - The history that influenced the indo-portuguese thematic. - Important literary works produced by Goans in the Portuguese Language.

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRE 101

Title of the Course: CONTEMPORARY PORTUGUESE SOCIETY

Number of Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
<u>Objectives:</u>	<ul style="list-style-type: none">• To characterise social and demographic evolution in Portugal.• To relate the historical periods of Portuguese social evolution with the national and international cultural and political context.• To identify the stratification of Portuguese society.• To interpret the processes of social change and globalisation that structure contemporary societies.• To relate the problems of contemporary Portuguese society with long-term economic and social dynamics.• To characterise the social participation in economy, politics, administration, culture and contemporary public life.	
<u>Content:</u>	<ul style="list-style-type: none">- Module 1 - Social and Demographic Panorama of Portugal: From Medieval society to Constitutional Monarchy; from Liberalism to Republican Revolution; Portuguese society and the Dictatorship; social evolution following the end of the Empire and the integration into the European Union.- Module 2 - Portuguese society in the <i>Estado Novo</i> dictatorship: Concept of traditional family; political instruments implemented on the society; emigration and the Colonial War.- Module 3 - Portugal after 25th April 1974: the social ambience in the 1960s and in the Revolutionary Period (1974 – 76); the <i>retornados</i> (returnees) and new migratory waves from Eastern Europe.	15 hrs 15 hrs 15 hrs

	<ul style="list-style-type: none"> - Module 4 - Portugal in the European Union: political, economic and social organization; social, ethnic and religious minorities in Portugal today; the Portuguese diaspora in modern times; art, education and culture in the 21st century. 	15 hrs
<u>Pedagogy:</u>	<ul style="list-style-type: none"> ● Presentation of teaching material by the teacher. ● Reading selected literary texts (functional, recreational, analytical and critical). ● Viewing and listening exercises. ● Production of oral answers/comments (oral strategies) and written (following whenever possible the phases of planning, textualising and reviewing). – Workshop of writing practice. ● Preparation of autonomous research activities. 	
<u>References/ Readings:</u>	<ul style="list-style-type: none"> • Mourão, Alda & Rodrigues, M.F. (2017). <i>História e Cultura Portuguesas - Guia para Estudantes de PLE</i>. Instituto Politécnico de Macau. • <i>Retrato de Portugal. Factos e Acontecimentos</i> (Coord. António Reis) (2007). Lisboa: Instituto Camões/Portugal.Temas e Debates. • <i>Portugal, um Retrato Social</i> (org. António Barreto & Joana Pontes). Edição: Público. 7CDs. • Pinto, António (Coord.) (2005). <i>Portugal Contemporâneo. Lisboa: Dom Quixote</i>. • <i>Mónica, Maria Filomena (2018). Vida Moderna. Lisboa, Quetzal</i>. • Santos, Boaventura Sousa (2002). “Onze teses por ocasião de mais uma descoberta de Portugal” in <i>Pela Mão de Alice - o Social e o Político na Pós-Modernidade</i>. Porto: Edições Afrontamento, 8ª edição, pp.49-68. 	
<u>Learning outcome:</u>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Understand the social, economic and political organisation throughout Portuguese history. - Define social trends in Portugal and their fixation in the territory. - Explain stratification, social classes and social mobility in Portugal. - Identify and comment on social participation in public life, politics, administration, education, arts and culture. - Understand the processes of social change in the contemporary world. 	

Programme: B.A. PORTUGUESE (HONOURS)

