

## SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON

### Autumn 2019 - PORT 202: Intermediate Portuguese

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

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

Instructor: **Clarissa de Barros Lacerda**

E-mail: **clacer@uw.edu**

Office Location: **PDL C-220**

Office Hours: **Tue 1-2:00 pm/ Th 9-10:00 am**

Section/SLN: 20555

Class Time: MTWTHF 10:30 – 11:20

Class Location(s): LOW 115

### REQUIRED COURSE MATERIAL

**Apostila (course pack)** – Distribuída pela professora em sala

- **Brazil Pod Casts – Clica Brasil** – Portuguese language lessons that highlight aspects of Brazilian culture. These lessons are designed for intermediate to advanced students. Each unit includes videos of Brazilians from all walks of life speaking naturally about their lives and their country, and numerous activities and exercises. <http://laits.utexas.edu/clicabrasil/lesson/trajet%C3%B3rias/pano-de-fundo.html>

### MINOR IN PORTUGUESE LANGUAGE AND LUSO-BRAZILIAN STUDIES

The Department of Spanish & Portuguese Studies (SPS), in collaboration with the Henry M. Jackson School of International Studies (JSIS), offers a Minor in **Portuguese Language and Luso-Brazilian Studies**. This Minor offers a combination of Portuguese language classes (15 credits) at the intermediate/advanced level and 10 credits of elective classes with a focus in the Portuguese-speaking world. The elective classes are mostly offered in English.

To declare a minor in Portuguese Language and Luso-Brazilian Studies, students must declare a major first. **Students must meet with their major adviser** to sign off on minor declaration paperwork in order to ensure that they meet university satisfactory progress requirements.

Minor Requirements: 25 Credits

- **PORT 202, 203 and 301** (15 credits total, PORT 299 may substitute for PORT 202 or 203).
- **Minimum 10 credits from approved electives:** 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.
- Minimum 15 credits at the 300-/400-level.
- Minimum 20 Credits completed at UW.

Find out more information about the Minor at:

<https://spanport.washington.edu/minor-portuguese-language-and-luso-brazilian-studies>

## **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:

- continue to develop their communicative skills.
- understand main ideas expressed by other speakers.
- use Portuguese to communicate ideas about self, family, study, work, daily routines, leisure activities, houses, furniture, chores, health, food, shopping, vacations and festivals, traveling, relationships, arts and entertainment.
- interact with authentic Portuguese texts on a variety of 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 the Seattle area.

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"> <li>Active negotiation of meaning among individuals</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of what the author, speaker, or producer wants the receiver of the message to understand</li> </ul>	<ul style="list-style-type: none"> <li>Creation of messages</li> </ul>
<ul style="list-style-type: none"> <li>Participants observe and monitor one another to see how their meanings and intentions are being communicated</li> </ul>	<ul style="list-style-type: none"> <li>One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>Adjustments and clarifications are made accordingly</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture</li> </ul>
<ul style="list-style-type: none"> <li>Speaking and listening (conversation); reading and writing (text messages or via social media)</li> </ul>	<ul style="list-style-type: none"> <li>Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials</li> </ul>	<ul style="list-style-type: none"> <li>Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)</li> </ul>

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

## **CLASS GOAL**

By the end of PORT 202, students are expected to achieve an Intermediate Mid level in Portuguese, which is described in the 2012 ACTFL Guidelines as follows:

### **Intermediate Mid**

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

**Source:** [http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](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/>

### **ACCOMODATIONS 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](mailto: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/>

### **RELIGIOUS ACCOMMODATION POLICY**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

### **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**

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

**UNIVERSIDADE DE WASHINGTON**  
**PROGRAMA PARA PORTUGUÊS 202 – OUTONO DE 2019**

**Professora: Clarissa de Barros Lacerda**

**Material:** Apostila (course pack) – Distribuída pela professora em sala  
Recursos online disponíveis através do Canvas

<b>Semana 1</b>	
<b>25 a 27 de setembro</b>	
Quarta	Syllabus, Introduções, Restrospectiva do verão
Quinta	<b>Unidade 1</b> – Mapeando a o mundo das artes – O que é arte? Qual é a sua função? Páginas 2-4 – Fazer exercícios: 1.1-1.3
Sexta	Intervalo para a gramática – presente do indicativo – págs. 4-6 Fazer exercício 1.6 – Escrever respostas completas no Canvas Notícias da Semana
<b>Semana 2</b>	
<b>30 de setembro a 4 de outubro</b>	
Segunda	Ler é viver através de outros olhares – págs. 6-9 Exercício 1.12 – Escolher dois lugares e escrever respostas completas no Canvas Exercícios 1.4-1.6
Terça	No estúdio – Língua Portuguesa – págs. 9-10 – Ex. 1.17 Leitura: Lisboa, a capital de Portugal
Quarta	Intervalo para a gramática – Palavras interrogativas – págs. 10-12 Ex. 1.22 – Escrever as perguntas no Canvas
Quinta	Ler é viver através de outros olhares - págs. 12-14 Ex. 1.25-1.26 – Ex. 1.27 (a, b, c) no Canvas
Sexta	<b>Skype em sala com Vanessa Matiola</b> , estudante de mestrado da Universidade Estadual Paulista – UNESP - A vida em arte – págs. 15-17 – Ex. 1.29 e 1.31 Notícias da Semana
<b>Semana 3</b>	
<b>7 a 11 de outubro</b>	
Segunda	Crônica “ <b>Pechada</b> ” de Luis Fernando Veríssimo
Terça	<b>CLASS IN DENNY HALL – Room 158 – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil</b>
Quarta	Reflexão sobre o Teletandem - Debates – pág. 21 – Ex. 1.43 – Escolha um ponto de vista e escreva 5 frases no Canvas.
Quinta	Revisão para o Exame 1 e Notícias da Semana
Sexta	<b>EXAME 1</b>

