

GLOBAL
CLASSES

EXPERIMENTEIR ALÉM



PUCPR
INTERNATIONAL

PUCPR
GRUPO MARISTA

Global Classes are divided into 3 different levels of use of a foreign language and are offered in the following schools: Fine Arts, Business, Life Sciences, Humanities and Education, Law and Polytechnic.

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| Level 1 | <p>Mainly in Portuguese:</p> <ul style="list-style-type: none"> ➤ Teaching material and bibliographic resources in a foreign language; ➤ Lectures, classroom discussions and students' presentations in Portuguese, the use of a foreign language in the classroom being acceptable; ➤ Assessment (evaluations and assignments) in Portuguese; the use of a second language is acceptable if previously agreed between the student and the instructor. |
| Level 2 | <p>Good balance between Portuguese and a foreign language.</p> <ul style="list-style-type: none"> ➤ Teaching material and bibliography resources in a foreign language; ➤ Lectures in a foreign language; both the foreign language and Portuguese are acceptable for classroom discussions and students' presentations, as mediated by the instructor; ➤ Assessment (evaluations and assignments) in Portuguese; the use of a second language is acceptable if previously agreed between student and instructor. |
| Level 3 | <p>Fully in a foreign language.</p> <ul style="list-style-type: none"> ➤ Teaching material and bibliographic resources in a foreign language; ➤ Lectures, classroom discussions and student presentations in a foreign language; ➤ Assessments (tests and assignments) in a foreign language. |

COURSE PORTFOLIO 2021-2

UNDERGRADUATE - CURITIBA CAMPUS

Important: offers are subject to changes according to the number of students.

SCHOOL OF EDUCATION AND HUMANITIES - Undergraduate

| LEVEL | FOREIGN LANGUAGE | DEGREE | MAJOR | COURSE | ECTS |
|-------|------------------|--------|-------|--|------|
| | | | | Discursive Practice in English Language II | 6 |

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| 3 | English | Undergraduate | Languages and Literature | <p>This course, offered to 2nd term students of the Portuguese-English Language course, focuses on oral and written life-writing genres used in daily communication and literature, based on the concept of English as an International Language. It promotes interaction involving social practices of comprehension and production of everyday and literary genres, especially those expressed in first person. In the end, students are able to express personal views, not only in daily communicative practices, but also in literary contexts, through written and oral texts, reflecting upon their discursive practice.</p> <p><i>Esta disciplina, dirigida a estudantes acadêmicos de 2º período do curso de Letras Português-Inglês, aborda gêneros orais e escritos da esfera cotidiana e literária de natureza intimista e pública em inglês como língua internacional. Nela, os estudantes interagem nas principais práticas sociais de recepção e produção de gêneros da esfera cotidiana e literária de natureza intimista. Ao final, os estudantes são capazes de se expressar na esfera cotidiana e literária de natureza intimista utilizando os gêneros orais e escritos, de forma reflexiva e crítica.</i></p> | | |
| 3 | English | Undergraduate | Languages and Literature | <table border="1" data-bbox="764 699 1547 766"> <tr> <td data-bbox="764 699 1468 766">Discursive Practice in English Language IV</td> <td data-bbox="1468 699 1547 766">6</td> </tr> </table> <p>This course, offered to 4th term students of the Portuguese-English Language course, focuses on compositional characteristics of academic genres in English. It promotes critical thinking by analyzing different types of research papers, as well as retextualizing those texts, by applying suitable strategies and giving feedback to their peers. In the end, students are able to produce academic texts by considering the writing process as a whole.</p> <p><i>Esta disciplina, dirigida a estudantes do 4º período do curso de Licenciatura em Letras Português-Inglês, aborda características formais dos gêneros acadêmicos, por meio da língua inglesa. Nela os estudantes aprendem, de forma crítica, a: analisar os diferentes tipos de pesquisa e os gêneros escritos nesta área e retextualizá-los, utilizando estratégias adequadas, com aplicação de feedback para seus pares. Ao final, o estudante é capaz de produzir seções de textos acadêmicos de maneira reflexiva, dominando mecanismos de organização, articulação e de coesão do discurso.</i></p> | Discursive Practice in English Language IV | 6 |
| Discursive Practice in English Language IV | 6 | | | | | |
| 2 | Spanish | Undergraduate | Languages and Literature | <table border="1" data-bbox="764 1346 1547 1413"> <tr> <td data-bbox="764 1346 1468 1413">Hispanic Culture</td> <td data-bbox="1468 1346 1547 1413">6</td> </tr> </table> <p>Aimed at all undergraduate students at PUCPR and taught in Spanish, the course addresses socio-cultural and intercultural, linguistic aspects and linguistic variations between countries that speak this language. In this discipline, the student develops verbal and non-verbal communication skills and, in the end, is able to critically position himself on intercultural issues in the academic and professional areas and produce autonomous oral presentations.</p> <p><i>Dirigida a todos os acadêmicos de graduação da PUCPR e ministrada em Língua Espanhola, a disciplina aborda aspectos socioculturais e interculturais, linguísticos e as variações linguísticas entre os países que falam esta língua. Nesta disciplina, o estudante desenvolve habilidades de comunicação verbal e não verbal e, ao final, é capaz de se posicionar</i></p> | Hispanic Culture | 6 |
| Hispanic Culture | 6 | | | | | |