Course Code: UPRE 102

Title of the Course: ART APPRECIATION

Number of Credits: 4

Effective from AY: 2021-2022

Prerequisites:	Any student pursuing his/her undergraduate programme in Portuguese (Hons.) at Goa University or an affiliated college is eligible to take the course as a discipline specific elective paper.
Objectives:	<ul style="list-style-type: none">- To engage students with aesthetics and artistic world,- To recognize art, and creative expression, as a fundamental part of any culture,- To sensitize students to the diverse artistic heritages in Goa, India and the diverse territories with historical Portuguese presence,- To develop in students novel ways of understanding and analysis of cultural expressions.
Content:	<p>Module 1</p> <ul style="list-style-type: none">a) Introduction. What can be art, heritage and cultureb) Art and social sciences – exploring art as culture <p>Module 2</p> <ul style="list-style-type: none">c) The artistic diversity of the world (art histories from all the continents)d) Heritage as artistic and cultural appreciation <p>Module 3</p> <ul style="list-style-type: none">e) The aesthetics of places with Portuguese influence: America, Asia and Africaf) The flow of forms and materials: hybrid art products <p>Module 4</p> <ul style="list-style-type: none">g) Analyse objects and spaces: case studiesh) Goa as research field: monuments, spaces, objects
Pedagogy:	<ul style="list-style-type: none">- Lectures,- Readings and class debates,- Research and analysis of websites and online projects, virtual visits to worldwide museums, in-person field trips to nearby places such as Museum of Christian Art (Old Goa) or heritage buildings (forts, churches, houses), when possible.
Reference Books:	Gombrich, E.H., 1960. <i>A História da Arte</i> . Phaidon, Lisboa. Berger, John, 2008. <i>Modos de Ver</i> . Antígona, Lisboa. Tanizaki, Junichiro, 2001. <i>Elogio da Sombra</i> . Relógio d'Água, Lisboa.

	www.artsandculture.google.com www.unesco.org
Learning Outcomes:	By the end of the course, students will be able to: <ol style="list-style-type: none">1. Understand and appreciate the basics of artistic expression across cultures.2. Briefly analyse cultural expressions and art objects.3. Be more sensitive towards creativity and culture in a global perspective.

Programme: B.A. in PORTUGUESE (HONOURS)

Course Code: UPRE 103

Title of the Course: INTRODUCTION TO TRANSLATIONS

Number of Credits: 4

Effective from AY: 2021-22

Prerequisites for the course:	Any student pursuing his/her undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
Objectives:	<ul style="list-style-type: none">- To be familiar with the history, approaches and strategies of translation.- To know the various problems associated with translations.- To clearly understand the contexts in translating- To know the role of a translator- To learn translation procedures as well as techniques of adjustment- To understand the inter-relations between language and culture in the process of translation- To translate short passages of non-literary texts	
Content:	<p>Module 1. - Introduction to translation - History, approaches and strategies.</p> <p>Module 2. - The role of the translator as the producer of texts.</p> <p>Module 3. - Terminology in translation.</p> <p>Module 4. - Translation of non-literary texts</p>	15 hours 15 hours 15 hours 15 hours
Pedagogy:	<ul style="list-style-type: none">- Lectures- Reading of non-literary texts in Portuguese with reflection and application of concepts.- Translation of short passages/texts	
References/Reading:	<ul style="list-style-type: none">- Campos, Geir; O que é tradução, Editora São Paulo, Editora Brasiliense (1986)- Nida, Eugene A.; Towards a Science of Translating, Leiden, J. E. Brill, (1964)- Bassnett, Susan; Translation Studies, London & New York, Routledge (2014)- Baker, Mona (1992), In Other Words: A Coursebook on Translation. London and New York: Routledge- Nida, Eugene A.; The Theory and Practice of Translation, Leiden, J. E. Brill (1982)	

	<ul style="list-style-type: none"> - Vilela, Mário. (1994), Tradução e Análise Contrastiva: Teoria e Aplicação, Lisboa, Caminho, 1994. - Snell-Hornby, Mary; Translation Studies. An Integrated Approach, John Benjamins, 1988 - Gentzler, Edwin; Contemporary Translation Theories, Routledge, 1993 	
Learning Outcomes:	<p>At the end of this course students will:</p> <ul style="list-style-type: none"> - be able to understand the different strategies and approaches adopted by translators, - be able to understand the role of a translator in the translation process; - familiarize with the various challenges faced by translators and the strategies that are used by professional translators to overcome these challenges, - be able to understand the importance of terminology in translation - be able to translate short passages of non-literary texts 	

