

SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON
Winter 2020 - PORT 203: Intermediate Portuguese

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

Instructor: Eduardo Viana da Silva
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Office Location: PDL – C-222
Office Hours: Tue – 11:30-12:30 pm
Th – 3:30-4:30 pm

Section/SLN: 19385
Phone number: (206) 543-7943
Class Day/Time: M-F 10:30-11:20am
Class Location: M-F: LOW 115

REQUIRED COURSE MATERIAL

- A course-pack will be given to you in class.
- Lima, Edy. *A Vaca Voadora*. São Paulo: Global Editora, 2004. ISBN: 85-260-0732-7. The Department of Spanish and Portuguese will lend you a copy of this book for your use during the Winter quarter. Please return your copy at the end of the course.

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

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 simple and more elaborated 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"> • 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.

By the end of PORT 203, 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

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 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 | % |
|---|---------------|
| Effort and Preparedness (20%) | |
| Class Preparedness (Class-checked Homework) and Participation | 10 |
| Homework (quizzes on Canvas and MyPortuguese Lab) | 10 |
| Interpersonal (20%) | |
| Mid-term oral practice (10 minutes) | 8 |
| Final Interview with Instructor (15 minutes) | 12 |
| Interpretive, Interpersonal, and Presentational (20%) | |
| Two Portfolio Entries (Activities and Reflection) | 20 (10% each) |
| Summative Assessment: Interpretive and Presentational (40%) | |
| Two Chapter Exams | 20 (10% each) |
| Essays (corrected versions + Oficina de Redação + StoryBird + Poetry for Bricolage) | 10 |
| Final Written Exam | 10 |
| TOTAL | 100 |

PROGRAMA/SCHEDULE FOR PORT 203 – WINTER 2020

- The **instructor** reserves the right to make changes to the schedule (excluding exams) if s/he deems it pedagogically appropriate.
- The student is 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.**

PE – Ponto de Encontro

Vídeos – Available on Canvas

Semana 1 6 a 10 de janeiro

| | |
|---------|---|
| segunda | Syllabus, Introduções e bate-papo sobre as férias de dezembro |
| terça | Lição 11 – A Saúde e os Médicos – À Primeira Vista – P.E. págs. 412-418 |
| quarta | Expressando Emoções – Estrutura 1 e Vamos Viajar: As farmácias e a farmacologia. P.E. págs. – 419-422 |
| quinta | Oficina de Redação 1: Produção de Poesia/ Biografias de escritores brasileiros |
| sexta | Vídeo: O Feriado Favorito <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |

Semana 2 13 a 17 de janeiro

| | |
|---------------|--|
| segunda-feira | Leitura – <i>A Vaca Voadora</i> – pp. 7-15(cap. 1 e 2) – responder perguntas no Canvas |
| terça-feira | Fazendo Sugestões e por/para – Estruturas 2 e 3 - P.E. págs. 423-426 |
| quarta-feira | Revisão com um colega da poesia e Informação da Revista Bricolage https://bricolageuw.wordpress.com/submissions/ |
| quinta-feira | Atividade Suplementar: “R de Roteiro” – Escrever em um parágrafo um resumo do texto e fazer o exercício 6 da pág. 129 |
| sexta-feira | Vídeo: A Primeira Viagem de Avião <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |

IMPORTANTE:

Enviar sua poesia para a revista *Bricolage* para pontos extras
(Prazo: 25 de janeiro de 2020). Use o “Submission Form” em:
<https://bricolageuw.wordpress.com/submissions/>

Semana 3 20 a 24 de janeiro

| | |
|---------------|---|
| segunda-feira | Feriado – Dia de Martin Luther King |
| terça-feira | Leitura – <i>A Vaca Voadora</i> – pp. 16-23 (cap. 3 e 4) –responder perguntas no Canvas |
| quarta-feira | <u>Visita de Estudantes da Universidade Federal do Mato Grosso do Sul</u> Preparar perguntas para os visitantes |
| quinta-feira | <u>Oficina de Redação 2:</u> Resenha de um Filme/ Livro |
| sexta-feira | Vídeo: Hobbies Favoritos <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |

