

**GOA UNIVERSITY**  
**Taleigao Plateau, Goa 403 206**

**FINAL AGENDA**

**For the 11<sup>th</sup> Meeting of the**

**X ACADEMIC COUNCIL**

**Day & Date**

**Friday, 9<sup>th</sup> December, 2022**

**Time**

**10.00 a.m.**

**Venue**  
**Conference Hall**  
**Administrative Block**  
**Goa University**

	<p>ii) Recommendations of the Academic Audit Committee and Status Thereof <b>Nil</b></p> <p><b>Part E</b></p> <p>i) Recommendation of the text Books at the UG level <b>Nil</b></p> <p>ii) Recommendation of the text Books at the PG level <b>Nil</b></p> <p><b>Part F</b></p> <p>Important points for consideration/approval of Academic Council</p> <p><b>Approval of the Revised syllabus and the credit requirements for the Semester III and IV papers to be taught from the coming academic year 2023--2024 onwards and Ph. D. Course Work I Examination syllabus and syllabus for the course on Research and Publication Ethics.</b></p> <p>a) Declared hereby that minutes were read out by the Chairman at the meeting itself</p> <p>Date : 01.11.2022 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Chairman</p> <p><b>Part G</b></p> <p>The remarks of the Dean of Faculty</p> <p>i) The minutes are in order.</p> <p>ii) The minutes may be placed before the Academic Council with remarks if any.</p> <p>iii) May be recommended for approval of Academic Council.</p> <p>iv) Special Remarks if any.</p> <p>Date: 07.11. 2022 Place: Goa University</p> <p style="text-align: right;">Sd/- Signature of the Dean</p> <p style="text-align: right;"><a href="#">(Back to Index)</a></p>
<b>D 3.16</b>	<p><b>Minutes of the Board of Studies in Portuguese meeting held on 18.10.2022.</b></p> <p><b>Part A</b></p> <p>i) Recommendations regarding the course of study in the subject or group of subjects at the undergraduate level. <b>NIL</b></p> <p>ii) Recommendations regarding the course of study in the subject or group of subjects at the postgraduate level.</p> <p>1) The Board approved the syllabi of the Research Specific Optional Courses (RSOC) <a href="#">[Annexure I Refer page No. 617]</a> and Optional Generic Courses (OGC) <a href="#">[Annexure II Refer page No. 637]</a> for semesters 3 and 4 of M.A. Portuguese as per the NEP. The titles of the above courses have already been approved by the AC. The Board also approved Syllabus of Research Methodology Paper for Ph.D in Portuguese <a href="#">[Annexure III Refer page No. 647]</a></p> <p><b>Part B</b></p> <p>i) Scheme of Examinations at the undergraduate level. <b>NIL</b></p> <p>ii) Panel of examiners for different examinations at the undergraduate level. <b>NIL</b></p> <p>iii) Scheme of Examinations at the postgraduate level. <b>NIL</b></p> <p>iv) Panel of examiners for different examinations at the postgraduate level. <b>NIL</b></p>

	<p><b>Part C</b> Recommendation regarding preparation and publication of selection of reading material in any subject or group of subjects and name of persons recommended for appointment to make the selection.NIL</p> <p><b>Part D</b> Recommendation regarding general academic requirements in the Departments of University or affiliated colleges: NIL</p> <p><b>Part E</b> i) Recommendations of text books for the courses of study at undergraduate level. NIL ii) Recommendations of text books for the courses of study at postgraduate level:NIL</p> <p><b>Part F</b> <b>Important points for consideration/ approval of Academic Council:</b> NIL The meeting ended with closing remarks by Prof. K. Shripad Bhat, Dean, Sheno Goembab School of Languages &amp; Literature and Chairman, BoS Department of Portuguese and Lusophone Studies.</p> <p>Date: 18.10.2022. Sd/- Signature of the Chairman</p> <p><b>Part G:</b> Remarks of the Dean, Faculty of Languages and Literature: i) The minutes are in order. ii) The minutes may be placed before the Academic Council. iii) May be recommended for approval by the Academic Council.</p> <p>Date: 18.10.2022. Sd/- Dean, Sheno Goembab School of Languages and Literature <a href="#">(Back to Index)</a></p>
D 3.17	<p><b>Minutes of the Board of Studies in Biochemistry meeting held on 22.10.2022.</b></p> <p><b>Part A.</b></p> <p>i. Recommendations regarding courses of study in the subject or group of subjects at the undergraduate level: NIL</p> <p>ii. Recommendations regarding courses of study in the subject or group of subjects at the postgraduate level: (Detailed minutes of the BOS meeting may please be seen).</p> <p><b>1. To discuss the revision of semester III &amp; IV syllabus of M.Sc. Biochemistry program</b> After due deliberations and incorporating the suggestions made by the members, the BOS unanimously resolved to approve the draft syllabus of semester III and IV of M.Sc.Biochemistry program. The approved syllabus of SEM. III &amp; IV of M.Sc. Biochemistry program is attached as <a href="#">[Annexure I Refer page No. 649]</a></p> <p><b>2. Approval of syllabus for the Ph.D. Coursework paper in Research Methodology, (Paper-I; 4 Credits) for Research Scholars</b></p>

**D 3.16 Minutes of the Board of Studies in Portuguese meeting held on 18.10.2022.**

**Annexure I**

**Programme: M.A. in Portuguese**

**Course Code: PRTR-501**

**Title of the Course: Academic Writing & Research Methodology**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- to introduce diverse modes of academic production;</li> <li>- to develop skills in critical reading, academic writing and rigorous editing;</li> <li>- to prepare students to submit scientific texts in peer-review journals and book publishers;</li> <li>- to prepare students to avoid plagiarism and other malpractices in academic production;</li> <li>- to prepare students to follow rigorous academic research methodologies</li> </ul>	
<b><u>Content:</u></b>	MODULE 1: Structure of a scientific text, diverse modes of presenting and discussing research and research methodologies, critical reading.	10 hours
	MODULE 2: Taking notes and collecting materials, thesis statement, working outline, preparing samples, writing and revising the outline and drafts.	10 hours
	MODULE 3: Research: literary and scientific research, philosophy of research, preliminary study, choosing a viable topic, primary and secondary sources.	10 hours
	MODULE 4: Modern academic libraries, printed and electronic research sources including Web Sources, Digital Library Sources, identifying the right sources, compiling working bibliography.	10 hours
	MODULE 5: academic writing rules: structure, content, language and style, mechanics of writing, bibliography, how to cite and avoid plagiarism.	10 hours
	MODULE 6: Thesis and grant proposals, Thesis format, preparing the outline and final draft organizing, proofreading.	10 hours
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures and class discussions</li> <li>- Individual assignments</li> <li>- Class presentations and peer-review process</li> <li>- attending one or more talks to summarize information.</li> </ul>	

<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- Bailey, Stephen, 2011. <i>Academic Writing. A Handbook for International Students</i>. Routledge, London and New York.</li> <li>- Blanpain, Kristin, 2006. <i>Academic Writing in the Humanities and Social Sciences</i>. Acco, Leuven.</li> <li>- Eco, Humberto (2004), Como se faz uma tese em Ciências Humanas. Editorial presença. Lisboa</li> <li>- Azevedo, Mário (2004), Teses, relatórios e trabalhos escolares. Universidade Católica Editora. Lisboa</li> <li>- Ceia, Carlos (2000). Normas para apresentação de trabalhos científicos. Editorial Presença. Lisboa</li> <li>- Diverse articles, book chapters, reports and presentations from social sciences, humanities and natural sciences.</li> </ul>	
<b><u>Learning Outcomes</u></b>	<p>At the end of the course, student will:</p> <ul style="list-style-type: none"> <li>- develop academic critical reading skills</li> <li>- develop skills of academic writing</li> <li>- be able to prepare grant and project proposals</li> <li>- be able to submit academic texts under international standard peer-review process</li> <li>- be able to conduct research.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTR-502**

**Title of the Course: Fieldwork & Language Documentation**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- to appraise students with the present linguistic situation and its consequences for global linguistic ecology</li> <li>- to learn various aspects of linguistic fieldwork and the ethics and practicalities involved</li> <li>- to elicit data from a native speaker using appropriate elicitation techniques</li> <li>- to achieve a cultural and ethnographic understanding of language in addition to the lexical knowledge and grammatical structure from the data elicited</li> <li>- to present the data and analysis in a coherent, well-argued way.</li> </ul>	
<b><u>Content:</u></b>	MODULE 1: Assessing language vitality, tools for a documentation project: hardware and software	<p>4 hours</p> <p>4 hours</p>

