

**SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON**  
**Winter 2017 - PORT 105: Intensive Portuguese for Spanish Speakers**

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/)

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Class Time: MTWTHF 11:30-12:20  
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 and then enter the book access key and the course code for PORT 105 (Winter 2017): **CRSKLUW-499347**
- **Brazil Pod Casts – Tá Falado** – Portuguese for Spanish Speakers, available free of charge at:  
<http://www.coerll.utexas.edu/brazilpod/tafalado/>

**PRE-REQUISITES**

SPAN 203 or SPAN 216; or SPAN 301, 302, 303, 314, 315, 316, any of which can be taken concurrently. Native and Heritage Speakers of Spanish are also welcome. Please consult your instructor for more details.

**COURSE OBJECTIVES**

This is an intensive Portuguese course designed for Spanish speakers. The course focuses on the similarities and differences between Spanish and Portuguese. Although, many references will be made to Spanish during class time, the language of instruction is Portuguese. Students are encouraged to contrast and compare Portuguese with Spanish and build up their language skills in Portuguese based on such comparisons.

In this course, students will:

- develop some basic communicative skills in Portuguese, contrasting and comparing with Spanish.
- 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 105, 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.

### **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.

### **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.

### **SUMMARY OF DISTRIBUTION OF GRADES**

<b>EVALUATION PROCEDURES</b>	<b>%</b>
<b><u>Effort and Preparedness (20%)</u></b>	
Class Preparedness and Participation	10
Homework	10
<b><u>Interpersonal (20%)</u></b>	
Mid-term oral practice (5-7 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 105:**

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

### **Abbreviations** - PE: Ponto de Encontro

MPL: My Portuguese Lab

BP: Brazil Pod – Tá Falado

### **Week 1**      Jan 3 – Jan 6

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Tuesday	Syllabus, Introductions, <b>Lição Preliminar</b> – Apresentações, (PE pp. 4-5)
Wednesday	Saudações, despedidas, expressões de cortesia, alfabeto (PE pp. 6-10)
Thursday	Identificação e descrição de pessoas, cognatos, (PE pp. 11-12) <u>Brazil Pod – Tá Falado - Lesson 1</u> : Pronunciation of /i/, Getting the check at a restaurant.
Friday	O que há na sala de aula, onde está, os números, os meses, dias da semana (PE pp. 14-17) <u>Brazil Pod – Tá Falado - Lesson 2</u> : Pronunciation of /u/, Slamming the Car Door <b>Answer quiz on Canvas about the podcasts for Week 1.</b>

### **Semana 2**      9 à 13 de janeiro

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Segunda	As horas, expressões úteis na sala de aula, Projeto Final (PE pp. 18-25)
Terça	<b>Lição 1 – A universidade:</b> À primeira vista, A vida dos Estudantes (PE pp. 30-33) <u>Brazil Pod – Tá Falado - Lesson 3</u> : Pronunciation of /é/ and /ê/, Public Health and Health Insurance
Quarta	Na livraria, na universidade, Estrutura 1 (Talking about people), Estrutura 2 – Talking about academic life and daily occurrences – (PE pp. 34-40) <u>BP –Tá Falado - Grammar Lesson 1</u> : Gostar vs. Gustar, Sitting on the grass
Quinta	Leitura: A vida universitária, Estrutura 3: Specifying gender and number, Estrutura 4: Contractions; Estrutura 5: Expressing location (PE pp. 41-50) <u>BP –Tá Falado -Grammar Lesson 2</u> : contractions, Getting change from a machine

Sexta Estrutura 6: Asking and answering questions; Vamos viajar: As universidades  
Mais um passo: verbos em –er/ir (PE pp. 50-56)  
**Responder as perguntas dos Pod-casts no Canvas**

Semana 3 16 à 20 de janeiro

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

Terça Projeto Final e Horizontes: São Paulo e Rio de Janeiro (PE pp. 62-66)  
Brazil Pod – Tá Falado – Lesson 4: Pronunciation of Open /ó/ and Closed /ô/,  
Getting on a City Bus

Quarta **Exame 1 (Lição preliminar e lição 1) – Class evaluation/ Self-evaluation**

Quinta **Lição 2 – Entre Amigos**: À primeira vista, de que cor, como são estas pessoas  
(PE pp. 70-74)