SEMESTER VI

UPRC 108	INTRODUCTION TO PORTUGUESE LINGUISTICS - II
UPRC 109	LUSOPHONE STUDIES
UPRC 110	INDO-PORTUGUESE STUDIES - II
UPRE 104	WOMEN WRITERS IN PORTUGUESE
UPRE 105	LEGAL AND COMMERCIAL TRANSLATION
UPRP	PROJECT

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC 108

Title of the Course: INTRODUCTION TO PORTUGUESE LINGUISTICS II

Number of Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing Third Year of undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> • To recognise language as a system that aims essentially to establish communication between people. • To reflect on the functioning of the language. • To acquire a linguistic awareness and a metalinguistic knowledge that allows the development of other skills and knowledge, exercising communicative activities in Portuguese language appropriate to the situations. • To acquire knowledge that allows the development of competence (linguistic, discursive/textual, sociolinguistic and strategic) at the various levels of Language/Grammar (semantic, pragmatic, lexical, syntactic and phonetic). • To develop linguistic and discursive/textual skills through the knowledge of contents related to the semantic and pragmatic dimension of language. • Describe the basic concepts of discourse analysis. Apply some principles of textual linguistics. 	
<u>Content:</u>	<ul style="list-style-type: none"> • Module 1: Definition of discourse and text; the notion of context, deixis, presupposition, implicature and inference. • Module 2: Topic, theme and comment; textual cohesion and coherence. • Module 3: The theory of speech acts; the elements of conversation and linguistic interaction. • Module 4: Textual prototypes and speech types; textual organization: thematic aspects, structure and intratextual relations. 	<p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p>
<u>Pedagogy:</u>	<ul style="list-style-type: none"> • Presentation of teaching material by the teacher. • Reading and critical analysis of texts, minutes, articles on issues of the scope of the functioning of the language. 	

	<ul style="list-style-type: none"> • Production of statements (written or oral) demonstrating illocution, cohesion or textual coherence. • Practice and reflection on the structure and functioning of the language in order to deepen and systematize the previously acquired knowledge. • Production of exemplifying utterances of different textual typologies. • Comment and review of textual productions once the formal elements are identified in the phonic, morphological, synthetic, lexical, semantic and pragmatic planes. 	
<p><u>References/Readings:</u></p>	<ul style="list-style-type: none"> • Vilela, M., (1999). <i>Gramática da Língua Portuguesa</i>. Coimbra: Almedina. • Faria, I.H., (Org.)(1996). <i>Introdução à Linguística Geral e Portuguesa</i>. Lisboa: Caminho • Amorim, C. & Sousa, C. (2009). <i>Gramática da Língua Portuguesa - 3º Ciclo do Ensino Básico e Ensino Secundário</i>. Porto: Areal Editores. • Rocha, Maria Regina (2016). <i>Gramática de Português - Ensino Secundário 10º, 11º e 12º anos</i>. Porto: Porto Editora. • Cunha, C. e L.F.L. Cintra (1984), <i>Nova Gramática do Português Contemporâneo</i>, Lisboa, Edições Sá da Costa. • Searle, J.R., (1969), <i>Speech Acts. An Essay in the Philosophy of Language</i>, Cambridge, Cambridge University. Press. • Austin, J.L., (1952), <i>How to do Things with Words</i>, Oxford, Oxford University Press. • http://www.malhatlantica.pt/jorgefborges/index.html • http://www.priberam.pt/dlpo/gramatica/gram21.html • http://www.ciberduvidas.com/body.html 	
<p><u>Learning outcomes:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Describe the mechanisms of the functioning of the Portuguese language. • Understand language variations. • Distinguish grammar from linguistics. • Master the most basic theoretical concepts of linguistics in order to describe the Portuguese language. • Understand and apply grammatical rules. • Master more safely and rigorously the mechanisms of understanding and oral expression. 	

