

SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON
Winter 2020 - PORT 105: Intensive Portuguese for Spanish Speakers

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

Instructor: Luiza Barbato Montesanti	Section/SLN: A/ 19384
E-mail: luizabm@uw.edu	Class Time: MTWTHF 11:30-12:20
Office Location: Padelford, C -220	Class Location(s): Loew Hall, room 115
Office Hours: TBA	

REQUIRED COURSE MATERIAL

- **Open e-Textbook: *Bate-Papo - An Introduction to Portuguese*** – CC BY Eduardo Viana da Silva. Press Books: University of Washington. Available at: <https://uw.pressbooks.pub/batepapo/>
- **Online Activities to accompany *Bate-Papo***. Available on Canvas.
- **Electronic Textbook. *Português para Principiantes (1st ed.)***. Severino J. Albuquerque, Jared Hendrickson, Claude E. Leroy, Mary H. Schil. Press Books: University of Wisconsin. Available at: <https://wisc.pb.unizin.org/portuguese/>
- **Brazil Pod Casts – Tá Falado** – Portuguese for Spanish Speakers, available free of charge at: <http://www.coerll.utexas.edu/brazilpod/tafalado/>

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

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"> 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

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

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/>

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

EVALUATION PROCEDURES	%
<u>Effort and Preparedness (20%)</u>	
Class Preparedness and Participation	10
Homework	10
<u>Interpersonal (20%)</u>	
Mid-term oral practice (5-7 minutes)	8
Final Interview with Instructor (10 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 Chapter Exams	20 (10% each)
Final Written Exam	15
TOTAL	100

PROGRAMA/SCHEDULE FOR PORT 105 – WINTER 2020

- 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 be penalized.**

Material: *Bate Papo – An Introduction to Portuguese*
 Português para Principiantes
 Brazil Pod – Pod-casts Língua da Gente

Week 1 Jan 6 – Jan 10

Monday	Syllabus, Bate-Papo – Unidade 1 – Parte A Introdução, Alfabeto e Saudações, Dias da Semana e Meses do Ano
Tuesday	Bate-Papo – Unidade 1 – Parte A - De onde você é?
Wednesday	Bate-Papo – Unidade 1 – Parte A - Onde você mora? / Números
Thursday	Bate-Papo – Unidade 1 – Parte A - A Sala de Aula e o Verbo Ter <u>Brazil Pod – Tá Falado - Lesson 1: Pronunciation of /i/, Getting the check at a restaurant.</u>

Friday **Bate-Papo – Unidade 1 – Parte B – As horas e Atividades Diárias**

Answer quiz on Canvas about the podcasts for Week 1.

Semana 2 13 a 17 de janeiro

Segunda **Bate-Papo – Unidade 1 – Parte B – Atividades Diárias e de Lazer**

Brazil Pod – Tá Falado - Lesson 2: Pronunciation of /u/, Slamming the Car Door

Terça **Bate-Papo – Unidade 1 – Parte B – Conversa 1 e Leituras: Os Estudantes na Universidade e A Vida no Rio de Janeiro**

Quarta **Bate-Papo – Unidade 2 – Parte A - As cores, Descrições Físicas, Expansão de Vocabulário e Conversa A**

Brazil Pod – Tá Falado - Lesson 3: Pronunciation of /é/ and /ê/, Public Health and Health Insurance

Quinta **Bate-Papo – Unidade 2 – Parte A - A Sua Personalidade e Atividades Diárias**

BP –Tá Falado - Grammar Lesson 1: Gostar vs. Gustar, Sitting on the grass

Sexta **Bate-Papo – Unidade 2 – Parte A – Expansão de Vocabulário, Tipos de Restaurantes, Modos de Transporte, Perguntas e Planos**

BP –Tá Falado -Grammar Lesson 2: contractions, Getting change from a machine

Responder as perguntas dos Pod-casts no Canvas

Semana 3 20 a 24 de janeiro

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

Terça **Bate-Papo – Unidade 2 – Parte B – Tipos de Personalidades e Profissões**

Brazil Pod – Tá Falado – Lesson 4: Pronunciation of Open /ó/ and Closed /ô/, Getting on a City Bus

Quarta **Bate-Papo – Unidade 2 – Parte B – Atividades de Lazer e Diárias**

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

Quinta **Bate-Papo – Unidade 2 – Parte B – Expansão de Vocabulário e A Vida Diária**

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

Responder as perguntas dos Pod-casts no Canvas

Sexta **EXAME 1 (Unidades 1 e 2)**

Semana 4 27 a 31 de janeiro

Segunda	Bate-Papo – Unidade 3 – Parte A – Como você está? e Cursos Universitários <u>BP - Grammar Lesson 9</u> : Possessive Pronouns, How to Dress Like an American
Terça	Bate-Papo – Unidade 3 – Parte A – Conversa 1, Expansão de Vocabulário e O que você pode fazer na Universidade
Quarta	Bate-Papo – Unidade 3 – Parte A – O clima na sua cidade e recomendações <u>Brazil Pod – Tá Falado</u> - Lesson 17: Também x Também não, Online Activities
Quinta	Bate-Papo – Unidade 3 – Parte B – Testes, Provinhas e Exames Finais, Onde fica? <u>BP - Grammar Lesson 10</u> : Word Order of Negative Phrases, Who Pays for Parties Responder as perguntas dos Pod-casts no Canvas
Sexta	Mid-term Oral practice