	<p>MODULE 2: Ethics of linguistic fieldwork: how to conduct a sociolinguistic survey, data elicitation techniques</p> <p>MODULE 3: describing structure of language: Grammatical Categories; Case System; Inflection, Derivation and Compounding; Word Order</p> <p>MODULE 4: language documentation: a source of ethnographical linguistic information, documenting lexical knowledge: data collection and various stages: stage I: basic word list, Stage II: 1000 word list, Stage III: small phrases and sentences, different forms of transcription, establishing a lexical and textual database and description of the lexicon, the typology and role of sketch grammar in language documentation</p> <p>MODULE 5: creating metadata and integrating video and audio using ELAN</p> <p>MODULE 6: Writing grant proposals to document a language</p>	<p>12 hours</p> <p>24 hours</p> <p>6 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Research and reading of essays</li> <li>- Short weekly assignments</li> </ul> <p>For Semester End Assessment, student will have to write a term paper on a topic on the grammar of the language of his/her choosing. The paper should not exceed 10 pages (double-spaced, 12-point Times New Roman font with 1inch margins) and be presented in class.</p>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- Abbi, Anvita. (2001). A Manual of Linguistic Field work and Structures of Indian Languages. Muenchen: Lincom Europa.</li> <li>- Bower, Claire. 2017. <i>Linguistic fieldwork: A practical guide</i>. New York, NY: Palgrave MacMillan.</li> <li>- Chelliah, Shobhana &amp; William de Reuse. 2011. Handbook of Descriptive Linguistic Fieldwork. Dordrecht: Springer.</li> <li>- Emeneau, M.B. (1964). India as a Linguistic Area in Language in Culture and Society: A Reader in Linguistics and Anthropology. Ed by Dell Hymes. 642-51. New York: Harper and Row Publishers.</li> <li>- Gippert, Jost, Nikolaus Himmelmann &amp; Ulrike Mosel. 2006. Essentials of Language Documentation. Berlin: Mouton de Gruyter.</li> <li>- Kibrik, Alexander. E. (1977). The Methodology of Field Investigations in Linguistics. Mouton: The Hague-Paris.</li> <li>- Masica, C.P. (1986). Defining a Linguistic Area: South Asia. Chicago: The University of Chicago Press.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Thieberger, Nicholas. 2012. The Oxford Handbook of Linguistic Fieldwork. Oxford: Oxford University Press. Vaux, Bert and Justin Cooper. (1999).</li> <li>- Introduction to Linguistic Field Methods. Muenchen: Lincom Europa.</li> <li>- Campbell, L. (2022) Linguist on the Loose: Adventures and Misadventures in Fieldwork. Edinburgh University Press</li> <li>- Payne, Thomas E. 1997. Describing Morphosyntax: A Guide for Field Linguists. Cambridge, UK: Cambridge University Press.</li> </ul>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- work on documentation projects, handling both practical issues such as planning, and ethical and ideological issues;</li> <li>- plan and record natural speech of consultants in the field, and carry out linguistic analysis;</li> <li>- process digital audio files using specialised software for the purpose of linguistic analysis, archiving, etc;</li> <li>- perform basic phonetic and phonological, morphological, syntactic and discourse/conversational analytical transcriptions and analyses of recorded material.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTR-503**

**Title of the Course: Applied Linguistics to Foreign Language Teaching and Learning**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the Portuguese M.A. programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To allow students to develop an awareness of the most influential theories, methods and findings in the field of Applied Linguistics;</li> <li>- To introduce selected language concepts, theories and elements which are relevant to language teaching and learning;</li> <li>- To critically evaluate their relevance and implications for language education;</li> <li>- To understand how language users (including language learners and bilingual speakers) process language.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: Fundamental concepts of Applied Linguistics: Theoretical Linguistics v/s Applied Linguistics, application of linguistics to “non-disciplinary” linguistics.</p> <p>MODULE 2: Introduction to Foreign Language Acquisition:</p>	<p>8 hours</p> <p>12 hours</p>

	<p>Bilingualism/multilingualism; cognitive aspects of foreign language acquisition; transfer, interference, interlanguage, fossilization, translanguaging.</p> <p>MODULE 3: Sociolinguistics and the role of the Portuguese language teacher: theory and practice.</p> <p>MODULE 4: Education and intercultural communication in language teaching and learning.</p> <p>MODULE 5: Literature in language teaching and learning.</p> <p>MODULE 6: Case studies and research methods for language teaching: reflections on teaching practice (narratives and identities); data collection, analysis and interpretation, the teacher-researcher and student-participant; action-research; focal groups.</p>	<p>8 hours</p> <p>10 hours</p> <p>10 hours</p> <p>12 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays, academic papers and book chapters on different topics concerning Applied Linguistics and Additional Language Teaching and Learning</li> <li>- Participation and discussion (interactive approach)</li> <li>- Weekly written assignments (summary of articles/ academic papers; reaction papers)</li> </ul>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- MILLER, I. K. Formação de professores de línguas: da eficiência à reflexão crítica e ética. In: MOITA LOPES, L. P (Org.) Linguística aplicada e modernidade recente. São Paulo: Parábola Editorial, 2013, p. 99-122.</li> <li>- MOITA LOPES, L. P. Da aplicação da linguística à Linguística Aplicada Indisciplinar. In: PEREIRA, R. C; ROCA, P. Linguística Aplicada: um caminho com diferentes acessos. São Paulo: Contexto, 2009.</li> <li>- _____ (Org.) Linguística aplicada e modernidade recente. São Paulo: Parábola Editorial, 2013.</li> <li>- PENNYCOOK, A. Uma linguística aplicada transgressiva. In: MOITA LOPES, L. P (Org.) Por uma Linguística Aplicada Indisciplinar. São Paulo: Parábola, 2006, p. 67-84.</li> <li>- ZEICHNER, K. M. Uma agenda de pesquisa para a formação docente. Formação Docente, v. 1, n. 1, ago./dez. 2009.</li> <li>- ZOZZOLI, R. M. D. Conhecimentos linguístico-discursivos na sala de aula de língua portuguesa: desenvolvendo táticas para desobedecer a propostas prontas. Revista Leia Escola, v. 14, p. 40-50, 2015.</li> <li>- _____. Levando o diálogo social para a sala de aula: o enunciado-acontecimento-tema no ensino de língua portuguesa. In: FIGUEIREDO, F. J. Q; SIMÕES, D (Orgs.) Linguística Aplicada, prática de ensino e aprendizagem de</li> </ul>	



<p><b><u>Other sources</u></b></p>	<p>línguas. Campinas, SP: Pontes Editora, 2016. p. 135-156.</p> <ul style="list-style-type: none"> <li>- _____. Relações entre pesquisa universitária e sociedade: leitura, produção e professor pesquisador. Linguagem &amp; Ensino (UCPel. Impresso), v. V. 13, p. 121-138, 2010</li> <li>- GUIL, M.F. Contos da África anglófona: uma proposta para o desenvolvimento da Competência Intercultural Crítica na formação de professores de inglês no Brasil</li> <li>- CHOMSKY, N. Aspects of the theory of syntax. Cambridge, Mass.: The MIT Press, 1965. CORDER, P. The significance of learners' errors. IRAL, 5, 1967, pp. 161-170. ELLIS, R. Second Language Acquisition. Oxford: Oxford University Press, 1997. HATCH, E. 'Simplified input and second language acquisition' In ANDERSEN, R. (ed.) Pidginization and Creolization as Language Acquisition. Newbury House, 1983. KELLERMAN, E. "Now you see it, now you don't" GASS, S. &amp; SELINKER, L. (eds.): Language Transfer in Language Learning. Newbury House, 1983, pp. 113-114. KRASHEN, S. The Input Hypothesis: Issues and Implications. Longman Publishing Company, 1993.</li> <li>- SELINKER, L. 'Interlanguage'. International Review of Applied Linguistics 10. 1972, pp. 209-131.</li> <li>- VYGOTSKY, L. S. Thought and language. Cambridge. Mass.: The MIT Press, 1962 (Translated by E. Hanfmann and G. Vakar).</li> <li>- Paltridge, B. and Phakiti, A. (eds) (2015). Research Methods in Applied Linguistics: A Practical Resource. London, UK: Bloomsbury Publishing.</li> <li>- Denzin, N.K. and Lincoln, Y.S. (eds) (2003). Collecting and Interpreting Qualitative Materials. Thousand Oaks, CA: SAGE Publications.</li> <li>- BAKHTIN, M. Estética da criação verbal. Trad. P. Bezerra. 4. ed. São Paulo: Martins Fontes, 2003.</li> <li>- BAPTISTA, L. M. T. R; NUNES, T. A. Sujeitos em (trans)formação e (trans)formação de sujeitos: (re)pensando algumas questões sobre ensino, aprendizagem e letramentos. In: GERHARDT, A. F. L. M (Org.) Ensino-aprendizagem na perspectiva da Linguística Aplicada. Campinas, SP: Pontes Editora, 2013, p. 251-274.</li> <li>- HALL, S. A identidade cultural na pós-modernidade. 7. ed. Tradução T. T. da Silva; G. L. Louro. Rio de Janeiro: DP&amp;A, 2003. LIBÂNEO, J. C. Didática. 22. ed. São Paulo: Cortez, 1994</li> <li>- <a href="http://www.sjsu.edu/faculty/masucci/InterpretingQualitativeData.pdf">http://www.sjsu.edu/faculty/masucci/InterpretingQualitativeData.pdf</a></li> </ul>	
<p><b><u>Learning Outcomes:</u></b></p>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>- The main recent ideas about language teaching and learning;</li> <li>- How to conduct research that is applicable to their language classrooms as potential Portuguese teachers;</li> </ul>	

