

SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON

Winter 2020 - PORT 103: Elementary Portuguese

Program Information: <https://spanport.washington.edu/portuguese-language-program>

Canvas: <https://canvas.uw.edu/>

Instructor: Clarissa de Barros Lacerda

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Office Location: PDL C-220

Office Hours: TBA

Section/SLN: A/19383

Class Time: MTWTHF 9:30-10:20

Class Location(s): LOW 115

REQUIRED COURSE MATERIAL

- **Open e-Textbook: *Bate-Papo - An Introduction to Portuguese*** – CC BY Eduardo Viana da Silva. Press Books: University of Washington. Available at: <https://uw.pressbooks.pub/batepapo/>
- **Online Activities to accompany *Bate-Papo***. Available on Canvas.
- **Electronic Textbook. *Português para Principiantes (1st ed.)***. Severino J. Albuquerque, Jared Hendrickson, Claude E. Leroy, Mary H. Schil. Press Books: University of Wisconsin. Available at: <https://wisc.pb.unizin.org/portuguese/>
- **Brazil Pod Casts – *Língua da Gente*** – Each audio podcast, generally between 8-12 minutes, includes the presentation of a brief dialog, a line-by-line English translation, and more in-depth analysis of the pronunciation, vocabulary, grammar, and cultural content in the lesson. <http://linguadagente.coerll.utexas.edu/>

MINOR IN PORTUGUESE LANGUAGE AND LUSO-BRAZILIAN STUDIES

This Minor offers a combination of Portuguese language classes with elective courses with a focus on the Luso-Brazilian world. The elective classes are offered in Latin American and Caribbean Studies, African Studies, Cultural Studies, Interdisciplinary Studies, Sociology, Anthropology, Film, History, Global Health, and other related areas. The minor consists of 15 credits of Portuguese language classes at the intermediate level (PORT 202 and 203) and higher (PORT 301) and 10 credits of elective classes with a focus in the Portuguese-speaking world. The elective classes are mostly offered in English.

LIST OF ELECTIVE CLASSES APPROVED FOR THE MINOR:

JSIS A 243, JSIS A 410, JSIS A 365/PORT 365, PORT 366, JSIS B 436/POL S 436, HST/LAC 482, JSIS A 355/SOC 355

PORT 103 - COURSE OBJECTIVES

This is a course aimed at those students who wish to attain a working knowledge of Portuguese, and the objective conditions will be created whereby all students can have a successful learning experience. Students will:

- develop some basic communicative skills.
- start to understand simple ideas expressed by other speakers.
- use Portuguese to communicate simple ideas about self, family, study, work, daily routines, leisure activities, houses, furniture, chores, and health.
- interact with authentic Portuguese texts on a variety of simple subjects.

- attain an increased awareness of and cultural sensitivity to the Portuguese language.
- gain knowledge of some social and historical aspects of the Portuguese-speaking world.
- learn more about the Portuguese-speaking communities in Seattle.

The Portuguese Program at UW teaches language communicatively, which means that all courses are taught in Portuguese, except for brief moments of English when absolutely necessary to facilitate the flow of the course. In a communicative language class, students are expected to be active co-participants in their own learning. **This requires that you come to class prepared to engage in the day’s work by having read all required material and completed assignments listed on the schedule.**

The content of the Portuguese classes and the way in which students’ work is assessed are based on the theoretical and pedagogical guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL). These are summarized in the World-Readiness for Language Learning (ACTFL, 2015), whose main goals of instruction are as follows:

- COMMUNICATION:** Communicate effectively in more than one language.
- CULTURES:** Interact with cultural competence and understanding.
- CONNECTIONS:** Connect with other disciplines and acquire information.
- COMPARISONS:** Develop insight into the nature of language and culture.
- COMMUNITIES:** Participate in multilingual communities at home and around the world.

Source: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

The activities and homework assignments that you will complete in class and the assessment tools with which your work will be evaluated have been created to accomplish and reflect the instructional objectives described in the Standards. The content of your class has also been designed to develop your ability to communicate in three different modes—interpersonal, interpretive, and presentational:

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none"> • Active negotiation of meaning among individuals 	<ul style="list-style-type: none"> • Interpretation of what the author, speaker, or producer wants the receiver of the message to understand 	<ul style="list-style-type: none"> • Creation of messages
<ul style="list-style-type: none"> • Participants observe and monitor one another to see how their meanings and intentions are being communicated 	<ul style="list-style-type: none"> • One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer 	<ul style="list-style-type: none"> • One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
<ul style="list-style-type: none"> • Adjustments and clarifications are made accordingly 	<ul style="list-style-type: none"> • Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective 	<ul style="list-style-type: none"> • To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
<ul style="list-style-type: none"> • Speaking and listening (conversation); reading and writing (text messages or via social media) 	<ul style="list-style-type: none"> • Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials 	<ul style="list-style-type: none"> • Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Source: ACTFL (2012). ACTFL Performance Descriptors for Language Learners: 2012 Edition. Alexandria, VA: ACTFL.