Semana 4 27 a 31 de janeiro

| | |
|---------------|---|
| segunda-feira | Leitura – <i>A Vaca Voadora</i> – pp. 24-34 (Cap. 5 a 7)–responder perguntas no Canvas |
| terça-feira | Preposição por/para – Estrutura 4 e Vamos Viajar: A Saúde Pública no Mundo Lusófono - P.E. págs. 426-430 |
| quarta-feira | <u>Oficina de Redação 2:</u> Revisão de um colega em sala da resenha de um filme ou livro |
| quinta-feira | Vídeo: Informação sobre a Família <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| sexta-feira | EXAME 1 (conteúdo da lição 11 até a p. 430 e <i>A Vaca Voadora</i>) |

| Semana 5 | 3 a 7 de fevereiro |
|---------------|---|
| segunda-feira | Leitura– <i>A Vaca Voadora</i> -pp. 35-51(Cap. 8 a 11) – responder perguntas no Canvas |
| terça-feira | Pronome Relativo – que/quem – P.E. págs. 431-432 |
| quarta-feira | Vídeo: Secções do Jornal no Brasil <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| quinta-feira | <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-feira | <u>Mid-term Oral practice</u> |
| Semana 6 | 10 a 14 de fevereiro |
| segunda-feira | Leitura: <i>A Vaca Voadora</i> – pp. 52-68 (Cap. 12 à 15) – perguntas no Canvas |
| terça-feira | Horizontes: Cabo Verde P.E. págs. 438-439 <u>Cultural Portfolio #1 is due</u> |
| quarta-feira | <u>Oficina de Redação 3</u> – Narração no passado no https://storybird.com/ |
| quinta-feira | Lição 12: As Férias e as Viagens – À Primeira Vista; P.E. págs. 444-447 Vídeo: Descrição da Casa <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| sexta-feira | Discussão do primeiro filme <u>Mid-Term Oral Practice is due on Canvas</u> |
| Semana 7 | 17 a 21 de fevereiro |
| segunda-feira | Feriado – Dia do Presidente |
| terça-feira | <i>A Vaca Voadora</i> – pp. 69-82 – (Cap. 16 à 19) - responder perguntas no Canvas |
| quarta-feira | Lição 12: As Férias e as Viagens – À Primeira Vista; P.E. págs. 444-447 |
| quinta-feira | Viajar de Carro, A Reserva do hotel, O correio. PE. págs. 447-450 Vídeo: Descrição do Clima <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| sexta-feira | EXAME 2 (Vídeos, Ponto de Encontro até a pág. 450 e <i>A Vaca Voadora</i>) |

| Semana 8 | 24 a 28 de fevereiro |
|---------------|--|
| segunda-feira | <i>A Vaca Voadora</i> – pp. 83-93 - (Cap. 20 à 22) – responder perguntas no Canvas |
| terça-feira | Estrutura 1 – Afirmações e Negações; Vamos Viajar: Os Meios de Transporte de Hoje. P.E. pp. 451-455 |
| quarta-feira | Redação 3 - https://storybird.com/ (Trazer um laptop para cada grupo de 2 ou 3). |
| quinta-feira | Estrutura 2: Falando de coisas que não existem. P.E. págs. 456-459 |
| sexta-feira | Estrutura 3: Subjuntivo em Cláusulas Adverbiais. P.E. pp. 460-462 Vídeo: Em 10 anos <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| Semana 9 | 2 a 6 de março |
| segunda-feira | <i>A Vaca Voadora</i> – pp. 94-109 (Cap. 23 ao Fim) – responder perguntas no Canvas <u>Entry 2 for Portfolio is due</u> |
| terça-feira | Estrutura 4: Recomendações – O Passado do Subjuntivo. P.E. pp. 463-465 |
| quarta-feira | Vídeo: Recado por Telefone <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| quinta-feira | Vamos Viajar: A emigração e Imigração, Moçambique. P.E. pp. 466-467/ 474-475. Vídeo: Brasileiros em Moçambique |
| sexta-feira | Discussão do segundo filme – Responder perguntas no Canvas |
| Semana 10 | 9 a 13 de março |
| segunda-feira | Treinamento para as entrevistas orais em sala Vídeo: Animal de Estimação <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| terça-feira | Entrevistas orais (15 minutos por estudante) Vídeo: Um Acidente de Carro <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| quarta-feira | Entrevistas orais (15 minutos por estudante) Vídeo: Meu Último Emprego <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| quinta-feira | <u>Revisão para o Exame Final</u> Vídeo: Práticas de Negócios nos Estados Unidos <u>Fazer a atividade de Compreensão do Vídeo no Canvas.</u> |
| sexta-feira | EXAME FINAL em sala (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 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).

Workbook Homework/ My Portuguese Lab:

- You will do your workbook exercises or MyPortuguese Lab and practices outside of class.
- An assignment consists of every single activity for the lesson. Pay attention to spelling, capitalization, punctuation, and accentuation as you complete your work.
- You must complete the activities by the deadline in syllabus.

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 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 15 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.