	<ul style="list-style-type: none"> <li>- Language-related and social topics that are important, but sometimes problematic, with respect to foreign language education;</li> <li>- How to develop a critical understanding of the key issues and theoretical constructs surrounding intercultural communication;</li> <li>- How to engage critically with academic and language teaching publications;</li> <li>- How to formulate critical and balanced arguments orally and in writing.</li> </ul>	
--	---	--

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTR-504**

**Title of the Course: Semiotics and New Trends of Literary Analysis**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To recognize the foundations of Semiotics in literary currents.</li> <li>- To reflect on: the concept of Literature, the object of Theory, the relationship between Literature and reality.</li> <li>- To establish inter and transdisciplinary reflection between Literature and other areas of knowledge.</li> <li>- To historically view the incidences of the Theory(s); its questioning by Anglophone feminisms and later diffusion, the post-colonial contexts, globalisation, cultural studies and European decentering.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1. Definição e tradição semiótica; correntes fundadoras: Pierce, Husserl, Saussure e Hjelmslev.</p> <p>MODULE 2. Signo e significação; significação <i>versus</i> comunicação.</p> <p>MODULE 3. Panorama histórico da teoria literária no século XX: Formalismo Russo, Estruturalismo, New Criticism, Escola Francesa (French Theory), Desconstrucionismo, Pós-Modernismo, Estética da Recepção.</p> <p>MODULE 4: As abordagens geocêntricas da teoria literária; do <i>linguistic turn</i> ao <i>spatial turn</i>; a geocrítica, a geopoética e a ecocrítica.</p> <p>MODULE 5: <i>O Cânone Ocidental</i> de Bloom e a <i>World Literature</i>; estudos pós-coloniais, e os <i>gender studies</i>.</p>	<p>10 hours</p> <p>10 hours</p> <p>14 hours</p> <p>12 hours</p> <p>14 hours</p>

<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays about different issues concerning literary theory and analysis.</li> </ul>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- Barthes, Roland; <i>L'aventure Sémiologique</i>, Paris, ed. Seuil, 1985.</li> <li>- Carmelo, Luís; <i>Semiótica – Uma Introdução</i>; Lisboa, Publicações Europa-América, 2003.</li> <li>- Cahoone, Lawrence (ed.). <i>From Modernism to Postmodernism: An Anthology</i>, Oxford: Blackwell, 1996.</li> <li>- David Lodge and Nigel Wood (ed.). <i>Modern Criticism and Theory. A Reader</i>, Third Edition, Harlow: Pearson/Longman, 2008.</li> <li>- Robert com Davis and Ronald Schleifer (ed.). <i>Contemporary Literary Criticism: Literary and Cultural Studies</i>, Fourth Edition, New York: Longman, 1998.</li> <li>- Varga, Kibédi A. <i>Teoria da Literatura</i>. Editorial Presença, 1981.</li> <li>- Westphal, Bertrand. <i>A Geocrítica: Real, Ficção, Espaço</i>. Edições Afrontamento, Porto, 2013.</li> </ul>	
<b><u>Other sources</u></b>	<ul style="list-style-type: none"> <li>- Barthes, Roland; <i>Mitologias</i>, Lisboa, Edições 70, 1975.</li> <li>- Deleuze, G.; <i>Dialogues</i>, Paris, Flammarion, 1977.</li> <li>- Derrida, J.; <i>Desconstrucción y pragmatismo</i>; Paidós, Buenos Aires, Barcelona, México, 1996.</li> <li>- Foucault, Michel. <i>Of Other Spaces: Utopias and Heterotopias</i>, 1967.</li> <li>- Genette, G.; <i>Palimpsestes – la littérature au second degré</i>, Paris, Seuil, 1982.</li> </ul>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>- the foundations of Semiotics in literary currents.</li> <li>- the concept of Literature, the object of Theory, the relationship between Literature and reality.</li> <li>- the relation between Literature and other areas of knowledge.</li> <li>- the incidences of the Theory(s) and its diffusion; its questioning by Anglophone feminisms, the post-colonial contexts, globalisation, cultural studies and European decentering.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: M.A. in Portuguese

Course Code: PRTR-505

Title of the Course: Foreign Language Acquisition

Number of Credits: 4

Effective from AY: 2023-24

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To develop in students the necessary critical spirit, based on the knowledge transmitted and the reflections carried out</li> <li>- to be able to exercise their teaching skills in the best way as Portuguese teachers.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: Noções básicas sobre a importância do estudo da Psicologia, da Psicologia da Linguagem e da Psicolinguística na docência das línguas estrangeiras.</p> <p>MODULE 2: Aquisição e aprendizagem: sua caracterização e enquadramento do ensino das línguas.</p> <p>MODULE 3: Distinção entre Língua Segunda, Língua Adicional, Língua Estrangeira e Língua de Herança.</p> <p>MODULE 4: Caracterização dos contextos de bilinguismo e plurilinguismo.</p> <p>MODULE 5: Léxico, bilinguismo, aquisição e ensino de L2; a abordagem generativa, a abordagem funcional, a abordagem cognitiva.</p> <p>MODULE 6: Os períodos críticos normalmente considerados na aquisição/aprendizagem de L2: A aquisição de L1 versus aquisição L2, Implicações contextuais e fisiológicas dessa aquisição/aprendizagem e do modo como se pode processar; A língua dominante do bilíngue e o que pode representar em termos de articulação e de memória operatória.</p> <p>MODULE 7: A influência da proficiência em L1 sobre a proficiência em L2.</p>	<p>8 hours</p> <p>6 hours</p> <p>6 hours</p> <p>10 hours</p> <p>10 hours</p> <p>14 hours</p> <p>6 hours</p>
<b><u>Pedagogy:</u></b>	- Lectures, seminars, presentations.	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- Albert, M. L.; Obler, L. K.; The bilingual brain. Neuropsychological and neurolinguistic aspects of bilingualism. Academic Press, 1978.</li> <li>- Bizarro, Rosa: Português Língua não Materna: Investigação e Ensino. Lidel, 2013.</li> <li>- Ellis, R.; The study of second language acquisition. Oxford University Press, 1994.</li> <li>- Grosjean, F.; Another view of bilingualism. In: Harris, R. J. (ed.) – Cognitive processing in bilinguals, pp. 51-62., North Holland-Elsevier, 1992.</li> </ul>	

<b><u>Other sources</u></b>	<ul style="list-style-type: none"> <li>- Leiria, Isabel; Léxico, aquisição e ensino do Português Europeu língua não maternal. Fundação Calouste Gulbenkian, 2006.</li> <li>- Palij, M.; Aaronson, D.; The role of language background in cognitive processing. In: Harris, R. J. (ed.) Cognitive processing in bilinguals, pp. 63-87., North Holland-Elsevier, 1992.</li> <li>- Pinto, Maria da Graça L. Castro; Desenvolvimento e distúrbios da linguagem. Porto Editora, 1994.</li> <li>- Pinto, Maria da Graça L. Castro; O plurilinguismo: um trunfo? 2013 (Revista Letras de Hoje. PUCRS, 2013).</li> <li>- Pinto, Maria da Graça L. Castro; Bilinguismo e cognição. Como explicar os desempenhos em tarefas de repetição de dígitos e de frases? 2013 (In: M. A. Moreira; R. Bizarro; C. Flores (Orgs.), Português Língua Não Materna: Investigação e Ensino, Lidel, pp.47-68.).</li> </ul>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of this course students will have gained knowledge:</p> <ul style="list-style-type: none"> <li>- To be able to understand the challenges of foreign language acquisition</li> <li>- Effectively conduct language teaching</li> <li>- The psychological and cognitive implications of acquiring a foreign language.</li> <li>- The influences and interferences of other languages in the acquisition/learning of a foreign language.</li> </ul>	