Brasil Pod – Tá Falado - Grammar Lesson 6: The Verb 'Ficar', Studying in Cafés

Sexta Estrutura 1: Describing people e Estrutura 2: expressing origin, possession,  
Estrutura 3: ser/estar (PE pp. 77-87)

Brasil Pod – Tá Falado - Grammar Lesson 3: Plurals with 'l', Gas Stations

**Responder as perguntas dos Pod-casts no Canvas**

Semana 4 23 à 27 de janeiro

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Segunda **CLASS IN DENNY HALL – Room 158 - Online Cultural Exchange**  
**UW-DUX Bridge, Mentorship Program with Students in Brazil**

Terça Leitura: Um mosaico étnico e racial, Estrutura 4: Expressing ownership, Mais um  
passo: expressions with estar (PE pp. 88-94)

BP - Grammar Lesson 9: Possessive Pronouns, How to Dress Like an American

Quarta Encontros: para ler, Horizontes: O Sudeste e o Sul do Brasil (PE pp. 97-107)

Quinta **Lição 3: Horas de Lazer** - À primeira vista, uma conversa por telefone,  
expressões úteis; A comida, mais comidas e bebidas (PE 110-118)

Brazil Pod – Tá Falado - Lesson 17: Também x Também não, Online Activities

Sexta Estrutura 1: Talking about daily life (PE pp. 119-122)

BP - Grammar Lesson 10: Word Order of Negative Phrases, Who Pays for Parties

Mid-term Oral practice/ Review

**Responder as perguntas dos Pod-casts no Canvas**

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><u>UW-DUX Bridge, Mentorship Program with Students in Brazil</u></b>
Terça	Estrutura 2 e 3: verbo –ir/ (PE pp. 124-127) <u>BP - Lesson 5:</u> Stressed and Unstressed /a/, Self-Checkout at the Supermarket
Quarta	Estrutura 4 – Expressing age, possession, and obligation; numbers above 100 (PE pp.128-134 Horizontes: O Nordeste do Brasil <u>BP - Lesson 6:</u> Pronunciation of Oral Diphthongs, Going to the Pharmacy
Quinta	<b>Lição 6: A roupa e as compras</b> - À primeira vista, as estações e a roupa, vamos às compras, tecidos e desenhos (PE pp. 234-240) <u>BP - Lesson 7:</u> Pronunciation of Nasal Vowels, Invitations to Parties
Sexta	Estrutura 1: Talking about the past e Estrutura 2: preterite of <i>ir</i> and <i>ser</i> (PE pp. 241-244) <b>Responder as perguntas dos Pod-casts no Canvas</b> <b>Mid-Term Oral Practice is due</b>

Semana 6 6 à 10 de fevereiro

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Segunda	<b>CLASS IN DENNY HALL – Room 158 - Online Cultural Exchange</b> <b><u>UW-DUX Bridge, Mentorship Program with Students in Brazil</u></b>
Terça	Revisão do pasado, Estrutura 4: tag questions, Horizontes: Lisboa (PE pp. 252-254 and pp. 262-263) <u>BP - Grammar Lesson 14:</u> Absence of Direct Object Pronouns, Mobile Homes
Quarta	<b><u>Exame 2</u></b> (conteúdo da lições 2, 3 e 6)
Quinta	<b>Lição 4 – A família:</b> À primeira vista (PE pp. 151-154) <u>BP - Lesson 8:</u> Pronunciation of Nasal Diphthongs, Buying Fruits and Vegetables
Sexta	O que os parentes fazem e Estrutura 1: expressing opinions (PE pp. 155-160) <u>BP–Tá Falado – Grammar lesson 8:</u> Plural of words that end in ‘ão’, Car insurance <b>Responder as perguntas dos Pod-casts no Canvas</b>