CLASS GOAL

By the end of PORT 103, students are expected to achieve a Novice High level in Portuguese, which is described in the 2012 ACTFL Guidelines as follows:

Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse

Source: http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

ACADEMIC CONDUCT

The [Student Conduct Code](#) explains that admission to University of Washington carries with it the presumption that students will practice high standards of professional honesty and integrity (WAC 478-120-020 [2]). The Portuguese Program supports and follows the Student Conduct Code at UW. Please familiarize yourself with this code as it governs acceptable classroom behavior, describes what constitutes cheating or plagiarism, and defines the procedure for responding to code violations.

In order to have a classroom environment conducive to learning and free of distractions, we ask that you turn your cell phones to silent (or off) prior to entering your Portuguese class. You are allowed to use your laptop or tablet during your regular classes, but you cannot turn them on during any of your exams. Find more information on the Student Conduct Code and the Vision and Values for the student community in the link below: <http://www.washington.edu/cssc/misson-statement/vision-values/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Disability Resources for Students (DRS) is a unit within the Division of Student Life dedicated to ensuring access and inclusion for all students with disabilities on the Seattle campus enrolled in undergraduate, graduate, professional, Evening Degree and Access programs. DRS serves approximately 1,600 students with either temporary or permanent physical, health, learning, sensory or psychological disabilities. Students partner with this office to establish services for their access and inclusion on campus. DRS is located in 011 Mary Gates. They can also be reached by email uwdrs@uw.edu or phone: 206-543-8924 (Voice & Relay).

Prospective or current students have the opportunity to speak with a DRS counselor **without an appointment** during Counselor on Duty (COD) hours. COD hours are designed for questions that can be addressed in 15 minutes or less. If the question is complex, a full-hour appointment will be scheduled for another day, phone questions are welcome. Please visit the DRS site for more details: <http://depts.washington.edu/uwdrs/>

RESEARCH:

The Portuguese Program routinely conducts research on instructional practices. This research provides valuable data for program assessment. Occasionally throughout the quarter you may be invited to participate in on-going studies either during regular class time or outside of class hours. As the researcher and/or your instructor will explain, participation in any such studies is absolutely voluntary and your performance on tests intended for studies will in no way affect your grade in the course.

CONTACT WITH INSTRUCTORS

Your first contact is your instructor who may be reached through email, by telephone, or in person during office hours or by appointment. **Please allow 24 hours for your instructor to answer emails from Monday to Friday.** During weekends, your instructor may not be available to answer emails.

COURSE EVALUATION

The evaluation system is based on students’ ability to participate actively and effectively in a wide variety of language related activities both in and out of the classroom. This entails a kind of apprenticeship into the language and progress is a result of the students’ own efforts. A strategy of continuous application and fulfillment of course requirements enable students to exercise a great deal of direct control over their final grade.

SUMMARY OF DISTRIBUTION OF GRADES

EVALUATION PROCEDURES	%
<u>Effort and Preparedness (20%)</u>	
Class Preparedness (Class-checked Homework) and Participation	10
Homework	10
<u>Interpersonal (20%)</u>	
Mid-term oral practice (7-10 minutes)	8
Final Interview with Instructor (15 minutes)	12
<u>Interpretive, Interpersonal, and Presentational (20%)</u>	
Two Portfolio Entries (Activities and Reflection)	20 (10% each)
<u>Summative Assessment: Interpretive and Presentational (40%)</u>	
Two Compositions	5 (2.5% each)
Two Chapter Exams	20 (10% each)
Final Written Exam	15
TOTAL	100

PROGRAMA/SCHEDULE FOR PORT 103:

- The **instructor** reserves the right to make changes to the schedule if s/he deems it pedagogically appropriate.
- Students are responsible for the notes/material from any classes missed.
- **Remember** to bring your textbook to class every day. You are responsible for all the material assigned that is listed on each day, and **you are required to complete all assigned activities** listed on the schedule or any assigned by the instructor **BEFORE** you come to class. **Late homework will be penalized.**

Material Bate Papo – An Introduction to Portuguese
Português para Principiantes
BP: Brazil Pod – Pod-casts Língua da Gente