**Programme: M.A. in Portuguese**

**Course Code: PRTR-506**

**Title of the Course: Pessoa Studies**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To specify the degree of critical depth with which Pessoa analysed the national and European cultural context that shaped the end of the 19th century and the beginning of the 20th century.</li> <li>- To judge the specificity of Fernando Pessoa's literary practice, with regard to its aesthetic representation of a multiplicity of trends.</li> <li>- To comment on the problem of Pessoa's isms.</li> <li>- To evaluate the ideological-literary discursivity and the pragmatic reach of the Orpheu magazine.</li> <li>- To recognize the literary and ideological context that sometimes brings together, sometimes individualises the main representatives</li> </ul>	

	of the Orpheu Generation.	
<b><u>Content:</u></b>	<p>MODULE 1: Um tempo de pluralidade(s). Finais do Séc. XIX e início do Séc. XX: contextualização histórica; ruturas e pluralidades.</p> <p>MODULE 2: O processo estético-literário de Fernando Pessoa. Breves notas biográficas; os <i>ismos</i> pessoanos; autoconsciência e entendimento do real; o auto de produção estético-literário.</p> <p>MODULE 3: Heteronímia: pluridiscursividade estético-ideológica. O heterónimo; o <i>drama em gente</i> pessoano; as explicações da heteronímia.</p> <p>MODULE 4. Fernando Pessoa e a Geração de Orpheu. Timbre de modernidade em Portugal; Portugal em questão; duplicidade e pluridiscursividade literárias; os Órficos; perfil ideológico-literário; dissolução do grupo de Orpheu;</p> <p>MODULE 5. “Integração” e “Desintegração”: o Eu e os Outros. Abdicação e Indiferença; vontade individual e vontade coletiva; confronto e articulação com o sujeito coletivo; do Orpheu à Presença.</p> <p>MODULE 6. Pluralidade, Identidade e Totalidade. Em demanda da totalidade; perfeição relativa; permanência desejada de um legado artístico-literário; Fernando Pessoa sujeito de exceção;</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Research and reading of essays.</li> </ul>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- BERARDINELLI, Cleonice. «A Geração de 70 e a Geração de Orpheu», <i>Estudos de Literatura Portuguesa</i>, Lisboa, Imprensa Nacional - Casa da Moeda, pp.159-179, 1985.</li> <li>- COELHO, Jacinto do Prado. <i>Diversidade e unidade em Fernando Pessoa</i>, 9a ed., Lisboa, Editorial Verbo, 1987.</li> <li>- GUIMARÃES, Fernando. <i>Simbolismo, Modernismo e Vanguardas</i>, Lisboa, Imprensa Nacional - Casa da Moeda, 1982.</li> <li>- LISBOA, Eugénio. <i>Poesia Portuguesa: do Orpheu ao Neo-Realismo</i>, Lisboa, ICALP, 1980.</li> <li>- LOURENÇO, Eduardo. <i>O Canto do Signo. Existência e Literatura (1957-1993)</i>, Lisboa, Editorial Presença, 1994.</li> <li>- PEREIRA, J. C. Seabra. <i>Do fim de século ao tempo do Orpheu</i>, Coimbra, Livraria Almedina, 1979.</li> </ul>	

<p><b><u>Other sources</u></b></p>	<ul style="list-style-type: none"> <li>- PERRONE-MOISÉS, Leyla. <i>Fernando Pessoa. Aquém do eu, além do outro</i>, São Paulo, Martins Fontes Editora, 1982.</li> <li>- PIZARRO, Jerónimo. <i>Ler Pessoa</i>, Lisboa, Editora Tinta da China, 2013.</li> <li>- QUADROS, António. «Introdução» a PESSOA, Fernando, <i>Obras de Fernando Pessoa</i> [Organização, introduções e notas de António Quadros], Porto, Lello &amp; Irmão Editores, Vol.II, pp.7-67, 1986.</li> <li>- SIMÕES, João Gaspar. <i>Vida e obra de Fernando Pessoa</i>, 5a ed., Lisboa, Publicações D. Quixote, 1987.</li> <li>- VILA MAIOR, Dionísio. <i>Fernando Pessoa: heteronímia e dialogismo — O contributo de Mikhaïl Bakhtine</i>, Coimbra, Livraria Almedina, 1994.</li> <li>- ZENITH, Richard. <i>Pessoa. Uma biografia</i>, Lisboa, Quetzal Editores, 2022.</li> <li>- BERARDINELLI, Cleonice. <i>Estudos de Literatura Portuguesa</i>, Lisboa, Imprensa Nacional - Casa da Moeda, 1985.</li> <li>- CARLOS, Luís Adriano. «Poesia moderna e dissolução», in <i>Revista da Faculdade de Letras do Porto, Línguas e Literaturas</i>, II, VI, pp.249-261, 1989.</li> <li>- COELHO, Jacinto do Prado. <i>Dicionário de Literatura - Literatura Portuguesa, Literatura Brasileira, Literatura Galega, Estilística Literária</i>, 5 vols., Porto, Figueirinhas, 1981.</li> <li>- COELHO, Jacinto do Prado. <i>Originalidade da literatura portuguesa</i>, 3a ed., Lisboa, Instituto de Cultura e Língua Portuguesa, 1992.</li> <li>- GUIMARÃES, Fernando. <i>O Modernismo Português e a sua Poética</i>, Porto, Lello Editores, 1999.</li> <li>- <i>Orpheu 1</i>, 4a reed., Lisboa, Ática, 1984.</li> <li>- <i>Orpheu 2</i>, 3a reed., Lisboa, Ática, 1984</li> <li>- <i>Orpheu 3</i>, Lisboa, Ática, 1984</li> <li>- <a href="https://www.casafernandopessoa.pt/pt/cfp">https://www.casafernandopessoa.pt/pt/cfp</a></li> </ul>	
<p><b><u>Learning Outcomes:</u></b></p>	<p>At the end of this course students will have gained:</p> <ul style="list-style-type: none"> <li>- knowledge of a generic view of the Pessoaan production</li> <li>- The ability to develop different work proposals on the theme of the “Subject” in Fernando Pessoa's production</li> <li>- The ability to delineate nuclear lines of reading that delimit the problem of a Pessoaan subject, who, with such a multifaceted poetic and theoretical-programmatic production, sought to achieve a form of essential totality.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: M.A. in Portuguese

Course Code: PRTR-507

Title of the Course: Camonian Studies

Number of Credits: 4

Effective from AY: 2022-23

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To situate Camões' work in the historical-cultural context of his time, in a movement of continuity and transgression in relation to the aesthetic-ideological precepts of classicism.</li> <li>- To critically analyse Camões' literary expression, considering the aesthetic tension resulting from canonical obedience in the face of innovation, originality and modernity of his literary, moral and philosophical discourse.</li> <li>- To interpret the receptivity of Camonian work in multiple historical and cultural contexts.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1. Camões e o seu tempo: Vida e obra; a época renascentista; humanismo e classicismo; tradição e modernidade.</p> <p>MODULE 2. Camões, lírico: Lirismo tradicional; lírica de arte maior e moralista. Dantismo, Petrarquismo e Platonismo.</p> <p>MODULE 3. Camões, épico: Modelos clássicos e <i>Os Lusíadas</i>; os planos narrativos e os episódios líricos; mitologia e religiosidade.</p> <p>MODULE 4. Camões, dramaturgo e epístolas: <i>Auto do Filomeno</i> e as Cartas.</p> <p>MODULE 5. A receção camoniana na literatura europeia.</p>	<p>10 hours</p> <p>16 hours</p> <p>16 hours</p> <p>10 hours</p> <p>8 hours</p>
<b><u>Pedagogy:</u></b>	- Lectures, seminars, presentations.	



