

SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON

Spring 2019 - PORT 301: Advanced Portuguese

Program Information: <https://spanport.washington.edu/portuguese-language-program>
Canvas: <https://canvas.uw.edu/>
Textbook Website: http://wps.prenhall.com/ml_ponto_de_encontro_2e/

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Section A / SLN: 18780
Phone number: (206) 543-7943

Office Location: PDL C-222
Office Hours: M/W – 1:00-2:00 pm

Class Time: MTWTH 10:30-11:20 am
Class Location(s): RAI 107

PRE-REQUISITE: PORT 203 or Placement Exam

REQUIRED COURSE MATERIAL

- **Textbook:** Klobucka, et al. – 2nd ed. Ponto de Encontro: Portuguese as a World Language. Upper Saddle River, NJ: Prentice-Hall.
- **Workbook - paper or online version:** Workbook to Accompany Ponto de Encontro: Portuguese as a World Language. 2nd ed. Upper Saddle River, NJ: Prentice-Hall – ID: **CRSKLW8-710816**
- **Brazil Pod:** Clica Brasil and Conversa Brasileira– available at: <http://coerll.utexas.edu/coerll/portuguese>
- Gomes, Dias. *Roque Santeiro ou O Berço do Herói*. (Brazilian Play)

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:

- develop communicative skills.
- understand ideas at the advanced level expressed by other speakers.
- use Portuguese to communicate ideas about self and others; talk about current events; defend points of view; provide detailed descriptions and narrations in all time frames (present, past, and future); among other functions mostly at the advanced level.

- interact with authentic Portuguese texts on a variety of subjects at the advanced and superior level.
- 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.

CLASS GOAL

By the end of PORT 301, students are expected to achieve an Intermediate-High level in Portuguese, which is described in the 2012 ACTFL Guidelines as follows:

Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

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

DISCLAIMER

Some of the topics that will be discussed in class involve human rights, women's rights, technology, and the reading of the play *Roque Santeiro* (comedy) by Dias Gomes, which at times deals with religiosity (Catholicism) and politics; portraying community leaders as corrupted people. *Roque Santeiro* is a popular literature piece from Brazil and do not represent the views of your instructor. It should be analyzed as a literature piece, a fiction.

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/](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 – 6%	6
2 Visits at CLUE to review your final paper	4
Homework	10
<u>Interpersonal (20%)</u>	
Mid-term oral practice (7-10 minutes)	8
Final Interview with <u>Instructor</u> (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 Exams	20
Final Written Project	15
TOTAL	100

PROGRAMA/SCHEDULE FOR PORT 301:

- The **instructor** reserves the right to make changes to the schedule 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.

PORT 301 – PRIMAVERA DE 2019

PE – Ponto de Encontro

Semana 1 1o a 5 de abril

segunda-feira	Syllabus, Introdução ao curso, Lição 13: O Meio Ambiente (PE pp. 480-481)
terça-feira	Enquanto falta de um lado, de outro.../Para Escutar (PE. pp. 482-483) <u>Brazil Pod – Conversa Brasileira</u>
quarta-feira	Estrutura 1: Planning the future (PE pp. 484-486)
quinta-feira	Estrutura 2: Hypothesizing about the future (PE pp. 486-488) <u>Brazil Pod – Conversa Brasileira</u>
sexta-feira	Leitura: Preservação do meio ambiente (PE pp. 489)

Semana 2 8 a 12 de abril

segunda-feira	Estrutura 3: Hypothesizing about what might happen (PE pp. 491-492)
terça-feira	Vamos Viajar: O Ecoturismo (PE pp. 492-493) <u>Brazil Pod – Conversa Brasileira</u>
quarta-feira	Estrutura 4: Expressing reciprocity (PE pp. 494-495)
quinta-feira	Encontros (PE pp. 496-499) (PE pp. 520-522; SAM 320) - <u>Brazil Pod – Conversa Brasileira</u>
sexta-feira	Introdução à peça de Dias Gomes: <i>Roque Santeiro</i> . pp. 5-16

Semana 3 15 a 19 de abril

segunda-feira	<i>Roque Santeiro</i> – Primeiro e Segundo Quadro. pp. 19-35 (Responder perguntas no Canvas)
terça-feira	Leitura: Horizontes – Guiné Bissau (PE pp. 500-501)
quarta-feira	Introdução ao Projeto de Final de Curso
quinta-feira	Revisão para o primeiro exame/ <u>Brazil Pod – Conversa Brasileira</u>
sexta-feira	EXAME 1 (Ponto de Encontro – Lição 13)

Semana 4 22 a 26 de abril

segunda-feira	<i>Roque Santeiro</i> – Terceiro e Quarto Quadro pp. 36-47
terça-feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Pano de Fundo Fazer exercícios 1-4 págs. 1-2 - <u>Brazil Pod – Conversa Brasileira</u>
quarta-feira	CLASS IN DENNY HALL – Room 158 – TELETANDEM Online Exchange with Students at UNESP
quinta-feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Pano de Fundo Fazer exercícios 6-8 págs. 2-3
sexta-feira	Treinamento com a bibliotecária da UW, Deborah L. Raftus

