

## SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON

### Winter 2017 - PORT 103: Elementary 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/](http://wps.prenhall.com/ml_ponto_de_encontro_2e/)

Instructor: Eduardo Viana da Silva  
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Office Location: PDL C-222  
Office Hours: M/W – 1:30-2:30

Section/SLN: A-19196  
Phone number: (206) 543-7943  
Class Time: MTWTHF 9:30-10:20  
Class Location(s): LOW 115

### **REQUIRED COURSE MATERIAL**

- **Textbook:** Klobucka, et al. – 2<sup>nd</sup> ed. Ponto de encontro: Portuguese as a World Language. Upper Saddle River, NJ: Prentice-Hall/ *My Portuguese Lab* - Online Workbook (Book Access Key)

*My Portuguese Lab* - In order to access *My Portuguese Lab*, you will need to purchase a BOOK ACCESS KEY. You have to create an account at [myportugueselab.com](http://myportugueselab.com) and then enter the book access key and the course code for PORT 103 (Winter 2017): **CRSKL81-499574**

- **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/>

### **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"> <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 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](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](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/>

### **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 (15 minutes)	12
<b><u>Interpretive, Interpersonal, and Presentational (20%)</u></b>	
<b>Two</b> Portfolio Entries (Activities and Reflection)	20 (10% each)
<b><u>Summative Assessment: Interpretive and Presentational (40%)</u></b>	
<b>Two</b> Compositions	5 (2.5% each)
<b>Two</b> Chapter Exams	20 (10% each)
Final Written Exam	15
<b>TOTAL</b>	<b>100</b>

## **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 receive 50% of the original grade and will be accepted within one week after the deadline.**

**Abbreviations** - PE: Ponto de Encontro

BP: Brazil Pod – Pod-casts Língua da Gente

### Week 1 Jan 3 – Jan 6

Tuesday	Syllabus, Introductions <b>Lição 5 - As partes da casa – À Primeira Vista</b> (Ponto de Encontro. pp. 190-191)
Wednesday	A casa; as Tarefas domésticas (PE. pp. 192-196) <u>Brazil Pod (Pod-cast)– Língua da Gente - Elementary 07: No Class Tomorrow</u>
Thursday	Estrutura 1: Expressing Ongoing Actions; Vamos Viajar: Lugares para morar (PE. pp. 197-201) <u>Brazil Pod - Língua da Gente – Elementary 15: Soccer is Violent</u>
Friday	Estrutura 2: Describing physical and emotional states (PE. 202-204) <u>Brazil Pod - Língua da Gente – Elementary 19: I just love to travel</u> <b>Responder as perguntas sobre os Pod-casts no Canvas.</b>

### Semana 2 9 à 13 de janeiro

Segunda	Estrutura 3 e 4: Pointing out and identifying people and things (PE pp. 205-207) <u>BP - Língua da Gente– Elementary 36: Online Shopping</u>
Terça	Estrutura 5: Verbs: dar, ler, ver, and vir. (PE pp. 208-211) <u>BP - Língua da Gente– Elementary 35: Galaxy or iPhone</u>
Quarta	Review of verbs; Vamos Viajar: O exterior e interior das casas (PE pp. 212-213)
Quinta	Saber e Conhecer; Situações (PE. pp. 214-217) <u>BP - Língua da Gente– Elementary 22: I Don't Like Açaí</u>
Sexta	Mais um passo: Some reflexive verbs and pronouns (PE. pp. 218-219) <b>Responder as perguntas sobre os Pod-casts no Canvas.</b>

Semana 3 16 à 20 de janeiro

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Segunda	<b>Holiday (Feriado) - Martin Luther King Day</b>
Terça	Encontros: Para conversar, escutar, e ler; Leitura Horizontes: Brasília e o Centro-Oeste (PE pp. 220-229) <u>BP - Língua da Gente – Elementary 29: I Dreamt About You</u>
Quarta	<b>Exam 1 (Lição 5)</b>
Quinta	<b>Lição 6: A Roupa e as Compras - À Primeira Vista; Vamos às compras, Tecidos e desenhos (PE pp. 234-240)</b> <u>BP - Língua da Gente – Elementary 06: How Many Languages Do You Speak?</u>
Sexta	Estrutura 1 and 2 (Talking about the past: regular verbs, <i>ir</i> and <i>ser</i> ), (PE pp. 241-244)/ <u>BP - Língua da Gente – Elementary 11: Her Husband is a Creep</u> <b>Responder as perguntas sobre os Pod-casts no Canvas.</b>

Semana 4 23 à 27 de janeiro

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Segunda	<b>CLASS IN DENNY HALL – Room 158 – Online Cultural Exchange</b> <b>UW-DUX Bridge, Mentorship Program with Students in Brazil</b>
Terça	Talking about the past, Leitura -Vamos viajar: as compras (PE pp. 245-246) <u>BP - Língua da Gente – Elementary 21: I Don't Get Art</u>
Quarta	Revisão do passado e Situações (PE. p. 245) <u>BP - Língua da Gente – Elementary 05: I Love Feijoada!</u>
Quinta	Leitura: Vamos Viajar: Feiras e Mercados, Tag Questions (PE pp. 251-253) <u>BP - Língua da Gente – Elementary 12: Look At Those Muscles!</u>
Sexta	Mais um Passo: Por e para, Encontros: para conversar (PE pp. 254-257) <b>Responder as perguntas sobre os Pod-casts no Canvas.</b>