<p><b><u>References</u></b> /</p> <p><b><u>Readings</u></b></p>	<ul style="list-style-type: none"> <li>- Braga, Teófilo. <i>Camões, Época e Vida</i>. Porto, Liv. Chardo, 1907.</li> <li>- Burton, Richard F. <i>Camoens: His life and his Lusíadas</i>. London, 1881.</li> <li>- Cidade, Hernâni. <i>Lições de Cultura e Literatura Portuguesas</i>, vol.I. Coimbra Editora, 1951.</li> <li>- Cidade, Hernâni. <i>Luís de Camões. O Épico</i>. Lisboa, Editorial Presença, 1985.</li> <li>- Macedo, Hélder and Earle, Thomas (ed.). <i>Luís de Camões: a global poet for today</i>. Bilingual edition, Lisbon poets &amp; Co., 2019.</li> <li>- Valverde, José Figueira. <i>Camões</i>. Livraria Almedina, Coimbra, 1982.</li> </ul>	
<p><b><u>Other sources</u></b></p>	<ul style="list-style-type: none"> <li>- Alonso, Dâmaso. <i>La recepción de “Os Lusíadas” em Espanha</i>. Madrid, 1972.</li> <li>- Beau, Albin Eduard. <i>Goethe e a Cultura Portuguesa</i>. “Biblos”, XXV, 1949.</li> <li>- Azevedo, R. Ávila de. <i>O Culto de Camões em França no primeiro quartel do séc.XIX</i>. “Arq. do Centro Cultural Português”, Paris, 1972.</li> <li>- Cardim, Luiz. <i>Projeção de Camões nas letras inglesas</i>. Editorial “Inquérito”, Lda., Lisboa.</li> <li>- Salgado Júnior, António. <i>Camões e “Sôbolos Rios”</i>. Aveiro, 1936.</li> <li>- Vasconcelos, Miguel Ribeiro de. <i>Documentos relativos à família de Vaz de Camoens</i>. Coimbra, Instituto, 1855.</li> <li>- Valverde, José Figueira. <i>La ascendencia pontevedresa de Camoens</i>. Pontevedra, 1968.</li> <li>- Centro Interuniversitário de Estudos Camonianos, Universidade de Coimbra <a href="https://www.uc.pt/iii/ciec">https://www.uc.pt/iii/ciec</a></li> </ul>	
<p><b><u>Learning Outcomes:</u></b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- situate Camões' work in the historical-cultural context of his time, in relation to the aesthetic-ideological precepts of classicism.</li> <li>- critically analyse Camões' literary expression, considering the aesthetic tension resulting from canonical obedience in the face of innovation, originality and modernity of his literary, moral and philosophical discourse.</li> <li>- interpret the receptivity of Camonian work in multiple historical and cultural contexts.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Title of the Course: Orientalism in accounts, chronicles and travelogues in Portuguese**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To identify and read the works written by Portuguese travellers during the Portuguese overseas expansion.</li> <li>- To understand the characteristics of Portuguese travelogues.</li> <li>- To read the accounts of Portuguese travellers to Goa</li> <li>- To discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts</li> </ul>	
<b><u>Content:</u></b>	MODULE 1: <i>Orientalism</i> by Edward Said. Definitions and contexts.	8 hours
	MODULE 2: Background of the Portuguese overseas expansion; Chronicles, travelogues and historiography related to the marine voyages; the first chroniclers of the Discoveries: Álvaro Velho and Pero Vaz de Caminha; other Portuguese chroniclers of the Discovery Age – Duarte Pacheco Pereira, António Tenreiro, D. João de Castro.	12 hours
	MODULE 3: João de Barros – <i>Décadas da Ásia</i> ; Fernão Mendes Pinto – <i>Peregrinação</i> ; Bernardo Gomes de Brito - <i>História Trágico-Marítima</i> .	12 hours
	MODULE 4: Travellers who wrote about Goa and India; François de Pyrard, António Tabucchi – <i>O Nocturno Indiano</i> .	14 hours
	MODULE 5: Portuguese Literature of Voyages of the Modern Age: Eça de Queirós – <i>De Port Said a Suez</i> ; Almeida Faria – <i>O Murmúrio do Mundo</i> ; Raquel Ochoa – <i>A Casa-Comboio</i>	14 hours
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays about different issues concerning the History of Portuguese Literature.</li> <li>- Reading of selected literary texts (functional, recreational, analytical e critical).</li> </ul>	

<p><b><u>References / Readings</u></b></p>	<ul style="list-style-type: none"> <li>- Saraiva, António José and Lopes, Óscar. <i>História da Literatura Portuguesa</i>, Porto, 1987.</li> <li>- Serrão, Joaquim Veríssimo. <i>Cronistas do Século XV posteriores a Fernão Lopes</i>- ICLP, Lisboa, 1990.</li> <li>- <i>Descobrimentos, Expansão e Identidade Nacional</i>, Instituto de História e Teoria das ideias, Coimbra, 1992.</li> <li>- <i>História Trágico-Marítima</i>, Lisboa, 1967.</li> <li>- Fernão Mendes Pinto. <i>Peregrinação</i>. Lisboa, 1990.</li> <li>- Buescu, Maria Leonor Carvalhão. <i>Aspectos da Herança Clássica na Cultura Portuguesa</i>, ICALP, Lisboa, 1992.</li> <li>- Faria, Almeida. <i>O Murmúrio do Mundo</i>, Rio de Janeiro: Tinta-da-China Brasil, 2013.</li> <li>- Said, Edward. <i>Orientalism: Western Concepts of the Orient</i>. Vintage, 2013.</li> </ul>	
<p><b><u>Learning Outcomes:</u></b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify and read the works written by Portuguese travellers during the Portuguese overseas expansion.</li> <li>- Understand the characteristics of Portuguese travelogues.</li> <li>- Discuss the connections between Portuguese travelogues of the Discovery Age and modern-day accounts.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTR-509**

**Title of the Course: Performative Arts in Teaching Portuguese**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<p><b><u>Prerequisites for the course:</u></b></p>	<p>Students must have completed the first two semesters of the M.A. Portuguese programme.</p>	
--	---	--

<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To adhere to the term 'performative' in the context of Second Language education that values: aesthetic form [performative]; performance [performative]; the concept of 'performatives' in Linguistics as well as to train, teach, shape [performative].</li> <li>- To highlight the bridging character of the pedagogy of drama-based teaching in foreign and second language teaching-learning including the literatures and cultures associated with these languages and introduce the major techniques and curricular structures of educational drama in the classroom.</li> <li>- To develop the linguistic and communicative competencies of language learners through the performative arts, not limited to theatre-related work, but the interplay between body and language in general.</li> <li>- to foster the development of affective, ludic, expressive and cognitive capabilities of students, generating sensitivity to aesthetic values.</li> <li>- To promote the acquisition of fluency of Portuguese oral language skills in learners.</li> <li>- To target the principal language skills voice projection, vocabulary, dialoguing or narrative discourse, story construction, and story recall.</li> <li>- To recognise the importance of collaborative work in the Portuguese teaching-learning process.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: Spoken word performances: poetry and songs. Read aloud with expression and emotion, discuss the connotation, choral reading and echo reading, recite or perform.</p> <p>MODULE 2: Read a story: identify and discuss characters and their actions, perform using Reader's theatre.</p> <p>MODULE 3: Tell a story: Storytelling with different voice modulations, Role play and improvisation in communicative situations.</p> <p>MODULE 4: Perform a story: Convert a short story narrative to a dramatic text and perform on stage.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>30 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Workshop with a theatre specialist.</li> <li>- Stage performances</li> </ul> <p>For Semester End Assessment, student will have to write a class session plan for a Portuguese Foreign Language class using performative arts as a pedagogy tool. The paper should not exceed 10 pages (double-spaced, 12-point Times New Roman font with 1inch margins) and be presented in class.</p>	

<p><b><u>References/ Readings</u></b></p>	<ul style="list-style-type: none"> <li>- Bird, J., Donelan, K., &amp; Sinclair, C. <i>Drama: Social dreaming in the 21st Century</i>. In C., 2017.</li> <li>- Brauer Gerd: <i>Body and Language: Intercultural Learning Through Drama: 3</i> (Advances in Foreign and Second Language Pedagogy), 2002.</li> <li>- Colebrook, Claire: <i>Foreword</i>. In: "Byron, Experience (Hrsg.): Performing Interdisciplinarity. Working across disciplinary boundaries through an active aesthetic". London/New York: Routledge, X, 2018.</li> <li>- Louvel, Liliane; <i>Texte/Image: Images à lire, textes à voir</i>, Presses universitaires de Rennes, 2016.</li> <li>- Marini-Maio, N., Ryan-Scheutz, C.(Eds.) <i>Dramatic Interactions: Teaching Languages, Literatures, and Cultures through Theater —Theoretical Approaches and Classroom Practices</i> Cambridge Scholars Publishing, 2011.</li> <li>- Neelands, Jonothan. <i>Learning Through Imagined Experience</i> (Teaching English in the National Curriculum S.), 1992.</li> <li>- Ostern, Anna-Lena, &amp; Knudsen, K.N. (Eds.) <i>Performative Approaches in Arts Education: Artful Teaching, Learning and Research</i>. Routledge, 2019.</li> <li>- Raum, Elizabeth: <i>Song and Dance: A Journey Through Musical Theatre</i> (Culture in Action), Raintree Publishers; UK, 2010.</li> <li>- Schewe, Manfred &amp; Woodhouse, Fionn: <i>Performative Foreign Language Didactics in Progress: About Still Images and the Teacher as 'Formmeister' (Form Master)</i>. In: <i>Scenario</i> XII/1, 53-69, 2018.</li> <li>- Vygotsky, Lev S. <i>Play and its role in the mental development of the child</i>. Soviet Psychology, 5(3): 6–18, 1967.</li> </ul> <p><b><u>Other sources</u></b></p> <ul style="list-style-type: none"> <li>- UNESCO Roadmap for Arts Education, 2006 <a href="http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_RoadMap_en.pdf">http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts Edu RoadMap en.pdf</a></li> <li>- <a href="https://doi.org/10.33178/scenario.7.1.2">https://doi.org/10.33178/scenario.7.1.2</a></li> <li>- <a href="https://journals.ucc.ie/index.php/scenario/article/view/scenari-o-12-1-4">https://journals.ucc.ie/index.php/scenario/article/view/scenari-o-12-1-4</a></li> </ul>	
<p><b><u>Learning Outcomes:</u></b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- consciously embody language to convey emotion.</li> <li>- use target-language theatre production and performance to foster language learning and to help students experience the target language in a new and profound way.</li> <li>- approach dramatic texts innovatively to address important aspects of foreign language learning such as oral proficiency and communication, intercultural competence, motivation in foreign language study, and the effects of verbal and non-verbal self-expression in the foreign language.</li> </ul>	