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRC 109

Title of the Course: LUSOPHONE STUDIES

Number of Credits: 4

Effective from AY: 2021-2022

<u>Prerequisites:</u>	Any student pursuing Third Year undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ul style="list-style-type: none"> • To recognize the Lusophony as a universe of multicultural sharing. • To identify the main historical and geographical references of the countries that make up the “Community of Portuguese Speaking Countries” (CPLP). • To contact authors of the Lusophone cultural heritage. • To produce a Portfolio on Lusophone cultures. • To identify the various dialects of Portuguese spoken across the Lusophone world. • To identify the salient cultural features of the countries and regions of the Lusophony. 	

<u>Content:</u>	<ul style="list-style-type: none"> • Module 1: The history and geography of Lusophone countries; The CPLP (Community of Portuguese-speaking Countries) and challenges in the 21st century. • Module 2: Characteristics of the Portuguese language in the Lusophone world: Brazilian Portuguese, African Portuguese (Angola and Mozambique) and the Portuguese creoles of Cabo Verde, Guinea-Bissau and São Tomé & Príncipe. • Module 3: Intercultural dialogue through various forms of art and culture in the Lusophone World: cuisine, cinema, music, plastic arts, performing arts. • Module 4: Lusophone literature: selection of poems that are the representative of the countries that continue to be a part of the CPLP. <ul style="list-style-type: none"> i) Cecília Meireles – <i>Ida e Volta em Portugal</i> ii) Manuel Rui – <i>Praça de Maio</i> iii) José Craveirinha – <i>Vida é mesmo assim</i> iv) Jorge Barbosa – <i>África</i> 	<p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p>
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	<p>v) Mussá Turé – <i>Guiné Querida</i> vi) Conceição Lima – <i>Na Praia de São João</i> vii) Celso Oliveira – <i>A Senhora de Laleia</i></p>	
<p><u>Pedagogy:</u></p>	<ul style="list-style-type: none"> • Presentation of teaching material by the teacher. • Reading selected literary texts (functional, recreational, analytical and critical). - READING and WORKSHEET. • Viewing and listening exercise. • Production of oral answers/comments (oral strategies) and written (following whenever possible the phases of planning, textualization and review). – WORKSHOP OF WRITING PRACTICE. • Production of a PORTFOLIO. • Preparation of autonomous research activities. 	
<p><u>References/ Readings:</u></p>	<ul style="list-style-type: none"> • Agualusa, J.E. (2003), <i>Nação Crioula</i>, Lisboa, Público. • Andrade, M. (1976/1979), <i>Antologia temática de poesia africana</i>, I e II, Lisboa, Sá da Costa. • Couto, Mia (1992), <i>Terra Sonâmbula</i>, Lisboa, Caminho. • Craveirinha, J. (1998), <i>Maria</i>, Lisboa, Caminho. • Dicionário Houaiss, Sinónimos e Antónimos, Lisboa, Círculo de Leitores, 2007 • Dicionário Temático da Lusofonia, Lisboa, Texto Editora, 2005 • Freyre, G., (1998), <i>Casa-Grande & Senzala</i>, Rio de Janeiro, Editora Record • Lima, C., (2006), <i>A Dolorosa Raiz do Micondó</i>, Lisboa, Caminho. • Lopes da Costa, E.M., (2005). <i>Ditos e Reditos – Provérbios da Lusofonia</i>, Paulinas / Instituto de Estudos de Literatura Tradicional. • Loureiro, J. (1999), <i>Postais Antigos e Outras Memórias de Timor</i>, Lisboa, Fundação Macau. • Manuel, R., (1984), <i>Cinco Vezes Onze: Poemas em novembro</i>, Lisboa, Edições 70. • Meireles, C., (1982), <i>Giroflê, Giroflá</i>, São Paulo, Moderna. • Meireles, C., (2013), <i>Vaga Música</i>, São Paulo, Global Editora. • Oliveira, C., (2002), <i>Timor-Leste: Lun Turu</i>, Dili, Instituto Camões. • Org. Margato, I., (2002), <i>Figuras de Lusofonia: Cleonice Berardinelli</i>, Lisboa, Instituto Camões. • Org. Rodrigues dos Santos, E. (1993), <i>Jorge Barbosa: Poesia Inédita e Dispersa</i>, Linda-a-Velha, Editora ALAC. • Org. White, E., (1999), <i>Rostos da Língua: Breve Antologia de Autores de Língua Portuguesa</i>, Maputo, Instituto Camões. 	