Week 1 Jan 6 – Jan 10

Monday	Syllabus, Introductions, Bate-Papo - Unidade 5 A – A Família Exercício 1.1
Tuesday	Bate-Papo – Unidade 5 A – A Família Extensa e a Árvore de Família Ex. 1.2-1.4
Wednesday	Bate-Papo – Unidade 5 A - Descrições de um membro de Família e Atividades em Família – Ex. 2.1 – 3.2
Thursday	<u>Brazil Pod (Pod-cast) – Língua da Gente - Elementary 07: No Class Tomorrow</u> Bate-Papo – Unidade 5 A – Atividades em Família e Atividades em Casa. Ex. 3.3 – 4.2
Friday	<u>Brazil Pod - Língua da Gente – Elementary 15: Soccer is Violent.</u> Bate-Papo – Unidade 5 A – Partes da Casa – Ex. 5.1 – 5.4 Responder as perguntas sobre os Pod-casts no Canvas.

Semana 2 13 a 17 de janeiro

Segunda	Português para Principiantes (PP) – Lição 1 – Subject Pronouns, Ser/Estar and Gender, Responder 1.1 A - 1.2 B no e-text: https://wisc.pb.unizin.org/portuguese/chapter/licao-1/ <u>BP - Língua da Gente– Elementary 36: Online Shopping</u>
Terça	Bate-Papo – Unidade 5 A – Apartamentos para Alugar – Ex. 6.1 – 6.3
Quarta	Bate-Papo – Unidade 5 A - Expressões e Revisão <u>BP - Língua da Gente– Elementary 35: Galaxy or iPhone</u>
Quinta	Bate-Papo – Unidade 5 B – A Família Extensa, Datas Especiais e Feriados Ex. 1.1 – 2.4 <u>BP - Língua da Gente– Elementary 22: I Don't Like Açai</u>

Sexta **Bate-Papo – Unidade 5 B – O Quarto Ideal e a Casa Ideal – Ex. 3.1-3.6**
Responder as perguntas sobre os Pod-casts no Canvas.

Semana 3 20 a 24 de janeiro

Segunda **Holiday (Feriado) - Martin Luther King Day**

Terça **Português para Principiantes (PP) – Lição 1 –** Definite and Indefinite Articles, Answering Questions, Negative Responses, Countries, Nationalities, and Professions. Responder 1.3. A e 1.5 A no e-text e 1.4 A, 1.5 B e C no Canvas:
<https://wisc.pb.unizin.org/portuguese/chapter/licao-1/>

Quarta **Bate-Papo – Unidade 5 B - As Casas em Sua Cidade e a Sua Vizinhaça**
Ex. 4.1 – 5.3

BP - Língua da Gente – Elementary 29: I Dreamt About You

Quinta **Bate-Papo – Unidade 5 B – Leitura: Edifício Copan e Conversa 1: Banheiro Público**

BP - Língua da Gente – Elementary 06: How Many Languages Do You Speak?

Responder as perguntas sobre os Pod-casts no Canvas.

Sexta Descrever um edifício importante na sua cidade e Revisão para o Exame 1

Semana 4 27 a 31 de janeiro

Segunda **EXAME 1 (Bate-Papo Unidade 5 A e 5 B/ Lição 1 de Português para Principiantes)**

Terça **Português para Principiantes (PP) – Lição 2 –** Neuter Demonstratives, Regular Verbs in the present, days of the week, etc. Responder todos os exercícios do e-text (2.2A e 2.4A) e os demais exercícios no Canvas (2.1A, 2.3A, B, C e 2.5A).

Quarta **Bate-Papo – Unidade 6 A – Viagens – Ex. 1.1 – 1.4**

BP - Língua da Gente – Elementary 21: I Don't Get Art

Quinta **Bate-Papo – Unidade 6 A – Check-in no Hotel – Ex. 2.1 – 2.3**

BP - Língua da Gente – Elementary 05: I Love Feijoada!

Sexta **Bate-Papo – Unidade 6 A - A Sua Última Viagem – Ex. 3.1**

BP - Língua da Gente – Elementary 12: Look At Those Muscles!

Responder as perguntas sobre os Pod-casts no Canvas.