	<ul style="list-style-type: none"> <li>- explore innovative ways to facilitate the greater incorporation of theatrical texts and performative techniques in foreign language courses at every level.</li> <li>- foster new types of collaboration and communication between and among colleagues and teachers.</li> </ul>	
--	---	--

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTG-510**

**Title of the Course: Contact Linguistics**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Students must have completed the first two semesters of the M.A. Portuguese programme.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- to examine the mechanisms and outcomes of language contact by surveying cases around the globe from the past and present.</li> <li>- focus attention on common processes of language contact such as lexical-borrowing and code-switching as well as language death and the emergence of entirely new linguistic systems.</li> <li>- investigate whether certain levels of linguistic structure are more susceptible to contact-induced language change than others.</li> <li>- compare language contact within bilingual and multilingual communities.</li> <li>- determine the inevitable extent of universal language contact and understand each contact situation uniquely as a complex interaction of social, political, linguistic, and historical factors.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: language contact: The concept of <i>Sprachbund</i> or linguistic area, Types of contact situations, contact phenomena and types of contact outcomes.</p> <p>MODULE 2: language shift &amp; lexical borrowing: speech community and community of practice, maintenance, shift, creation. basics of borrowing, social motivations for lexical borrowing, products of lexical borrowing, phonological and morphological integration of loanwords.</p> <p>MODULE 3: structural diffusion: linguistic convergence and metatypy in a linguistic area, direct borrowing of structural features, social contexts of structural convergence, constraints on syntactic diffusion.</p> <p>MODULE 4: language mixing: defining code-shifting, social motivations for code-shifting, structural constraints on code-shifting, bilingual mixed languages, Group 2nd language acquisition &amp; shift: L1 influence on SLA Simplification in SLA, L1 Attrition and Death.</p>	<p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p>

	<p>MODULE 5: Pidgins &amp; pidginization: Social contexts of formation, theories to explain the process, distribution around the world, and structural characteristics of pidgins.</p> <p>MODULE 6: Creoles &amp; creolization: Defining creoles; Sociohistorical background to creole formation; Aspects of creole grammar; The emergence of radical creoles; Mechanisms, constraints, and principles in creole formation; decreolization. Portuguese-lexified creoles.</p> <p>MODULE 7: Linguistic Impact of Portuguese in Goa</p>	<p>8 hours</p> <p>10 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays.</li> <li>- Case studies.</li> </ul>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- Winford, Donald. 2003. An Introduction to Contact Linguistics. Wiley-Blackwell.</li> <li>- Bickerton, Derek. 2008. Bastard Tongues. Hill and Wang</li> <li>- Adamou, Evangelia, M. Yaron (Eds.). 2023. The Routledge Handbook of Language Contact (Routledge Handbooks in Linguistics)</li> <li>- Holm, John. 2008. Languages in Contact: The Partial Restructuring of Vernaculars</li> <li>- Holm, John. 2000. An Introduction to Pidgins and Creoles (Cambridge Textbooks in Linguistics).</li> <li>- Holm, John. 1989. Pidgins and Creoles: Volume 2, Reference Survey (Cambridge Language Surveys)</li> </ul>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of this course students will learn:</p> <ul style="list-style-type: none"> <li>- To understand basic concepts in contact linguistics.</li> <li>- To assess patterns of contact-induced linguistic variation and change.</li> <li>- To identify, describe, and explain mechanisms of language contact.</li> <li>- To demonstrate a knowledge of language contact situations around the world.</li> <li>- To critique current theoretical and methodical trends in the study of pidgins and creoles.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTG-501**

**Title of the Course: HISTORY OF PORTUGAL (História de Portugal)**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Student must have completed two semesters of the Masters programme at Goa University in any discipline. The course will be offered in English for students of other disciplines.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To read, understand and discuss texts or essays related to the evolution of Portuguese society and its history;</li> <li>- To identify the most important characteristic aspects of Portuguese society and its importance in the world.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: The early epoch: the origins and development of Portugal (12<sup>th</sup> to 14<sup>th</sup> Century)</p> <p>MODULE 2: The Revolution of 1383-1385 and its importance; the Dynasty D'Avis.</p> <p>MODULE 3: The Portuguese overseas expansion and the Renaissance period.</p> <p>MODULE 4: Apogee and Decline of the Portuguese Three-dimensional Empire.</p> <p>MODULE 5: Absolutism and Enlightened Despotism; the Constitutional Monarchy and the Republican Revolution (1910).</p> <p>MODULE 6: The Estado Novo and dictatorship during the 20th Century.</p> <p>MODULE 7: The Revolution of April 1974 and the end of the Portuguese Empire; Portugal and the European Union.</p>	<p>10 hours</p> <p>10 hours</p> <p>10 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>6 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays about different issues concerning the History of Portugal.</li> </ul>	
<b><u>References/Readings:</u></b>	<ul style="list-style-type: none"> <li>- <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990</li> <li>- <i>História de Portugal</i> (8 Vols.), by José Mattoso, Lisboa, 2001</li> <li>- Birmingham, David, <i>A Concise History of Portugal</i>, Cambridge University Press, 2014</li> <li>-</li> </ul>	
<b><u>Other sources:</u></b>	eston, Mário, , <i>Demografia e Modernidade, Família e Transição Democrática em Portugal</i>	



	<ul style="list-style-type: none"> <li>- <i>Dicionário de História de Portugal</i>, by Joel Serrão, Lisboa 1987</li> <li>- Saraiva, José Hermano, <i>História Concisa de Portugal</i>, Lisboa, 1999</li> <li>- Ribeiro, Orlando, <i>Introduções Geográficas à História de Portugal</i>, Lisboa, 2001</li> <li>- Pinto, António Costa, <i>Portugal Contemporâneo</i>, D. Quixote, Lisboa, 2005</li> <li>- Martins, Guilherme Oliveira, <i>Portugal, Institutions and Facts</i>, Lisboa, 1991</li> <li>- Brito, Raquel Soeiro de, <i>Portugal, Perfil Geográfico</i>, Lisboa, 1997</li> <li>- Bethencourt, Francisco &amp; Chaudhuri, Kirti (ed.), <i>História da Expansão Portuguesa</i>, Lisboa, 1998</li> </ul>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>- cultural contributions to Portuguese society along the centuries;</li> <li>- different periods of the History of Portugal;</li> <li>- the evolution and characteristics of Portuguese society.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTG-502**

**Title of the Course: PORTUGUESE CINEMA (Cinema Português)**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	<p>Student must have completed two semesters of the Masters programme at Goa University in any discipline</p> <p>The course will be offered in English for students of other disciplines.</p>	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To read, understand and discuss texts or essays related to the evolution of Portuguese Cinema.</li> <li>- To identify the most important characteristic aspects of Portuguese Cinema.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: Introduction to the Portuguese society and environment in its relation to the Portuguese Cinema: characterization and evolution; The Early Epoch.</p> <p>MODULE 2: The Modernists and Cinema; the arrival of the sound-film and the experiment of the cinema as an industry.</p> <p>MODULE 3: Cinema in the 40's: characters and solutions; <i>Comédia à Portuguesa</i> in the Golden Age of Portuguese Cinema.</p> <p>MODULE 4: The French Nouvelle Vague and Portuguese <i>Cinema Novo</i>.</p> <p>MODULE 5: Contemporary films and directors.</p>	<p>8 hours</p> <p>10 hours</p> <p>14 hours</p> <p>14 hours</p> <p>14 hours</p>