	<ul style="list-style-type: none"> • Turé, M., (2001), <i>Guiné!</i>, Barcarena, Letras Africanas. • http://www.instituto-camoes.pt/ • http://www2.uol.com.br/machadodeassis/ • http://www.cplp.org/Default.aspx • http://www.vidaslusofonas.pt/ 	
<p><u>Learning outcomes:</u></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify the places within the Lusophone space and the evolution of the CPLP as a linguistic and cultural entity. • Comment critically on cultural events within the CPLP. • Identify the main characteristics of Portuguese dialects spoken across the Lusophone world. • Comment on the poetic works produced in the countries that belong to the CPLP and some of the important poets of the Lusophone sphere. 	

Course Code: UPRC 110

Title of the Course: INDO-PORTUGUESE STUDIES II

Number of Credits: 4

Effective from AY: 2021-22

<u>Prerequisites</u>	Any student pursuing Third year of undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a core paper.	
<u>Objectives:</u>	<ol style="list-style-type: none"> 1. To develop and strengthen the capacity of comprehension of oral & written expression. 2. To comprehend and reflect on the key aspects of Portuguese influence in relation to Goa. 3. To develop aesthetic sensibilities of Portuguese influence in relation to Goa's music, architecture, cuisine, artistic and cultural tradition. 4. To develop and understand social life and customs of Goan society. 	
<u>Content:</u>	<p>Module 1 The characteristics of Indo-Portuguese architecture in Goa.</p> <ul style="list-style-type: none"> • Goan houses, churches and heritage sites. <p>Goan visual artists.</p> <ul style="list-style-type: none"> • António Xavier Trindade • Ângelo da Fonseca • Francis Newton Sousa • Vamona Navelcar • António Piedade da Cruz • Mário Miranda <p>Module 2</p> <ul style="list-style-type: none"> - Trade and flora and its impact on Indian cuisine. - Goan Portuguese cuisine. - Garcia de Orta and his "<i>Colóquios dos Simples</i>" <p>Module 3</p> <ul style="list-style-type: none"> - Goan Portuguese musical expressions - Dance - Performative arts <p>Module 4</p> <ul style="list-style-type: none"> • Traditional games and religious practices in Goa. • Goa's traditional and cultural festivals. • São João • <i>Sotreo</i> festival of Fatorpa • Feast of St. Francis Xavier 	<p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p>

	<ul style="list-style-type: none"> • Zambaulim zatra • Feast of Infant Jesus 	15 hrs
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Reading of relevant texts, and learning through audio-visual aids. - Webinars on related topics. - Culinary workshops. - Field trips to heritage sites. 	
<u>References/ Readings:</u>	<p>Pandit, Heta, <i>Houses of Goa</i>, King Street Press, 1999</p> <ul style="list-style-type: none"> - Pandit, Heta, <i>Grinding Stories – Songs from Goa</i>, 2019 - Gomes, Paulo Varela (2011). <i>Whitewash, red stone: A History of Church Architecture in Goa</i>. Yoda Press. - Pereira, Jose, <i>Churches of Goa</i>, Fordham University, 2002 - Costa, Maria de Lourdes B da, <i>Feasts, festivals, and observances of Goa</i>, Tiswadi, Goa: L & L Publications : Distributor, Broadway Book Centre, 2004 - Costa, Maria de Lourdes B da, <i>Remembering Goa</i>, 2007 - Costa, Maria de Lourdes B da, <i>Games that we played: Traditional Goan sports</i>, 2012 - Silveira, Angelo, <i>Lived Heritage shared Space</i>, 2008 - Gracias, Fátima, <i>Cozinha de Goa: The History and Tradition of Goan Food</i>, Goa 1556 - Pereira, Jose, <i>India and Portugal: Cultural Interactions</i>; Marg Publications, 2001 - Pereira, Martins, Costa; <i>Song of Goa: Mandos of Yearning</i>; 2000 - Ketteringham, Anne; <i>Vamona Navelcar: An Artist of Three Continents</i>. Reality Premedia Service, 2013. <p>https://itsgoa.com/angelo-da-fonseca-unique-goan-catholic-artist-1902-1967/</p> <p>https://www.livemint.com/mint-lounge/features/the-indispensable-modernist-francis-newton-souza-11585310147169.html</p> <p>https://www.bbc.com/news/world-asia-india-36220327</p> <p>https://www.youtube.com/watch?v=5u_LfBbtzlc&ab_channel=Goa365TV</p> <p>https://digitarq.arquivos.pt/details?id=4614066</p>	
<u>Learning Outcomes:</u>	<p><i>At the end of this course students will have gained knowledge of:</i></p> <ul style="list-style-type: none"> - The principal Indo-Portuguese architectural and heritage sites. - Goa's rich art and cultural diversity, which is a blend of the East and West, thereby making it so distinct. - Goa's diverse gastronomical wonders. - Gained an understanding of the unique Goan traditions, practices and festivals. 	