Semana 7 13 à 17 de fevereiro

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Segunda	<b>CLASS IN DENNY HALL – Room 158 - Online Cultural Exchange</b> <b><u>UW-DUX Bridge, Mentorship Program with Students in Brazil</u></b>
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Terça	<p>Leitura, Vamos viajar: Laços de família; Estrutura 2: expressing when, where, and how, Estrutura 3: Talking about daily activities (PE pp. 161-168)</p> <p><u>Brazil Pod – Lesson 9: Pronunciation of Vowel Raising, Parking Meters</u></p> <p><b><u>Class evaluation/ Self-evaluation</u></b></p>
Quarta	<p>Estrutura 4: Expressing how long Faz/Há, Horizontes: O Nordeste do Brasil e o Amazonas; Mais um Passo (PE pp. 169-174 e pp. 183-185) / <b>Entry 1 for Portfolio is due</b></p>
Quinta	<p><b>Lição 5: A casa e os móveis</b> - À primeira vista, as tarefas domésticas (PE pp. 190-196)_</p> <p><u>Brazil Pod - Lesson 10: Pronunciation of Palatalization, Cell Phones and Driving</u></p>
Sexta	<p>Estrutura 1: Expressing ongoing actions, Vamos viajar: lugares para morar (PE pp. 197-201)</p> <p><u>Brasil Pod – Tá Falado: Grammar Lesson 15: False Cognates, Driver's License</u></p> <p><b>Responder as perguntas dos Pod-casts no Canvas</b></p>

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Semana 8      20 à 24 de fevereiro

Segunda	<b>Holiday (Feriado) - Presidents Day (Dia do Presidente)</b>
Terça	<p>Estrutura 2: Describing physical and emotional states, Estrutura 3 e 4: Identifying people and things (PE pp. 202-207)</p> <p><u>Brazil Pod - Lesson 11: Pronunciation of Palatalization, Cell Phones and Driving</u></p>
Quarta	Estrutura 5: Learning useful verbs/ Estrutura 6: saber e conhecer (PE pp. 208-217)
Quinta	<p>Friday Mais um passo: Some reflexive verbs, Horizontes: Brazil e o Centro-Oeste</p> <p><u>BP - Grammar Lesson 5: Disappearing Reflexive Verbs, Use of Coupons</u></p>
Sexta	<p><b>Lição 7: O tempo e os passatempos</b> - À primeira vista, jogadores e equipamentos, o tempo e as estações do ano (PE pp. 268-273)</p> <p><u>BP - Lesson 12: Pronunciation of 's' and 'z' Sounds, Eating at Movie Theaters</u></p> <p><b>Responder as perguntas dos Pod-casts no Canvas</b></p>



Semana 9 27 de fevereiro à 3 de março

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Segunda	Um jogo importante, Estrutura 1: Indicating for whom an action takes place (PE pp. 274-280) <u>BP - Grammar Lesson 7: Para with Indirect Pronouns, Ice Water at Restaurants</u>
Terça	Estrutura 2: Talking about the past, Vamos viajar: Os clubes esportivos (PE pp. 281-285) <u>BP - Grammar Lesson 16: Placement of Indirect Pronouns, Greeting Friends</u>
Quarta	Estrutura 3 e 4: Expressing ongoing actions and descriptions in the past (PE pp. 286-288) <u>BP - Grammar Lesson 13: Gender in Portuguese and Spanish, Buying Alcohol</u>
Quinta	Estrutura 5: Narrating in the past, Vamos Viajar: a história do futebol, Horizontes: O Sul de Portugal (PE pp. 289-292 and pp. 302-303)
Sexta	<b>Discussion of Film</b> <b>Responder as perguntas dos Pod-casts no Canvas</b>

Semana 10 6 à 10 de março

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Segunda	<b>Oral interviews with instructor</b> (15 minutes at time designated by instructor) <b>Entry 2 for Portfolio is due</b> <u>BP Lesson 13: Pronunciation of 's' and 'z' Sounds (alt), Eating at Movie Theaters</u>
Terça	<b>Oral interviews with instructor</b> (15 minutes at time designated by instructor) <u>BP Pronunciation Lesson 24: Intonation</u>
Quarta	<b>Oral Interviews with instructor</b> (15 minutes at time designated by instructor)
Quinta	<b>Review for the Final Exam</b> <u>BP - Grammar Lesson 20: This Just Isn't Spanish, Adapting to Handicapped</u>
Sexta	<b>Responder as perguntas dos Pod-casts no Canvas</b> <b>Final Exam in class - (MARCH 10, 2017)</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 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:

- 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 5-7 minutes** and should be voice-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.