<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays about different issues concerning the History of Portuguese Cinema.</li> <li>- Analysis and appreciation of different films (with subtitles in English) directed by the most famous directors like Manoel de Oliveira, João César Monteiro, Pedro Costa, Miguel Gomes or José Salavisa</li> </ul>	
<b><u>References/Readings</u></b>  <b><u>Other sources</u></b>	<ul style="list-style-type: none"> <li>- Costa, João Bernard da, <i>Stories of the Cinema</i>, Lisboa, 1991.</li> <li>- Reis, António, <i>A Portrait of Portugal – Facts and Events</i>, Temas e Debates, Lisboa, 2007</li> <li>- Coelho, Eduardo Prado, <i>Vinte Anos de Cinema Português – 1962 – 1982</i>, ICALP, Lisboa, 1983</li> <li>- <i>Dicionário do Cinema Português</i>, Caminho, Lisboa, 1994</li> <li>- <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990</li> </ul>	
<b><u>Learning Outcomes</u></b>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>- the cultural contributions to Portuguese Cinema;</li> <li>- the different periods of evolution of Portuguese Cinema;</li> <li>- the characteristics of different works in each period of the evolution of Portuguese Cinema: impact and trends.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTG-503**

**Title of the Course: PORTUGAL IN THE CONTEXT OF THE EUROPEAN UNION (Portugal no contexto da União Europeia)**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Student must have completed two semesters of the Masters programme at Goa University in any discipline. The course will be offered in English for students of other disciplines.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To read, understand and discuss texts or essays related to the evolution and different issues of Portuguese and European culture.</li> <li>- To understand and compare different internal and external aspects of Portuguese culture and its relation with the rest of the world, with particular reference to the European Union.</li> </ul>	
<b><u>Content:</u></b>	<p>MODULE 1: Introduction to Portuguese society in its relation to European history: characterization and evolution.</p> <p>MODULE 2: Europe and the world: from early times to present days.</p>	<p>10 hours</p> <p>10 hours</p>

	MODULE 3: Portugal and its Empire: importance and significance within Europe.	10 hours
	MODULE 4: Portugal and Democracy.	10 hours
	MODULE 5: The European Union.	10 hours
	MODULE 6: Portugal and the European Union: facts and issues.	10 hours
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays about different issues concerning the recent History of Portugal.</li> <li>- Oral and written questions and commentaries.</li> </ul>	
<b><u>References/ Readings:</u></b>	<ul style="list-style-type: none"> <li>- Soares, Mário, <i>Português e Europeu</i>, Lisboa, Temas e Debates, 2001</li> <li>- Barroso, Durão, <i>Uma Certa Ideia de Europa</i>, Lisboa, Gradiva, 1999</li> <li>- Pinto, António Costa, <i>Portugal Contemporâneo</i>, Sequitur, 2000</li> </ul>	
<b><u>Other sources</u></b>	<a href="http://institutdelors.eu/?lang=en">http://institutdelors.eu/?lang=en</a> <a href="https://europa.eu/european-union/index_en">https://europa.eu/european-union/index_en</a>	
<b><u>Learning Outcomes</u></b>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>- different periods of the evolution of Portuguese society, culture and its contemporary trends;</li> <li>- the characteristics of Portuguese society and culture;</li> <li>- the history of Europe: main periods and evolution along the centuries;</li> <li>- characteristics and trends within the European Union</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTG-504**

**Title of the Course: PORTUGUESE ART (Arte Portuguesa)**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Student must have completed two semesters of the Masters programme at Goa University in any discipline. The course will be offered in English for students of other disciplines.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To read, understand and discuss texts or essays related to the evolution of Portuguese Art.</li> <li>- To identify the most important characteristic aspects of Portuguese Architecture, Painting and Sculptures.</li> </ul>	
<b><u>Content:</u></b>	MODULE 1: Introduction to the Portuguese society and environment in its relation to the Portuguese Art: characterization and evolution.	6 hours

	<p>MODULE 2: The Iberian context and heritage; the Romanic, and the Gothic: characteristics and evolution.</p> <p>MODULE 3: Manueline Style, Mannerism and Baroque (1490-1780); the Fine Arts, painting, sculpture and the tiles.</p> <p>MODULE 4: The Neo-Classicism to the End of 20th. Century; courses of Modernity: Romanticism, Pre-Naturalism and the Vanguards.</p> <p>MODULE 5: Recent trends in Architecture, Visual Arts and Performing Arts in Portugal.</p> <p>MODULE 6: Portuguese Environment: urbanism and models.</p>	<p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>8 hours</p> <p>10 hours</p>
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Research and reading of essays about different issues concerning the History of Portuguese Art and its manifestations.</li> </ul>	
<b><u>References/Readings:</u></b>  <b><u>Other sources:</u></b>	<ul style="list-style-type: none"> <li>- <i>History of Plastic Arts</i>, by Maria Adelaide Miranda, Vitor Serrao, J.A.Gomes Machado &amp; Raquel Henriques da Silva, INCM, 1991</li> <li>- Melo, Alexandre, <i>Art and Artists in Portugal</i>, Instituto Camoes, Lisboa, 2007</li> <li>- Reis, António, <i>A Portrait of Portugal – Facts and Events</i>, Temas e Debates, Lisboa, 2007</li> <li>- Augusto-França, José, <i>A Arte em Portugal no Século XX (1910-1961)</i>, Lisboa, 1974</li> <li>- Dias, Pedro, <i>A Arquitectura Manuelina</i>, Lisboa, 1988</li> <li>- Augusto-França, José, <i>Lisboa Pombalina e o Iluminismo</i>, Lisboa, 1965</li> <li>- Augusto-França, José, <i>O Modernismo na Arte Portuguesa</i>, Lisboa, 1970</li> <li>- Augusto-França, José, <i>A Arte Portuguesa de Oitocentos</i>, Lisboa, 1974</li> <li>- Gonçalves, Rui Mário, <i>A Pintura e a Escultura em Portugal (1940-1980)</i>, Lisboa, 1980</li> <li>- <i>História de Portugal</i> (3 Vols), by A. Oliveira Marques, Lisboa, 1990</li> <li>- <i>História da Arte em Portugal</i>, Publicações Alfa, Lisboa, 1986</li> </ul>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of this course students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>- cultural contributions to Portuguese Art;</li> <li>- different periods of the evolution of Portuguese Art;</li> <li>- the characteristics of different works in each period of the evolution of Portuguese Art from Middle Ages to present times: Architecture, Painting and Sculpture.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: M.A. in Portuguese  
Course Code: PRTG-505

**Title of the Course: PORTUGUESE LANGUAGE I (Língua Portuguesa A1.1)**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Student must have completed two semesters of the Masters programme at Goa University in any discipline other than Portuguese having no prior knowledge of Portuguese.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To focus on developing the students' written and aural/oral communicative competence in Portuguese (including fluency, grammatical and lexical accuracy and range)</li> <li>- To facilitate the students' ability to establish and maintain effective social and working relations with Portuguese speakers.</li> </ul>	
<b><u>Content:</u></b>	<p>TEMAS/THEMES:</p> <p>1. Identidade (Personal Identification)</p> <ul style="list-style-type: none"> <li>• Nome próprio; apelido; diminutivo</li> <li>• Lugar e data de nascimento / idade</li> <li>• Nacionalidade</li> <li>• Endereço</li> </ul> <p>2. Pessoas (People)</p> <ul style="list-style-type: none"> <li>• Caracterização física / partes do corpo (olhos, cabelos...)</li> <li>• Vestuário; calçado</li> <li>• Características da personalidade (simpático, alegre, tímido...)</li> <li>• Ações (realizadas com o corpo: levantar-se...)</li> <li>• Objetos pessoais</li> </ul> <p>3. Vida familiar e social (Relations with relatives and friends)</p> <ul style="list-style-type: none"> <li>• Relações familiares e sociais (pai... amigo)</li> <li>• Festas (celebrações)</li> <li>• Saúde e higiene</li> <li>• Refeições</li> <li>o Alimentos e bebidas</li> <li>o Objetos / utensílios</li> <li>o Espaços</li> <li>o Hábitos familiares (comidas típicas, horários...)</li> </ul> <p>4. Educação (School and Education)</p> <ul style="list-style-type: none"> <li>• Escola / espaços</li> <li>• Agentes educativos</li> <li>• Horários e matérias curriculares</li> <li>• Linguagem própria do funcionamento da aula</li> <li>• Mobiliário e material escolar</li> </ul> <p>5. Lazer (Leisure)</p> <ul style="list-style-type: none"> <li>• No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...)</li> <li>• Nas férias (praia, campo, viagem ...)</li> </ul>	<p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p> <p>12 hours</p>

	<p>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</p> <p>Reading, conversation skills and interaction.</p> <p>Interaction in a simple way. Questions in areas of immediate need or on very familiar topics.</p> <p>Sentences to describe where I live and people I know.</p> <p>Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings.</p> <p>READING COMPREHENSION</p> <p>Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues.</p> <p>Short, simple messages on postcards.</p> <p>WRITING SKILLS</p> <p>Personal details in written form; simple postcard.</p> <p>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>GRAMMAR AND VOCABULARY</p> <ul style="list-style-type: none"> <li>- Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</li> <li>- Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds);</li> <li>- Introduction to the basic rules of sentences structure;</li> <li>- Articles; Nouns: Gender and plural endings of nouns;</li> <li>- Pronouns: Personal pronouns / Subject pronouns;</li> <li>- Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives;</li> <li>- Negative and Interrogative forms;</li> <li>- Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative.</li> <li>- Introduction to the use of Prepositions</li> <li>- Vocabulary: acquisition of day to day practical vocabulary concerning social life, transportation and nature.</li> </ul>	
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Communicative approach and teaching-learning process based on classroom tasks.</li> </ul>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- <b><i>Português XXI Nível 1</i></b> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> <li>- <b><i>Português XXI Nível 1 - Caderno de Exercícios</i></b> (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> </ul>	