Programme: B.A. PORTUGUESE (Honours)

Course Code: UPRE 104

Title of the Course: WOMEN WRITERS IN PORTUGUESE

Number of Credits: 4

Effective from AY: 2021-22

<u>Prerequisites</u>	Any student pursuing Third Year of undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
<u>Objectives:</u>	<p>Through this course, students will learn how gender roles develop and how women's views of themselves are reflected in their writing.</p> <ul style="list-style-type: none"> • To identify a few women writers who have influenced thinking in the Lusophone sphere • To read poems, essays and short stories in Portuguese that showcase literature from the Lusophone world; Portugal, Goa, Brasil, Angola and Mozambique written by women. • To reflect on the various perspectives and themes they touched upon. • To understand how women's literary expression has been shaped by history, culture, and their experiences. 	
<u>Content:</u>	<p>Module 1</p> <ul style="list-style-type: none"> • History of women writers in the world • The emergence of women writers in Portugal and the Lusophone World. <p>Module 2 - Short stories Selection of texts (Any three)</p> <ul style="list-style-type: none"> • <i>Monção</i> by Vimala Devi • <i>As Maçãs Azuis</i> by Edila Gaitonde • <i>Um rosário de contos</i> by Beatriz da Conceição de Ataíde Lobo e Faria • <i>A mulher que prendeu a chuva e outras histórias</i>, Teolinda Gersão • <i>A Gata Borracheira</i> by Sophia de Mello Breyner Andresen <p>Module 3 - Essays Selection of texts:</p> <ul style="list-style-type: none"> • <i>A Mulher Indo-Portuguesa</i> by Propécia Correia Afonso • <i>Quarto de Despejo</i> by Carolina Maria de Jesus • <i>Da Índia com Amor</i> by Júlia Nery (extracts of the novel) • <i>Balada de amor ao vento</i> by Paulina Chiziane. <p>Module 4 - Poetry Selection of poems:</p>	<p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p>