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| | | | | <i>criticamente em questões interculturais nas áreas acadêmica e profissional e produzir apresentações orais com autonomia.</i> | |
| 3 | English | Undergraduate | Languages and Literature | Intercultural Communication | 6 |
| | | | | <p><i>This course focuses on discussing concepts of culture and cultural identity, verbal and non-verbal means of expression and interaction in different cultures, and processes of intercultural communication in daily interactions, in academic and professional areas. It promotes cultural awareness and interaction involving the recognition and appreciation of diversity. In the end, students are able to understand the role of intercultural communication in everyday expression, in academic and professional areas, recognize cultural differences and the construction of cultural identities.</i></p> <p>Esta disciplina se concentra na discussão de conceitos de cultura e identidade cultural, meios de expressão e interação verbais e não verbais em diferentes culturas e processos de comunicação intercultural nas interações diárias, nas áreas acadêmicas e profissionais. Promove a conscientização cultural e a interação, envolvendo o reconhecimento e a valorização da diversidade. No final, os alunos podem entender o papel da comunicação intercultural na expressão cotidiana, nas áreas acadêmicas e profissionais, reconhecer diferenças culturais e a construção de identidades culturais.</p> | |
| 3 | English | Undergraduate | Languages and Literature | Literature of English Speaking Countries I | 6 |
| | | | | <p>This course, offered to 6th term students of the Portuguese-English Language course, focuses on the fictional, lyrical and dramatic literary production of the United Kingdom, from the 16th century to the present, as well as on the aesthetic concepts that support them. Students learn to establish thematic and compositional analogies and recognize aesthetic views by interpreting critically works of representative authors. In the end, students are able to analyze different literary works from the United Kingdom, and interpret their aesthetic and world views with autonomy.</p> <p><i>Esta disciplina, dirigida a estudantes acadêmicos do 6º período do curso de Licenciatura em Letras Português-Inglês, aborda realizações, tendências e procedimentos estético-literários produzidos em língua inglesa recorrentes na produção dramática, ficcional e poética da literatura do Reino Unido a partir do final do século XVI.</i></p> <p><i>Nela, os estudantes aprendem a estabelecer analogias temático-composicionais e reconhecer vertentes estéticas, interpretando criticamente obras de autores representativos.</i></p> <p><i>Ao final, o estudante é capaz de analisar obras relevantes do Reino Unido, interpretando a visão de mundo e propostas estéticas com autonomia.</i></p> | |
| | | | | Practice of Oral Skills in English Language | 6 |
| | | | | <p>This course, offered to 6th term students of the Portuguese-English Language Course, focuses on the improvement of academic oral skills in English. Students are able to express</p> | |