Semana 5 3 a 7 de fevereiro

Segunda	Português para Principiantes (PP) – Lição 3 – Demonstratives and Irregular Verbs. Responder todos os exercícios do e-text (3.1A; 3.2 A, B, C e 3.3A) e os demais exercícios no Canvas (3.3 B e C). <u>BP - Língua da Gente – Elementary 20: I Nearly Froze to Death</u>
Terça	Bate Papo – Unidade 6 A – Uma Viagem para Moçambique – Ex. 4.1 – 5.2 <u>BP - Língua da Gente– Elementary 28: What Sports Did You Play?</u>
Quarta	Bate Papo – Unidade 6 A – Expansão de Vocabulário e O Fim de Semana Ex. 5.3 e passo 1 e passo 2_ <u>BP - Língua da Gente– Elementary 27: I Hate Pets!</u> Responder as perguntas sobre os Pod-casts no Canvas.
Quinta	<u>IMPORTANT CULTURAL ACTIVITY – PORTFOLIO #1</u> <u>Preparar perguntas para os estudantes.</u> VISITA EM SALA DE ESTUDANTES DE ANGOLA E MOÇAMBIQUE Student Leaders in Journalism and New Media (Students of the U.S. Institute - SUSI), sponsored by the U.S. Department of State and organized by the UW Foundation for International Understanding through Students - FIUTS
Sexta	Reflexão sobre a visita dos estudantes de Angola e Moçambique Mid-term Oral practice

Semana 6 10 a 14 de fevereiro

Segunda	Português para Principiantes (PP) – Lição 4 – Adjectives, Numbers and Reflexive Verbs. Responder todos os exercícios do e-text (4.1B; 4.2 A; 4.5 A e B) e os demais exercícios no Canvas (4.1A; 4.3 A e B; 4.4. A e B). Entry 1 for Portfolio is due.
Terça	Bate-Papo – Unidade 6 A - Suas Experiências e um Prato Típico Moçambicano <u>BP - Língua da Gente – Elementary 25: Have You Quit Smoking?</u>
Quarta	Bate-Papo – Unidade 6 A – O seu Ano Passado e Expressões Ex. 9.5 <u>BP - Língua da Gente – Elementary 03: You Can't Keep Working Like This</u> Responder as perguntas sobre os Pod-casts no Canvas.
Quinta	<u>EXAME 2 (Bate-Papo – Unidade 6 A e Português para Principiantes)</u>
Sexta	Discussion about Filme 1 Mid-Term Oral Practice is due

Semana 7 17 a 21 de fevereiro

Segunda	Holiday (Feriado) - Presidents Day (Dia do Presidente)
Terça	Português para Principiantes (PP) – Lição 5 – Preterite Perfect and Irregular Verbs in the Preterite. Responder os exercícios do e-text (5.1 A, B, C) e 5.1 D on Canvas.
Quarta	Bate-Papo – Unidade 6 B – Meios de Transporte – Ex. 1.1 -1.4 <u>BP - Língua da Gente– Elementary 28: What Sports Did You Play?</u>
Quinta	Bate-Papo – Unidade 6 B – As Viagens de Sua Professora – Ex. 2.1 – 2.4 <u>Língua da Gente – Elementary 31: Where is Breakfast?</u> Responder as perguntas sobre os Pod-casts no Canvas
Sexta	Bate-Papo – Unidade 6 B – Na Feira e Práticas Culturais – Ex. 3.1 – 4.2 Entry 1 for Portfolio is due.

Semana 8 24 a 28 de fevereiro

Segunda	Português para Principiantes (PP) – Lição 5 – Expressions with Ter/Estar. Responder o exercício 5.2 A do e-text e 5.2 B; 5.3 A and B no Canvas.
Terça	Bate-Papo – Unidade 6 B – Pedir por Informação – Ex. 5.1 – 5.3 <u>BP - Língua da Gente – Elementary 34: Let’s Take Your Blood Pressure</u>
Quarta	Bate-Papo – Unidade 6 B – Informação Biográfica – Ex. 6.1 – 6.3 <u>BP - Língua da Gente – Elementary 32: Did You Like The Movie?</u>
Quinta	Bate-Papo – Unidade 6 B – Atividades Diárias versus Atividades do Passado Ex. 7.1 – 7.2 e Expansão de Vocabulário
Sexta	Bate-Papo – Unidade 6 B – Leitura sobre a Capulana – Ex. 8.1 – 8.2 <u>BP - Língua da Gente – Elementary 33: They Broke Up Last Week</u> Responder as perguntas sobre os Pod-casts no Canvas.

Semana 9 2 a 6 de março

Segunda	Os Países Africanos de Língua Portuguesa Entry 2 for Portfolio is due
Terça	Bate-Papo – Unidade 6 B – Informações sobre Você – Ex. 9.1 -9.3 <u>BP - Língua da Gente– Elementary 39: This Lasagna is Fantastic!</u>
Quarta	Bate-Papo – Unidade 6 B – Sua Viagem de Retorno de Moçambique

BP - Língua da Gente – Elementary 40: Casual Summer Dress!

