

Periodisk rapport for POR2101, høst 2014

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1. General impression

The course worked all right, the students were motivated and interested in increasing their knowledge.

The course was actually divided in two parts: translation into Portuguese, and grammar. Maybe the students did not follow the grammar part so well as the translation, since every translation was revised by me (the teacher) and not the grammar exercises, which they were supposed to check themselves. Often I got the impression that they did not report problems with the grammar because they simply did not do the corresponding exercises.

This is the fourth time I teach this course, but the third where I knew exactly the students' progression (in 2011, when I taught it first time and wrote the first report, I had no idea of what the students were supposed to know). From 2012 onwards I knew much better what they had been taught and which aspects this course should improve on. Still, I feel I improved the course gradually every time I taught it: in 2012 a lot on culture differences were the main improvement, in 2013 the issue of rhetorical structure and how to do an abstract was added, and in 2014 a more thorough and deep discussion of translation was enforced (with translation assignments every week, while in the previous semester they were only every other week).

The two qualification exercises were changed from last year, and I think they worked for the best. One work on a piece of lusophone history, and one presentation of a translation problem, which should be presented orally also to younger colleagues. This went very well.

I also made the translation count almost half of the exam (contrary to previous years), since the course had been very much on translation.

However, the exams gave 2 B and 4 C, which is not a very good result, so I wonder whether the students actually prepared for the exams (which were quite similar to the previous years, and I was actually fearing that they would be too easy).

When I created the course, it was not possible to weigh both exam and qualification work for the final grade, but I am told this can be done now. In that case, most students would have achieved better grades and I believe they deserved it. So I will change (tentatively) the evaluation method for next semester.

2. “læringsutbytteformuleringene”

I wrote the *læringsutbytteformuleringene* myself, I think they are OK. But I believe most students choose the course because they want to improve their Portuguese skills and learn more about translation, and because they already know me as teacher.

3. “emnebeskrivelsen”

The same about the “emnebeskrivelsen”. I wrote it myself. Apparently the students had nothing to complain about it either.

4. Changes?

As said above, the two qualification exercises were changed, and I think they worked for the best. Also the presentation was announced to all other Portuguese students, in order for the less advanced ones to

learn and meet the more advanced ones. This went very well.

5. Improvements?

The course works well, but of course it would be nice to teach more hours (but that probably would involve hiring a hjelpelærer).

6. Other comments

There was a student who only came the first day and then went out (“trakk seg”). This is quite OK. However, she was invited to answer the questionnaire (since 7 invitations were sent), and that I think is plainly wrong. These kind of students should not be allowed to answer (most of) the questions, since they deal with the whole course and not the first class only.

There is also the issue of “pensum”, that should not be confused with the issue of “obligatory / suggested” books. In the POR2101 “pensum” I suggest that they buy a good grammar. This does not mean that I follow it slavishly or at all. It should be seen as a complement, as a reference work. So I wonder how I would answer the question for Pensum in the questionnaire.