POLI
ESCOLA SUPERIOR
EDUCAÇÃO
COMUNICAÇÃO
DESPORTO
TÉCNICO
GUARDA

SUBJECT DESCRIPTION

Course	Master in Preschool Education and 1st cycle of Basic Education					
Subject	Portuguese in Preschool Education and 1st cycle of Basic Education					
Academic year	2023/2024	*Curricular year*	1st	*Study period*		1st semester
Type of subject	Compulsory	*Student workload (H)*	Total: 162	Contact: 75	*ECTS*	6
Professor(s)	Mário José Silva Meleiro					
☒ *Area/Group Coordinator* ☐ *Head of Department*	*(select)*	Ana Margarida Godinho Fonseca				

Planned SD

1. LEARNING OBJECTIVES

1. Understand the conditions of emergence of writing and reading, at preschool context;

2. Recognize the importance of orality in terms of society and the educational environment;

3. Be familiar with literary texts for children from the point of view of aesthetics and enjoyment of language development;

4. Develop the capacity of understanding the meaning of the message (in words, phrases and text);

5. Systemize activities of the writing process, such as planning, textualization and review;

6. Develop linguistic awareness, particularly at the phonetic-phonological, morphological and syntactic levels.

2. PROGRAMME

I. Speaking, reading and writing

1. The emergence of writing and reading - the language of schooling

2. Oral language

2.1. Importance of orality in traditional and contemporary societies

2.2. Orality in the context of pre-school education and 1st cycle of basic education.

3. The literary text and the language

3.1. Texts of oral tradition: folk tales , legends and other stories

3.2 . Literature for children : Portuguese-speaking authors on National Reading Plan and the curricular goals.

4. Understanding and interpretation of the text

    4.1. Structuring and analysis

    4.2. Organization of text knowledge

5. Writing texts

    5.1. Components of text production (planning, textualization, review)

    5.2. Informative, argumentative and creative texts.

II. Grammar

    1. Phonetics and phonology

        1.1. Sounds and phonemes

        1.2. Prosody

    2. Morphology

        2.1. Word and word constituents

        2.2. Inflectional morphology

        2.3. Morphological processes of word formation

    3. Words Classes

        3.1. Open class words

        3.2. Closed-class words

    4. Syntax

        4.1. Phrase and sentence constituents

        4.2. Articulation between constituents and between sentences.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The syllabus seek to strengthen and consolidate the knowledge of master students, based on the programs and curriculum goals of Portuguese on the 1st cycle of basic education. Thus, the first five goals will be developed in Part I of the syllabus (orality, reading and writing); the sixth will be addressed in Part II (Grammar), seeking to develop and consolidate the main areas of linguistics.

4. MAIN BIBLIOGRAPHY

Required reading

- Barbeiro, L. (2003). *Escrita: Construir a Aprendizagem*. Braga: Universidade do Minho.

- Campos, Mª. H. C. e Xavier, Mª. F. (1991). *Sintaxe e Semântica do Português*. Lisboa: Universidade Aberta.

- Duarte, I. (org) (2000). *Língua Portuguesa. Instrumentos de análise*. Lisboa: Universidade Aberta.

- Freitas, I., Pedro, E., Duarte, I. e Gouveia, C. (orgs.) (1996). *Introdução à Linguística Geral e Portuguesa*. Lisboa: Ed. Caminho.

- Mateus, Mª. H. Mira *et al.* (2003). *Gramática da Língua Portuguesa*. Lisboa: Editorial Caminho.

- Mateus, Mª. H. Mira *et al.* (1990). *Fonética, Fonologia e Morfologia do Português*. Lisboa: Universidade Aberta.

- Sim-Sim, I. (org) (2006). *Ler e Ensinar a Ler*. Porto: Porto Editora.

Recommended reading

- Azevedo, F. (2006). *Língua Materna e Literatura Infantil. Elementos nucleares para professores do ensino básico*. Lisboa: Lidel.

- Giasson, J. (2005). *La lecture. De la théorie à la pratique*. Bruxelles: De Boeck & Larcier.

- Pereira, L. A. e Azevedo, F. (2005). *Como abordar… A escrita no 1º ciclo do ensino básico*. Porto: Areal.

- Ramos, A. M. (2007). *Livros de palmo e meio. Reflexões sobre a literatura para a infância*. Lisboa: Caminho.

- Viana, F. L., Martins, M., Coquet, Eduarda (2006). *Leitura, Literatura Infantil e Ilustração. Investigação e Prática Docente*. Coimbra: E. Almedina.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Methodological procedures and strategies (research work, presentations and texts) are oriented to the responsibility of the student in order to consolidate the contents of the syllabus and the development of communicative competences. Due to the theoretical and practical nature of the curricular unit, and not forgetting moments of synthesis and theoretical formulations that lead to a more expository methodology, the participation of the students is valued. This is why the continuous assessment demands 2/3 of presences and comprehends the following items: written

projects (10 values), frequency (10 values). The students that fail this assessment or that didn´t choose it may have a normal exam or an extraordinary exam.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The teaching methodologies seek, on the one hand, to provide students with the knowledge expected in the syllabus through lectures and sources of reference. On the other hand, it is intended that students develop critical thinking skills and autonomous work, stimulating therefore research and carrying out work under the guidance of teacher, individually and in groups.

7. ATTENDANCE

To be considered integrated on continuous assessment, students are obliged to attend 2/3 of the total classes taught. Its failure leads to the exclusion of ongoing evaluation.

8. CONTACTS AND OFFICE HOURS

E-mail: mjsmeleiro@ipg.pt

Weekdays	Tuesday	Thursday
Schedule	09.00-10.00	10.00-11.00

16 october 2023

ASSINATURAS

O(A) Docente

(assinatura)

O(A) Coordenador(a) da Área/Grupo Disciplinar

(assinatura)