Responder as perguntas sobre os Pod-casts no Canvas.

Quinta

Bate-Papo – Unidade 6 B – Suas experiências em Viagens e Expressões Úteis

Sexta

Discussão do Filme 2

Semana 10 9 a 13 de março

Segunda

Oral interviews (10 minutes at time designated by instructor)

Terça

Oral interviews (10 minutes at time designated by instructor)

Quarta

Oral Interviews (10 minutes at time designated by instructor)

Quinta

Review for the Final Exam

Sexta

Responder as perguntas sobre os Pod-casts no Canvas.

EXAME FINAL na Sala de Aula (13 de Março)

GRADING SYSTEM

NUMERICAL GRADES	LETTER GRADE	NUMERICAL GRADES	LETTER GRADE
4.0 - 3.9	A	2.1 – 1.9	C
3.8 - 3.5	A-	1.8 - 1.5	C-
3.4 - 3.2	B+	1.4 – 1.2	D+
3.1 - 2.9	B	1.1 – 0.9	D
2.8 – 2.5	B-	0.8 – 0.7	D-
2.4 – 2.2	C+	0.0	E

EXPLANATION OF EVALUATION PROCEDURES

1. Preparedness, Participation, and Attendance

Students are allowed a maximum of 3 unexcused absences throughout the quarter. Students who exceed the number of unexcused absences will have their participation grade lowered.

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. Participation is not just an attendance grade, but also a measure of each student's language learning activity. We expect that all students will engage in the course in ways that will advance language learning.

Participation will be evaluated through the level of preparation; discussions of readings and textbook exercises, etc.; participation in oral activities; contributions to pair and small group work; and use of Portuguese as the language of communication in the classroom. You are expected to use Portuguese to communicate with

your fellow students and instructor during your class (except when discussing your grades or any administrative matters related to your class).

2. Homework

Purpose:

- To give you the opportunity to experiment with and use Portuguese in a variety of activities/contexts.
- To help you prepare for your in-class work.

How it works:

- o **In-class Homework:** Each day before class, students are expected to have the material outlined in the schedule completed (e.g., all textbook readings and listening comprehension activities, compositions, or extra homework assigned by the instructor). You are expected to do your online workbook exercises in Canvas, *Português para Principiantes*, and all Podcasts **before class**.
- o An assignment consists of every single activity for the lesson assigned by your instructor. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- o You must complete the activities **by the deadline in syllabus. Late homework will affect your grade.** You must complete all of the assignments for each of the lessons unless otherwise instructed.

3. Mid-term oral practice

Purpose:

- To give you the opportunity to speak Portuguese with a classmate and listen to your own production
- To evaluate you in the acquisition and use of Portuguese in the interpersonal and presentational mode

How it works:

The mid-term oral practice will consist in a dialogue in Portuguese with a classmate. **Your dialogue should last around 7-10 minutes** and should be recorded. Further details will be provided by your instructor.

4. Final Oral Interview

Purpose:

- To give you the opportunity to speak Portuguese in a specific social context
- To evaluate you in the acquisition and use of Portuguese in the interpersonal mode

How it works:

The final oral interview will consist of a one-on-one conversation with your instructor. It will be conducted at the end of the quarter, and you will be evaluated with regard to the expected proficiency level of students in your course. **The interview will last 10 minutes.**

5. Portfolio

Purpose: To give you the opportunity to work on different listening and written texts, to interact with native speakers, and to know more about the target culture (interpersonal and interpretive modes).

How it works:

You will have to complete **two comprehensive portfolio activities**. These tasks will require you to work with authentic materials, or to use Portuguese in the community, and to write reflections on your experience. The completed assignments will be submitted online (**on Canvas**) on the deadline established in the schedule. Further details about the portfolio entries will be provided by the instructor at a later date during the semester.

6. Compositions

Purpose: To validate comprehension of material in the chapters (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

How they work:

Students will expand the compositions from the exam at home and make the appropriate corrections. The use of dictionaries is allowed, but online translators are not to be used for this assignment. This work should represent the effort of the student only, please do not ask for help from friends or other instructors to review or rewrite your composition. **This will be considered plagiarism.** You will submit this assignment on Canvas.

7. Exams and Final

Purpose: To validate comprehension of material in the chapters (interpretive and presentational modes), and to allow students to assess their knowledge of the material learned.

How they work:

Each exam may cover any and all of the material related to a particular lesson, and it will consist of reading and listening comprehension exercises and a short composition. The exams are significant measurements of your comprehension of the material in the lesson. The number of items on an exam is variable.