Course Syllabus

Intensive Language Study: Portuguese for the Health Sciences I

PORT 1000 (3 credits / 45 class hours)

SIT Study Abroad Program:
Brazil: Public Health, Race, and Human Rights

Course Description
Portuguese for the Health Sciences is aimed at helping students to progressively develop their communicative competence through interactive learning. The course is designed to enable students to conduct interviews and communicate according to their language level. The course will include vocabulary, field experiences, and readings pertaining to the health sciences.

Field trip classes and interviews with people from different walks of life are some of the activities carried out on a regular basis, so as to help students enhance their listening and speaking skills, and by the same token, expose them to real situations, different registers as well as normal rate of delivery outside of the classroom setting. In the second week of class, students will go on their first class field trip to Praça do Campo Grande to conduct their first class field interview with “cafezinho vendors.” They will also have the opportunity to use and to hear informal Portuguese in real situations. In the third week, students will visit a health post. The purpose of this field trip is to expose the students to another register (formal Portuguese) as they will be conducting their interviews in a formal setting and with someone who is knowledgeable about the health sciences. Church visits benefit students in terms of learning and seeing for themselves the Baroque Style as well as provide the opportunity to use the simple past, new question words, and review the grammar points they were taught the previous week. Students will also carry out an interview with an herbalist to learn about medicinal teas, a common practice in Brazilian culture.

Aside from this, a variety of activities are done in class to interest students and keep them learning. Writing up dialogues, acting out and role-playing are encouraged without overlooking open-ended questions based on their day-to-day lives. Lastly, students are assigned tasks such as interviews with host family members and interviews with people in their neighborhoods, as well as small group discussions on topics related to the subject matter they are exposed to in the afternoon during the thematic course lectures.

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Course Objectives
This course seeks to:

- encourage students to be risk-takers with their language practice as making mistakes is a healthy part of the learning process, and at the same time, work on students’ errors so they can benefit from them;
- raise students’ awareness to the importance of collocations, and instill in them the will to learn words in phrases and in chunks rather than learn them in isolation;
- teach students not only the language but also thematic components and cultural specifics, so that they can understand people better and also drum into students, from day one, that language and culture are intertwined;
- expose students to formal and informal situations in class and out of the classroom setting, so they can get used to different registers and normal rate of delivery;
- guide and monitor students to progressively be able to perform basic functions, and cultivate students’ interest in regards to inter-language problems that can hinder communication and therefore impede the progress of verbal communication.

Expected Learning Outcomes
By the end of the course, students should have attained the following:

- Improved their ability for daily academic and cultural engagement with host communities.
- Increased language skills in areas related to the thematic foci of the program, including public health and community welfare.
- Enhanced oral comprehension and communication skills, situational practices of new grammatical concepts, and cultural appropriateness.
- Greater knowledge of the vocabulary used within the public health field to enhance interviewing skills, written assignments, and informal interactions.

Course Structure
The course is comprised of two parts. In the first part, students are taught simple basic structures, short utterances, and everyday questions, gradually moving on to more complex and difficult questions as the course progresses. As students gain more confidence language-wise, the pace of the course quickens.

Students will be given retention exercises on a regular basis and will also be asked to write up dialogues, write paragraphs about their field trips, so that they can start developing their writing skills. Furthermore, they will be assigned tasks from the book Aprendendo Português do Brasil de Maria Nazaré de Carvalho Laroca et al. It is important to state that the books will be used as back-up resources, given the nature of the course which is to focus on oral communication with emphasis on language rather than accuracy, mainly at beginning levels. From halfway through the course onwards, students will be taught more complex grammar points such as compound tenses, relative clauses, subjunctive, reported speech, and the like.

In part two, though, students are expected to perform in terms of language production as they will be more naturally prepared to do so, plus they will already have the necessary tools to express themselves better verbally. In addition to using the books, students will work on handouts, which will be tailored to their needs. The interaction pattern used in class is either pairs or trios.

Course Content
Part One

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Survival Portuguese (during Orientation)
Greetings.
Introductions.
Days of the week, months of the year, seasons of the year, and signs of the zodiac.
Expressions of the time.
The parts of speech.
Questions words.
State and national holidays.
Present tense and present progressive.
Immediate Future.
Expressions with BE.
Prepositions.
How to tell the time.
Verb “there to be”.
Regular and Irregular Verbs in the Present.
Past Tense (regular and irregular verbs).
Health vocabulary
Cardinal and ordinal numbers.
Some idioms and some slang words and expressions.
Introduction to the conditional.
Field trips.

Part Two
• Conditional.
• Remote past.
• Past Progressive.
• Future with “will”.
• Modals.
• Imperatives.
• Subjunctive (Present and Past).
• Relative Clause.
• Direct and Reported Speech.
• More Irregular verbs.
• Health vocabulary and experience
• Compound Tense.
• More prepositions.
• Everyday Expressions.
• Field trips.

Course Requirements
• Students must avoid tardiness
• Students must hand in assignments when they are due
• Students must participate actively inside and outside the classroom setting
• Students must attend all classes
• Students must be committed to the course

Course Text
Aprendo Português
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Suggested Readings
- Billboards and all sorts of signs
- Flyers
- Maps
- Brochures
- Newspaper ads, headlines and classifieds
- Menus

Course Assignments
- Conduct interviews with Host Family members
- Carry out interviews with SIT students from other classes, as well as SIT staff members
- Interview neighbors
- Exercises from the book “Aprendendo Português do Brasil de Maria Nazaré de Carvalho Laroca et cols”

Student Evaluation and Grading Criteria

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>2 quizzes</td>
<td>20%</td>
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<tr>
<td>1 midterm</td>
<td>20%</td>
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<tr>
<td>Written final exam</td>
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<tr>
<td>Oral final exam</td>
<td>20%</td>
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<tr>
<td>Participation</td>
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</tbody>
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Participation includes:
- Attendance – promptness to class, and positive presence in class;
- Active listening - paying attention in class/during field excursions, asking appropriate questions, showing interest and enthusiasm, entertaining contradictory perspectives, taking notes;
- Self-directed learning –Reading the local paper and other materials to see Dutch perspective on relevant issues, discussing issues with your host and others;
- Involvement in class discussions – either in small or large groups;
- Group accountability during field excursions and classes;
- Taking leadership roles –leading and guiding discussions in a productive direction.

Grading Scales and Criteria
Grades are given both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, the ability to take into account and assimilate the Academic Director’s and the teachers’ advice in assessing the work done. An “A” letter grade reflects exceptional work, perfect combination of academic competences and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well argued paper. A “B” letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding cross-cultural issues. A “C” letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A “D” letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

The grading scale for all classes is as follows:
- 94-100%       A
- 90-93%         A-

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