Semana 5 29 de abril a 3 de maio

segunda-feira	<i>Roque Santeiro</i> – Quinto, Sexto e Sétimo Quadro - pp. 48-64
terça-feira	Preparação para a visita dos escritores brasileiros.
quarta-feira	Visita de escritores brasileiros: Marcia Tiburi, Leonardo Tonus e Flavia Rocha
quinta-feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Leitura – “O Encontro” de Luis Fernando Veríssimo - Ler o conto e fazer exercícios 1-5. págs. 5-8 <u>Brazil Pod – Conversa Brasileira</u>
sexta-feira	Mid-term Oral practice/ Review <u>Brazil Pod – Conversa Brasileira</u>

Semana 6 6 a 10 de maio

segunda-feira	<i>Roque Santeiro</i> - Oitavo e Nono Quadro – pp. 65-95
terça-feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Leitura Fazer os exercícios 12 e 13 da pág. 11. <u>Brazil Pod – Conversa Brasileira</u>
quarta-feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Gramática Ler a explicação nas páginas 13 e 14. Fazer os exercícios 1-3 – págs. 15-16
quinta -feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Aproximando o Foco Assistir os vídeos e responder as perguntas 1-3 – págs. 19-20 <u>Brazil Pod – Conversa Brasileira</u>
sexta-feira	Discussão do Filme 1 <u>Mid-Term Oral Practice is due</u>

Semana 7 13 a 17 de maio

segunda-feira	<i>Roque Santeiro</i> . Décimo e Décimo Primeiro Quadro - pp. 99-117
terça-feira	Clica Brasil: Festas, Compras, Encontros e Desencontros: Aproximando o Foco Fazer os exercícios 6-8 – pág. 23 - <u>Brazil Pod – Conversa Brasileira</u>
quarta-feira	CLASS IN DENNY HALL – Room 158 – TELETANDEM Online Exchange with Students at UNESP
quinta-feira	Lição 14: A Sociedade – (PE pp. 505-509) <u>Brazil Pod – Conversa Brasileira</u> Entregar o Primeiro Rascunho do Projeto de Final de Curso via Canvas
sexta-feira	EXAME 2 (Clica Brasil e Roque Santeiro)

Semana 8 20 a 24 de maio

segunda-feira	<i>Roque Santeiro</i> . Décimo Segundo a Décimo Quarto Quadro - pp. 118-138
terça-feira	Mudanças na sociedade brasileira – pp. 508-510 <u>Brazil Pod – Conversa Brasileira</u>
quarta-feira	CLASS IN DENNY HALL – Room 158 - TELETANDEM Online Exchange with Students at UNESP
quinta-feira	Estrutura 1: Talking about results from an action (PE pp. 511-512) <u>Brazil Pod – Conversa Brasileira</u>
sexta-feira	Estrutura 2: Emphasizing facts resulting from actions/ Os Sistemas Políticos (PE pp. 513-515) - <u>Brazil Pod – Conversa Brasileira</u> <u>Entry 1 for Portfolio is due</u>

Semana 9 27 a 31 de maio

segunda-feira	Feriado – Memorial Day
terça-feira	Décimo Quinto Quadro ao final do livro – pp. 139-160
quarta-feira	CLASS IN DENNY HALL – Room 158 - TELETANDEM Online Exchange with Students at UNESP
quinta-feira	Horizontes: Timor Leste (PE pp. 529-530)
sexta-feira	Discussão do Filme 2

Semana 10 3 a 7 de junho

segunda-feira	Apresentação dos trabalhos finais/ Entry 2 for Portfolio is due
terça-feira	Apresentação dos trabalhos finais
quarta-feira	Apresentação dos trabalhos finais
quinta-feira	Apresentação dos trabalhos finais
sexta-feira	Apresentações dos trabalhos finais

Data de Entrega no Canvas do Trabalho Final

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. 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.

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).

Visits to CLUE: You are required to participate in 2 Discussion Sessions for Portuguese at CLUE in Mary Gates Hall. Each discussion session is 45 minutes. We will distribute a sign-up sheet in class. The discussion sessions are a space for you to clarify questions about your final paper and to practice your Portuguese outside the class environment.

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). **Incomplete work will have points deducted.**
- Workbook/ Online Homework:
 - o You will do your workbook/online exercises and practices outside of class.
 - 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**. 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 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. 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 instructor to review or rewrite your composition. **This will be considered plagiarism.** You will submit this assignment on Canvas.

7. Exams and Final Project

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:

The exams may cover any and all of the material related to a particular lesson, and it will consist of reading comprehension exercises and a short composition. The Final Project is an academic piece of writing of 4 pages, double space, Times New Roman 12, with 3 academic references. Drafts of the final paper and peer- review will be conducted during the quarter.