<b>Semana 4</b>		<b>14 a 18 de outubro</b>	
Segunda		Leitura: Conto “ <b>Um Apólogo</b> ” de <b>Machado de Assis</b>	
Terça		<b>CLASS IN DENNY HALL – Room 158 – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil</b>	
Quarta		Reflexão sobre o Teletandem – <b>Unidade 2</b> – Revelando através da fotografia – págs. 24-26 – Ex. 2.1-2.3 e responda as perguntas do ex. 2.5 no Canvas	
Quinta		Intervalo para gramática - Pretérito perfeito & imperfeito – págs. 27-28 Ex. 2.8 - Responder no Canvas com respostas completas	
Sexta		Ler é viver através de outros olhares – págs. 29-31 – Ex. 2.9 e responder o ex. 2.10 no Canvas - Notícias da Semana	
<b>Semana 5</b>		<b>21 a 25 de outubro</b>	
Segunda		Conto: “ <b>A Infinita Fiandeira</b> ” de <b>Mia Couto</b> / “ <b>The Werewolf</b> ” de <b>Angela Carter</b>	
Terça		<b>CLASS IN DENNY HALL – Room 158 – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil</b>	
Quarta		<b>Visita em sala da Professora Ana Cristina Biondo Salomão</b> da Universidade Estadual Paulista – UNESP	
Quinta		<b>FILME 1 – Discussão em Sala</b>	
Sexta		<b>Mid-term Oral practice/ Review</b>	
<b>Semana 6</b>		<b>28 de outubro a 1o de novembro</b>	
Segunda		Conto: “ <b>Queixa de Defunto</b> ” de <b>Lima Barreto</b> / “ <b>The Cask of Amontillado</b> ” de <b>Edgar Allan Poe</b>	
Terça		<b>CLASS IN DENNY HALL – Room 158 – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil</b>	
Quarta		Intervalo para a gramática – Comparativos e superlativos – págs. 32-33 - Ex. 2.14 no Canvas	
Quinta		Ler é viver através de outros olhares – págs. 33-36 – ex. 2.17 e Ex. 2.19	
Sexta		Intervalo para a gramática – O future e o condicional – págs. 37-40 Ex. 2.21, 2.24 – Ex. 2.27-b no Canvas Notícias da Semana - <b>Mid-Term Oral Practice is due</b>	

<b>Semana 7</b>		<b>4 a 8 de novembro</b>
Segunda	<b>EXAME 2</b>	
Terça	<b>Poesias de Carlos Drummond de Andrade</b>	
Quarta	Cenários – págs. 41 – Ex. 2.29 e 2.30 – Escrever um parágrafo no Canvas	
Quinta	Presente do subjuntivo – Expressando atitudes e desejos – págs. 383-384	
Sexta	Presente do subjuntivo – Expressando desejos – págs. 385-388 Notícias da Semana	
<b>Semana 8</b>		<b>11 a 15 de novembro</b>
Segunda	<b>Holiday – Veterans Day</b>	
Terça	Leitura: <b>A Poesia de Florbela Espanca</b>	
Quarta	Leitura - Vamos Viajar: A Saúde Pública no Mundo Lusófono	
Quinta	Presente do Subjuntivo – Expressando dúvida – págs. 389-390	
Sexta	Leitura sobre o Ensino Superior no Brasil e Notícias da Semana	
<b>Semana 9</b>		<b>18 a 22 de novembro</b>
Segunda	Conto: <b>“Dê aos seus filhos um passado melhor” de José Eduardo Agualusa</b>	
Terça	Leitura sobre as ONGs no Mundo Lusófono	
Quarta	Leitura: O Norte do Brasil e o Amazonas	
Quinta	Revisão de gramática e Notícias da Semana	
Sexta	<b>FILME 2 – Discussão</b>	
<b>Semana 10</b>		<b>25 a 29 de novembro</b>
Segunda	Conto <b>“As Formigas” de Lygia Fagundes Telles</b>	
Terça	Leitura sobre a cidade de Recife	
Quarta	Preparação para a Entrevista Oral - <b>Entry 2 for Portfolio is due</b>	
Quinta	<b>Holiday - Thanksgiving</b>	
Sexta	<b>Holiday – Thanksgiving</b>	
<b>Semana 11</b>		<b>2 a 6 de dezembro</b>
Segunda	Entrevista Oral (10 minutes at time designated by instructor)	
Terça	Entrevista Oral (10 minutes at time designated by instructor)	
Quarta	Entrevista Oral (10 minutes at time designated by instructor)	
Quinta	Revisão para o Exame Final	
Sexta	<b>EXAME FINAL EM SALA DE AULA</b>	



## 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 an attendance grade, but rather 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).

In-class Homework: Each day before class, students are expected to have the material outlined in the schedule completed (e.g., all textbook reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

### **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 they work:

- 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). **Any incomplete work will affect your grade and a loss of points for the "Participation" component of the course.**

- Workbook Homework:
  - o You will do your workbook exercises and practices outside of class in the workbook.
  - o An assignment consists of every single activity for the lesson. 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 be penalized.** You must complete all of the assignments for each of the lessons for your level 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 8 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. 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.