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| 3 | English | Undergraduate | Languages and Literature | <p>themselves by using appropriate vocabulary and speaking strategies in different genres (talk, seminar, workshop, round table, panel). They are supposed to observe the main compositional characteristics of the genres and provide feedback to their peers. In the end, students are able to present an academic speech, considering its organization patterns, articulation and cohesion, with fluency.</p> <p><i>Esta disciplina, ofertada a estudantes de licenciatura do 6º período de Letras Português-Inglês, aborda o aprimoramento da oralidade acadêmica por meio da língua inglesa. Nela, o estudante aprende, de forma crítica, a empregar estratégias de fala acadêmica em diferentes gêneros dessa esfera (talk, seminar, workshop, round table, panel), atendendo suas principais características.</i></p> | | |
| 3 | English | Undergraduate | Languages and Literature | <table border="1" data-bbox="763 541 1555 609"> <tr> <td data-bbox="763 541 1469 609">Taxonomy - Reading and analyzing scientific terminology</td> <td data-bbox="1469 541 1555 609">6</td> </tr> </table> <p>This course will prepare you for learning how to use taxonomic keys and exposure to scientific terminology. You will be able to name, define, classify and give examples of components of taxonomy in Science Fields. The themes we will cover are: The Worldwide Scientific Terminology. Academic Reading and Writing Improvement. Lexicon, Taxonomy, Terminologies and Ontology. Linguistic and Ontological Tools and Morphology. Latin and Greek Roots. The Lexicon and the Word Formation Processes. Scientific Terminology Analysis in Abstracts, Essays and Articles.</p> <p><i>Este curso irá prepará-lo para aprender como usar chaves taxonômicas e se expor à terminologia científica. nela, você será capaz de nomear, definir, classificar e dar exemplos de componentes da taxonomia em Campos da Ciência. Os temas que abordaremos são: A Terminologia Científica Mundial. Aprimoramento Acadêmico da Leitura e Escrita. Léxico, taxonomia, terminologias e ontologia. Ferramentas Linguísticas e Ontológicas e Morfologia. Raízes latinas e gregas. O Léxico e os Processos de Formação de Palavras. Análise de Terminologia Científica em Resumos, Ensaios e Artigos.</i></p> | Taxonomy - Reading and analyzing scientific terminology | 6 |
| Taxonomy - Reading and analyzing scientific terminology | 6 | | | | | |
| 3 | English | Undergraduate | History | <table border="1" data-bbox="763 1318 1555 1381"> <tr> <td data-bbox="763 1318 1469 1381">History of Brazil</td> <td data-bbox="1469 1318 1555 1381">6</td> </tr> </table> <p>This course will study the history of Brazil from the arrival of Portugal's Pedro Álvares Cabral in 1500 to the nation's establishment during the Empire period in the XIXth century. Divided into three periods, the course first considers how Portuguese, African and indigenous institutions and traditions molded the Colonial period -- in which sugar and then gold dominated Brazil's economy. The second part begins with Brazil's independence from Portugal in 1822, covers the persistence of slavery, the introduction of railroads, European immigration and the importance of coffee during the Brazilian Empire. The third part of the course analyzes the remaining features of Brazil's past in its current period.</p> <p><i>O curso tem por foco o estudo da história do Brasil desde a chegada de Pedro Álvares Cabral, em 1500, até o estabelecimento nacional durante o período do Império, no século</i></p> | History of Brazil | 6 |
| History of Brazil | 6 | | | | | |

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| | | | | <p>XIX. Dividido em três períodos, o curso inicialmente considera como instituições e tradições portuguesas, africanas e indígenas moldaram o Período Colonial, no qual o açúcar e, posteriormente, o ouro, dominaram a economia nacional. A segunda parte tem início com a Independência do Brasil em 1822, e cobre a persistência da escravidão, a criação das estradas de ferro, a imigração europeia e a importância do café durante o período do Império. A última parte do curso analisa características remanescentes do Brasil no período mais atual.</p> | |
| 3 | English | Undergraduate | Philosophy | <p>Philosophy for Children</p> | 6 |
| | | | | <p>The course focuses on Matthew Lipman and Ann M. Sharp's "Philosophy for Children", a pedagogical and philosophical practice, conceived in the 1970s that has now become a worldwide movement fostering reasonableness and a truly democratic spirit in citizens of all ages. In particular, class activities will revolve around the discussion of the didactical novels Lipman and Sharp specifically conceived as pretexts for carrying out community discussions. The main aims of the course are: a) reflecting on the relevance of philosophical training to education practitioners (ex. teachers); b) enquiring into the broad contribution of philosophy (in the form of Lipman-Sharp's community-based philosophical dialogue) to present day cultural, social, and political challenges related to democracy and multiculturalism. For these reasons, the course will tackle notions like responsibility, diversity, reflective, creative and "caring" thinking, and will also take into account works by John Dewey, Hannah Arendt, Hans Jonas, Donald Schön, Paulo Freire, and Martha Nussbaum among others.</p> <p><i>O curso tem como foco a "Filosofia para Crianças", prática pedagógica e filosófica de Matthew Lipman e Ann M. Sharp, concebida nos anos 1970, e que tornou-se, atualmente, um movimento mundial, estimulando a sensatez e um espírito verdadeiramente democrático em cidadãos de todas as idades. Em particular, as atividades em sala ocorrerão em torno dos romances didáticos de Lipman e Sharp, concebidos especificamente como pretextos para o desenvolvimento de discussões comunitárias. Os objetivos centrais do curso são: a) refletir acerca da relevância do treinamento filosófico para agentes educacionais (como professores, por exemplo); b) analisar a ampla contribuição da filosofia (na forma do diálogo filosófico tendo por base comunidades) até os desafios culturais, sociais, e políticos atuais, relacionados à democracia e multiculturalismo. Por essas razões, o curso enfrentará noções como responsabilidade, diversidade, pensamento reflexivo, criativo e "cuidadoso", e irá também considerar obras e discussões de John Dewey, Hannah Arendt, Hans Jonas, Donald Schön, Paulo Freire, e Martha Nussbaum, entre outros.</i></p> | |
| 2 | French | Graduate | Philosophy | <p>Perspectives Philosophiques, Théologiques, Éducatives et Des Troits Humains Sur Le Monde Commun</p> | |
| | | | | <p>The main objective of this course is the exercise of oral and written expressions of the French and Portuguese language in an interdisciplinary perspective. As a second objective, it intends to discuss critically the main challenges for the constitution of a common world in contemporary times, among them: educational inequalities, religious divisions, disrespect for human</p> | |