<b><u>Other sources</u></b>	<a href="http://www.youtube.com">www.youtube.com</a>	
<b><u>Learning Outcomes</u></b>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>- understand the basic lexical and grammatical structures and their uses in written and oral communication.</li> <li>- read for information using material of appropriate complexity and length.</li> <li>- listen for information developing study skills: using audio and video aids.</li> <li>- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>- 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.</li> <li>- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

**Programme: M.A. in Portuguese**

**Course Code: PRTG-506**

**Title of the Course: PORTUGUESE LANGUAGE II (Língua Portuguesa A1.1)**

**Number of Credits: 4**

**Effective from AY: 2023-24**

<b><u>Prerequisites for the course:</u></b>	Student must have completed two semesters of the Masters programme at Goa University in any discipline other than Portuguese having done basic course in Portuguese.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- To focus on developing the students' written and aural/oral communicative competence in Portuguese (including fluency, grammatical and lexical accuracy and range)</li> <li>- To facilitate the students' ability to establish and maintain effective social and working relations with Portuguese speakers.</li> </ul>	
<b><u>Content:</u></b>	<p>TEMAS/THEMES:</p> <ol style="list-style-type: none"> <li>1. Informação e diversão <ul style="list-style-type: none"> <li>• Meios de comunicação social</li> <li>• Tecnologia (internet...)</li> </ul> </li> <li>2. Lugares que se conhecem / se frequentam <ul style="list-style-type: none"> <li>• Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal</li> <li>• Casa de habitação (divisões, mobiliário)</li> <li>• Da livraria à farmácia, da cantina ao supermercado</li> </ul> </li> <li>3. Deslocações e meios de transporte <ul style="list-style-type: none"> <li>• No dia-a-dia</li> <li>• Nas férias</li> </ul> </li> <li>4. Ambiente <ul style="list-style-type: none"> <li>• Estações do ano e tempo atmosférico</li> <li>• Fauna e flora</li> <li>• Proteção da natureza</li> </ul> </li> </ol>	<p>12 hours</p> <p>14 hours</p> <p>12 hours</p> <p>12 hours</p> <p>10 hours</p>

	<p>5. Países de língua portuguesa</p> <ul style="list-style-type: none"> <li>• Identificação</li> <li>• Localização</li> </ul> <p>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>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>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>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; 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 &amp; conversation, exemplifying a correct use of grammar structures.</p>	
<b><u>Pedagogy:</u></b>	<ul style="list-style-type: none"> <li>- Lectures, seminars, presentations.</li> <li>- Communicative approach and teaching-learning process based on classroom tasks.</li> </ul>	
<b><u>References/ Readings</u></b>	<ul style="list-style-type: none"> <li>- <b><i>Português XXI Nível 1</i></b> (Livro do Aluno e CD), by Ana Tavares, edited by LIDEL, Lisboa-Portugal; published by Goyal Publishers &amp; Distributors Pvt. Ltd., India</li> <li>- <b><i>Português XXI Nível 1 - Caderno de Exercícios</i></b> (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL,</li> </ul>	



<b><u>Other sources</u></b>	Lisboa-Portugal; published by Goyal Publishers & Distributors Pvt. Ltd., India <a href="http://www.youtube.com">www.youtube.com</a>	
<b><u>Learning Outcomes</u></b>	<p>At the end of this course students will able to:</p> <ul style="list-style-type: none"> <li>- understand the basic lexical and grammatical structures and their uses in written and oral communication.</li> <li>- read for information using material of appropriate complexity and length.</li> <li>- listen for information developing study skills: using audio and video aids.</li> <li>- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>- 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.</li> <li>- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)

Programme: Ph.D in Portuguese

Title of the Course: Research Methodology (Portuguese)

Number of Credits: 4

<b><u>Prerequisites for the course:</u></b>	Students must have enrolled for the Ph.D programme in Portuguese.	
<b><u>Objectives:</u></b>	<ul style="list-style-type: none"> <li>- to acquire conceptual and methodological tools that allow for the identification, observation and understanding of problems faced by research in education, as well as presenting and implementing appropriate resolution proposals, including the adoption and/or construction of adequate research tools.</li> <li>- to develop knowledge, skills and research attitudes that facilitate the appreciation and construction of scientific works.</li> <li>- to deepen knowledge about research methodology, collection, treatment and analysis of data, as well as the critical writing of the results of these analyzes and their implications for the scientific development of the area under study.</li> <li>- to carry out research in line with deontological, ethical assumptions and respect for the General Data Protection Regulation.</li> </ul>	
<b><u>Content:</u></b>	<p>Module 1: Construção de um projeto de investigação</p> <p>1.1. definição do tema de investigação</p> <p>1.2. formulação dos objetivos da investigação</p> <p>1.3. contexto, limites e originalidade da investigação</p> <p>1.4. estratégias de investigação</p> <p>Module 2. Revisão de literatura:</p> <p>2.1. recolha, análise e interpretação da bibliografia crítica</p> <p>2.2. escrita da revisão crítica</p> <p>Module 3: Referencial Teórico e Metodologia</p> <p>3.1. seguir uma Teoria</p> <p>3.2. a relação entre Teoria e Metodologia</p> <p>3.3. apresentar Abordagens Críticas à Literatura</p> <p>3.4. métodos de leitura e as limitações</p> <p>Module 4. Metodologias de investigação:</p> <p>3.1. definição do modelo concetual de análise</p> <p>3.2. metodologias e abordagens: qualitativas, naturalista, histórica e documental, inquéritos, casos de estudo, projetos experimentais</p> <p>Module 5. Análise de dados e o registo:</p> <p>4.1. abordagem à análise de dados qualitativos</p> <p>4.2. organização e apresentação de dados qualitativos</p> <p>4.3. abordagem à análise de dados quantitativos</p> <p>4.4. estatísticas descritivas</p>	<p>10 hours</p> <p>8 hours</p> <p>12 hours</p> <p>10 hours</p> <p>10 hours</p>

	<p>4.5. estatísticas inferenciais</p> <p>4.6. validação e certificação da recolha de dados</p> <p>4.7. Ética, Deontologia, Regulamento Geral de Proteção de Dados e Plágio</p> <p>Module 6. Redação de um projeto científico.</p> <p>5.1. declaração de tese</p> <p>5.2. lógica por trás da capitulação</p> <p>5.3. a arte de citar, parafrasear e resumir as fontes</p> <p>5.4. bibliografia e notas de rodapé/notas de fim</p> <p>5.5. folha de estilo MLA</p> <p>5.6. regras e estilos de citação</p> <p>5.7. evitando o plágio inadvertido</p> <p>5.8. escrever introduções e conclusões adequadas</p> <p>5.9. gramática e estilo: princípios de escrita</p>	10 hours
<b><u>Pedagogy:</u></b>	Lectures/assignments/seminars.	
<b><u>References/Readings:</u></b>	<ul style="list-style-type: none"> <li>- Bryman, A. Social Research Methods. Oxford: University Press, 2012</li> <li>- Cardoso, T., Alarcão, I. &amp; Celorico, J. Revisão da literatura e sistematização do conhecimento. Porto Editora, 2010.</li> <li>- Cohen, Louis et al. Research Methods in Education. Routledge, 2018.</li> <li>- Coutinho, C. P.. Metodologia de investigação em ciências humanas e sociais: Teoria e prática. Coimbra: Almedina, 2011.</li> <li>- Denzin, Norman K and Yvonna S. Lincoln. The Sage Handbook of Qualitative Research. Sage, 2018.</li> <li>- Litosseliti, L. (ed.) Research Methods in Linguistics. London: Bloomsbury, 2010.</li> <li>- Smith, Philip and Alexander Riley. Cultural Theory: An Introduction. Blackwell, 2009.</li> <li>- Stake, R. E. A arte da investigação com Estudos de Caso (2ª ed.). Fundação Calouste Gulbenkian, 2009.</li> </ul>	
<b><u>Learning Outcomes:</u></b>	On completion of the course, the students will be familiarized with major theoretical approaches and the various methodological as well as writing strategies associated with literary research which would enable them to conduct research independently on their own.	

[\(Back to Index\)](#) [\(Back to Agenda\)](#)