



**Course Unit: 691505 - Portuguese**

Year 1 Semester 1 ISCED Code: 0000 ECTS: 7,0

**Type of Course Unit:** Compulsory **Delivery Mode:** Face-to-face **Language of Instruction:** Portuguese

**COURSE COORDINATOR:** Mariana Pinto

**HOURS OF WORK**

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
90		60							30

Prerequisites (if applicable): <<Max 500 characters with spaces>>

**LEARNING OUTCOMES (knowledge, skills and competence)**

- 1 Reflect on issues of linguistic pragmatics;
  - 1.1 Analyze variables involved in concrete situations of verbal interaction;
  - 1.2 Evaluate different degrees of formality in the verbal interaction. 2 Analyze specific features related to graphics and textual aspects;
- 2.1. Assessing the stages of the writing process: planning, textualization and review. 3 Reflect on features of text types;
  - 3.1. Knowing characteristics of hypertext;
  - 3.2. Reflect on value in literature;
  - 3.3. Analyze canonical literature and paraliteratura;
  - 3.4. Reflect on issues of reliability of the texts;
  - 3.5. Analyze aspects involved in the contact between languages and cultures

**CONTENTS**

- 1 Report in Portuguese: pragmatic linguistic issues;
- . 2 Writing in Portuguese: the writing process; graphics, spelling and textual aspects;
- . 3 Read in Portuguese: text and hypertext; literary canon and paraliteratura; problems of translation and comparative literature.

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

1. Reflect on issues of linguistic pragmatics;
  - 1.1 Analyze variables involved in concrete situations of verbal interaction;
  - 1.2 Evaluate different degrees of formality in the verbal interaction. 2 Analyze specific features related to graphics and textual aspects;
- 2.1. Assessing the stages of the writing process: planning, textualization and review. (Syllabus 1) 2 Analyze specific features related to graphics and textual aspects;

2.1. Assessing the stages of the writing process: planning, textualization and review. (Syllabus 2). 3 Reflect on features of text types;

- 3.1. Knowing characteristics of hypertext;
- 3.2. Reflect on value in literature;
- 3.3. Analyze canonical literature and paraliteratura;
- 3.4. Reflect on issues of reliability of the texts;
- 3.5. Analyze aspects involved in the contact between languages and cultures. (Syllabus 2).

## TEACHING METHODOLOGIES

The teaching methodologies applied in this uc, behaving though some moments of reflection and synthesis in charge of the teaching point for the active involvement of / the trainees / by performing the work in small sessions of energizing debates and moments of reflection, in small and large group, based on the reading of texts and multimedia documents.

The evaluation will include two dimensions:

- 1 Continuous through participation in developed and discussed in classroom sessions work (40% weighting).;
2. Individual work / peer (weighting 60%).

The minimum acceptable score is, in both modalities, 8 and 10 of the final grade

## DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

- Moments of reflection and synthesis in charge of teaching, (objs: 1, 2)
- Active involvement / trainees of / as by performing small jobs in the sessions, (objs: 2, 2.1)
- Organization of debates and moments of reflection, in small and large group, based on the reading of texts and multimedia documents (objs: 3, 3.1, 3, 2;).

## EVALUATION METHODS

- Continuous assessment through participation in developed and discussed works in classroom sessions. (objs: 3, 3.1, 3.2, 3.3, 3.4, 3.5)

## MAIN BIBLIOGRAPHY

Campos F.-Fígares, M., Nuñez Ruiz, G., Martos Nuñez, E., & (Coordinadores). (2010). Por qué narrar? Cuentos contados y cuentos por contar. Cuenca: Ediciones de la Universidad de Castilla-La Mancha.

Diccionario de nuevas formas de lectura y escritura. (2013). Madrid: RIUL - Santillana.

Martos Nuñez, E., Vivas Moreno, A., & (Coordinadores). (2010). Performance, lectura y escritura (Conceptos y Prácticas). Madrid: Red de Universidades Lectoras.

Raposo, E. B. P., Nascimento, M. F. B. d., Mota, M. A. C. d. M., Segura, L., Mendes, A., & (Organizadores). (2013). Gramática do Português. Lisboa: Fundação Calouste Gulbenkian.

Shavit, Z. (2003). Poética da Literatura para Crianças. Lisboa: Editorial Caminho.

Sánchez Corral, L. (1995). Literatura Infantil y lenguaje literario. Barcelona: Ediciones Paidós.

Utanda Higuera, M. C., Cerrillo Torremocha, P. C., García Padrino, J., & (Coordinadores). (2005). Infantil y educación literaria. Cuenca: Universidad de Castilla La Mancha.