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| | | | | <p>rights and prejudices in relation to the plurality of lifestyles. Finally, the course seeks to constructively indicate possible policies to such challenges.</p> <p><i>O objetivo principal desta unidade curricular é o exercício das expressões orais e escritas da língua francesa e portuguesa numa perspetiva interdisciplinar. Como segundo objetivo, pretende discutir criticamente os principais desafios para a constituição de um mundo comum na contemporaneidade, entre eles: desigualdades educacionais, divisões religiosas, desrespeito aos direitos humanos e preconceitos em relação à pluralidade de estilos de vida. Por fim, o curso busca indicar de forma construtiva possíveis políticas para tais desafios.</i></p> | |
| 3 | English | Undergraduate | Social Science | <p>Sociology and Anthropology of Art</p> <p>This course approaches the artistic phenomena through Sociological and Anthropological perspectives. It will tackle questions such as: is art a western-modern concept? What is the art world, how does its genres, actors and institutions work? How are they changing at recent times? What does it mean to be a “artist” at modern and actual times? At the end students will be encouraged to research and reflect upon contemporary artistic practices and its outcomes to politics, democracy and freedom of speech and liberty of expression.</p> <p><i>O curso aborda o fenômeno artístico por meio das perspectivas sociológica e antropológica. Ele irá enfrentar questões como: é a arte um conceito ocidental moderno? O que é o mundo artístico? Quais seus gêneros, atores e instituições, como eles funcionam e tem se transformado recentemente? O que significa “ser um artista” nos tempos modernos e atuais? Ao final os estudantes serão incentivados a pesquisar e refletir sobre práticas artísticas contemporâneas e seus resultados para a política, democracia, liberdade de fala e expressão.</i></p> | 6 |

Portuguese as a Foreign Language

It is offered throughout the semester in 4 (four) different levels: beginner, basic, intermediate and advanced (total of 80 hours – 6 ECTS credits) – concurrently with academic courses. Students are placed in the most appropriate level after a placement test taken during the Orientation Session

Upon successful completion of the course, the students should be able to: develop a strategy learning/recording vocabulary, be aware of some other learning strategies; use capitalization and punctuation correctly; learn some basic classroom language, introduce themselves and others. Talk about countries, nationalities, habits, routines, personal details, jobs, likes and dislikes, possessions, leisure time activities, food and drink, requests, plans, past experiences describe places, houses, people, make suggestions. Ask for and give information, recognize and use verb tenses, modals, passives, recognize and use time expressions, articles, count/non-count nouns, demonstratives recognize and use parts of speech, recognize and use high-frequency words and expressions; read at sentence and paragraph level, read for comprehension, read stories for specific information, scan for details, listen for specific information. Listen for main ideas, take part in role-plays and conversations brainstorm ideas, plan and outline a paragraph, write a sentence and paragraph level, write an informal letter, a story, write about a process, make sentences using conjunctions, use data to write a paragraph.

If you need any further information, please send an email to dri.secretaria@pucpr.br.



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