Semana 5 30 de janeiro à 3 de fevereiro

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Segunda	<b>CLASS IN DENNY HALL – Room 158 – Online Cultural Exchange</b> <b>UW-DUX Bridge, Mentorship Program with Students in Brazil</b>
Terça	Projeto Final and Revisão do Passado (PE. pp. 261-263) <u>PB - Língua da Gente– Elementary 20: I Nearly Froze to Death</u>
Quarta	Reflection on the online exchange/ Horizontes: Lisboa, a capital de Portugal <u>BP - Língua da Gente– Elementary 28: What Sports Did You Play?</u>
Quinta	<b>Discussion about Filme 1</b>

Sexta	<p><b>Mid-term Oral practice/ Review</b></p> <p><b><u>Class evaluation/ Self-evaluation</u></b></p> <p>BP - Língua da Gente– Elementary 27: I Hate Pets!</p> <p><b>Responder as perguntas sobre os Pod-casts no Canvas.</b></p>
Semana 6	6 à 10 de fevereiro
Segunda	<p><b>CLASS IN DENNY HALL – Room 158 – Online Cultural Exchange</b></p> <p><b>UW-DUX Bridge, Mentorship Program with Students in Brazil</b></p>
Terça	<b><u>Exame 2 (Lição 6)</u></b>
Quarta	<p><b>Lição 7: O tempo e os Passatempos - À primeira vista (PE 268-270); Atividade</b></p> <p>suplementar: Que esportes você praticou no ano passado?</p> <p><u>BP - Língua da Gente – Elementary 03: You Can’t Keep Working Like This</u></p>
Quinta	<p>O tempo e as estações (PE pp. 271-273)</p> <p><u>BP - Língua da Gente – Elementary 08: Finding the Taxi Stand</u></p>
Sexta	<p><b>Mid-Term Oral Practice is due</b></p> <p>Um jogo importante, Para escutar, (PE pp. 274-276)</p> <p><u>BP - Língua da Gente – Elementary 25: Have You Quit Smoking?</u></p> <p><b>Responder as perguntas sobre os Pod-casts no Canvas.</b></p>
Semana 7	13 à 17 de fevereiro
Segunda	<p><b>CLASS IN DENNY HALL – Room 158 – Online Cultural Exchange</b></p> <p><b>UW-DUX Bridge, Mentorship Program with Students in Brazil</b></p>
Terça	<p>Indicating to whom an action takes place (PE pp. 277-280)</p> <p><u>BP - Língua da Gente – Elementary 28: What Sports Did You Play?</u></p>
Quarta	<p>Estrutura 2 – Talking about the past: some irregular verbs (PE pp. 281-283)</p> <p><u>BP - Língua da Gente – Elementary 31: Where is Breakfast?</u></p>
Quinta	<p>Revisão do Passado</p> <p><b>BP - Língua da Gente – Elementary 33: They Broke Up Last Night?</b></p>
Sexta	<p><b>Entry 1 for Portfolio is due</b></p> <p>Situações e Vamos Viajar: Os clubes desportivos (PE pp. 284-285)</p> <p><b>Responder as perguntas sobre os Pod-casts no Canvas.</b></p>

Semana 8 20 à 24 de fevereiro

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Segunda	<b>Holiday (Feriado) - Presidents Day (Dia do Presidente)</b>
Terça	Estrutura 3: Expressing ongoing actions and descriptions in the past (PE pp. 286-287) <u>BP - Língua da Gente – Elementary 32: Did You Like The Movie?</u>
Quarta	Estrutura 4: More on expressing ongoing actions (PE pp. 287-288) <b><u>BP - Língua da Gente – Elementary 33: They Broke Up Last Week</u></b>
Quinta	Estrutura 5: Narrating in the past: the preterite and the imperfect (PE pp. 289-291)
Sexta	Vamos Viajar: A história do Futebol, Situações (PE pp. 292-293) <b>Responder as perguntas sobre os Pod-casts no Canvas.</b>

Semana 9 27 de fevereiro à 3 de março

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Segunda	Mais um passo: Há/Faz, Encontros: Para conversar (PE pp. 294-297) <u>BP - Língua da Gente – Elementary 34: Let's Take Your Blood Pressure</u>
Terça	Projeto Final; (PE pp. 301-303) <u>BP - Língua da Gente– Elementary 39: This Lasagna is Fantastic!</u>
Quarta	Horizontes: O Sul de Portugal (PE. pp. 302-303)/ <b>Guest visit</b>
Quinta	Atividade Suplementar: Narração no Passado <u>BP - Língua da Gente – Elementary 40: Casual Summer Dress!</u>
Sexta	<b>Discussão do Filme 2</b> <b>Responder as perguntas sobre os Pod-casts no Canvas.</b>

Semana 10 6 à 10 de março

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Segunda	<b>Entry 2 for Portfolio is due</b> Oral interviews (15 minutes at time designated by instructor) <u>BP - Língua da Gente – Elementary 41: The Electricity Bill Has Arrived</u>
Terça	Oral interviews (15 minutes at time designated by instructor) <u>BP - Língua da Gente – Elementary 43: Take Out the Trash</u>
Quarta	Oral Interviews (15 minutes at time designated by instructor) <u>BP - Língua da Gente – Elementary 42: Plucking Your Eyebrows</u>
Quinta	Review for the Final Exam
Sexta	<b>Responder as perguntas sobre os Pod-casts no Canvas.</b> <b>Final Exam in class (MARCH 10)</b>



## **GRADING SYSTEM**

<b>NUMERICAL GRADES</b>	<b>LETTER GRADE</b>	<b>NUMERICAL GRADES</b>	<b>LETTER GRADE</b>
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).

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 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 will do your online workbook exercises in *My Portuguese Lab* outside of class and listen to the Podcasts listed in the syllabus.

- 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 *My Portuguese Lab***. Late homework will receive 50% of the original grade up to a week after the original deadline.

### 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 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

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.