	<ul style="list-style-type: none"> • <i>Poemas Escolhidos</i> by Eunice de Souza • <i>Destino: poemas</i> by Judite Beatriz de Sousa • <i>Poesia Africana</i> by Alda Lara • <i>Súria</i> by Vimala Devi • <i>Uma antologia poética</i> by Cecília Meireles 	15 hrs
<u>Pedagogy:</u>	<ul style="list-style-type: none"> - Lectures - Research and read essays. - Reading of selected texts. - Audio-visual inputs. 	
<u>References/ Readings:</u>	<ul style="list-style-type: none"> • Faria e Ataíde Lobo, Beatriz da Conceição, <i>A Vida, O Heraldo, O Académico</i> • Gaitondé, Edila, <i>As Maçãs Azuis</i>. Lisboa: Editorial Tágide (<i>Prosa</i>) • Gersão, Teolinda (2007). <i>A Mulher que Prendeu a Chuva e outras histórias</i>. Sextante Editora. • Devi, Vimala (2003), <i>Monção</i>, Dédalo • Correia Afonso, Propércia, Boletim Instituto Vasco da Gama • Nery, Júlia (2012). <i>Da Índia com Amor</i>. Sextante Editora (Romance histórico) • Andresen, Sophia de Mello Breyner (2019). <i>História da Terra e do Mar</i>. Porto: Porto Editora. • Chiziane. Paulina (2004). <i>Balada de amor ao Vento</i>. Editorial Caminho. • De Souza, Eunice (2001). <i>Poemas Escolhidos</i>. Edição bilíngue (Tradução portuguesa por Ana Luísa Amaral) Edições Cotovia/Fundação Oriente, Série Oriente. • Sousa, Judite Beatriz de (1955). <i>Destino: poemas</i>. Goa: Imprensa Nacional • Biblioteca Digital Instituto Camões • http://cvc.institutocamoes.pt/conhecer/biblioteca-digital-camoes.html • CPLP - Comunidade dos Países de Língua Portuguesa http://www.cplp.org • https://cesa.rc.iseg.ulisboa.pt/nilus/pais/portugal/ • https://brasilecola.uol.com.br/literatura/carolina-maria-jesus.html • https://www.lusofoniapoetica.com/angola/alda-lara • https://www.portugues.com.br/literatura/poemas-cecilia-meireles.html 	
<u>Learning Outcomes</u>	<p><i>At the end of this course the students will be able</i></p> <ul style="list-style-type: none"> • To analyse literary texts through the gender perspective. • To understand the use of women's writing and its influence in the community. • To acquire knowledge of the different themes and aspects that the women writers touched upon. • To demonstrate the ability to read carefully and express ideas effectively. 	

Programme: B.A. in PORTUGUESE

Course Code: UPRE 105

Title of the Course: LEGAL AND COMMERCIAL TRANSLATION

Number of Credits: 4

Effective from AY: 2021-22

Prerequisites:	Any student pursuing Third year of undergraduate program in Portuguese (Hons.) at Goa University or an affiliated college, is eligible to take the course as a discipline specific elective paper.	
Objectives:	<ul style="list-style-type: none"> - To translate various legal and commercial texts from Portuguese to English paying special attention to terminology, phraseology, information structure, register and style from source to target language; - To carefully select and make effective use of the multiple resources used by professional translators; - To be able to read, transcribe and translate documents in paleography 	
Content:	<p>Module 1. - Terminology of commercial and legal texts</p> <p>Module 2. - Translating commercial documents (orders, invoices, shipping documents commercial correspondence)</p> <p>Module 3. - Translating legal documents (registration certificates & agreements/contracts)</p> <p>Module 4. - Basic notions of paleography</p>	<p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p> <p>15 hrs</p>
Pedagogy:	<ul style="list-style-type: none"> - In-class work will be based on translations of commercial and legal documents - The guided discovery on how to deal with these translation projects, from the pre-translation and research phase to the production and post-translation phase, will then serve as a model for students' own projects in other fields. - Translation exercises from various types of texts. - Reading, transcribing and translating standard legal documents available in Goa. 	
References/ Readings:	<ul style="list-style-type: none"> - Byrne, Jody (2006); Technical Translation - Usability Strategies for translating technical documentation, Dordrecht, Springer. - Shirodkar, P. P. (1997); Portuguese Paleography - Wright, Sue Allen and Wright, Jr., Leland D. (1993); Scientific and Technical Translation, Amsterdam/Philadelphia, John Benjamins Publishing Company - Barbosa, Heloisa Gonçalves – Procedimentos Técnicos Da Tradução: Uma Nova Proposta. Campinas, Sp. Pontes, 1990, Reeditada Recentemente. 	

Learning Outcomes:	At the end of this course students will be: <ul style="list-style-type: none">- able to translate from Portuguese to English various types of commercial and legal texts paying special attention to terminology, phraseology, information structure, register and style;- able to select and make effective use of the multiple resources used by professional translators;- familiar with various common, standard legal documents in Portuguese language available in Goa and to be able to read, transcribe and translate the same.	
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