Semana 5 3 a 7 de fevereiro

Segunda	Bate-Papo – Unidade 3 – Parte B – Os Esportes na Universidade, Conversa 1 e Perguntas <u>BP - Lesson 5</u> : Stressed and Unstressed /a/, Self-Checkout at the Supermarket
Terça	Bate-Papo – Unidade 3 – Parte B – Conversa 2, Práticas Culturais e Enem <u>BP - Lesson 6</u> : Pronunciation of Oral Diphthongs, Going to the Pharmacy
Quarta	Bate-Papo – Unidade 4 – Parte A – Horário das Refeições, Expansão de Vocabulário e Conversa 1 <u>BP - Lesson 7</u> : Pronunciation of Nasal Vowels, Invitations to Parties Responder as perguntas dos Pod-casts no Canvas
Quinta	<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	Bate-Papo – Unidade 4 – Parte A – Para Pedir uma bebida, Cardápio Mid-Term Oral Practice is due

Semana 6 10 a 14 de fevereiro

- Segunda **Bate-Papo – Unidade 4 – Parte A – Receita de Feijoada e Expressões**
BP - Grammar Lesson 14: Absence of Direct Object Pronouns, Mobile Homes
- Terça **Bate-Papo – Unidade 4 – Parte B – Lugares para comprar comida e As Compras da Semana**
BP - Lesson 8: Pronunciation of Nasal Diphthongs, Buying Fruits and Vegetables
Portfolio # 1 is due
- Quarta **Bate-Papo – Unidade 4 – Parte B – Conversa 1, Práticas Culturais, Na Praia, Comidas Típicas Brasileiras**
BP–Tá Falado – Grammar lesson 8: Plural of words that end in ‘ão’, Car insurance
Responder as perguntas dos Pod-casts no Canvas
- Quinta **Bate-Papo – Unidade 4 – Parte B – Conversa 2 - Na Lanchonete e Comidas Saudáveis**
- Sexta **EXAME 2 (Unidades 3 e 4)**

Semana 7 17 a 21 de fevereiro

- Segunda **Holiday (Feriado) - Presidents Day (Dia do Presidente)**
- Terça **Bate-Papo - Unidade 5 – Parte A – A Família e Descrições**
Brazil Pod – Lesson 9: Pronunciation of Vowel Raising, Parking Meters
- Quarta **Bate-Papo – Unidade 5 – Parte A – Atividades em Família, Pedindo Ajuda e Atividades em Casa**
Brazil Pod - Lesson 10: Pronunciation of Palatalization, Cell Phones and Driving
- Quinta **Bate-Papo – Unidade 5 – Parte A – A Sua Casa e Apartamento para Alugar**
Brasil Pod – Tá Falado: Grammar Lesson 15: False Cognates, Driver's License -
Responder as perguntas dos Pod-casts no Canvas
- Sexta **Bate-Papo – Unidade 5 – Parte B – A Família Extensa, Feriados, O Quarto Ideal e a Casa Ideal**

Semana 8 24 a 28 de fevereiro

Segunda	Holiday (Feriado) - Presidents Day (Dia do Presidente)
Terça	Bate-Papo – Unidade 5 – Parte B – As Casas em Sua Cidade, Edifício Copan, Conversa 1 <u>Brazil Pod - Lesson 11</u> : Pronunciation of Palatalization, Cell Phones and Driving
Quarta	Bate-Papo – Unidade 6 – Parte A – As Viagens, Conversa 1 e Sua Última Viagem
Quinta	Bate-Papo – Unidade 6 – Parte A – Uma Viagem para Moçambique e o Fim de Semana <u>BP - Grammar Lesson 5</u> : Disappearing Reflexive Verbs, Use of Coupons
Sexta	Bate-Papo – Unidade 6 – Parte A – Suas Experiências e Um Prato Típico Moçambicano <u>BP - Lesson 12</u> : Pronunciation of 's' and 'z' Sounds, Eating at Movie Theaters Responder as perguntas dos Pod-casts no Canvas

Semana 9 2 a 6 de março

Segunda	Bate-Papo – Unidade 6 – Parte B – Meios de Transporte, As Viagens de sua professora, Na Feira <u>BP - Grammar Lesson 7</u> : Para with Indirect Pronouns, Ice Water at Restaurants <u>Portfolio # 2 is due</u>
Terça	Bate-Papo – Unidade 6 – Parte B – Práticas Culturais, Negociar Preços, Pedir Informação, Informação Biográfica <u>BP - Grammar Lesson 16</u> : Placement of Indirect Pronouns, Greeting Friends
Quarta	Bate-Papo – Unidade 6 – Parte B – Atividades Diárias vs Atividades do Passado, Leitura sobre a Capulana e Informações sobre você <u>BP - Grammar Lesson 13</u> : Gender in Portuguese and Spanish, Buying Alcohol
Quinta	Unidade 6 – Parte B – Sua Viagem de Retorno de Moçambique, Expansão de Vocabulário e Sua Experiência em Viagens. Responder as perguntas dos Pod-casts no Canvas
Sexta	Film Discussion

Segunda	Oral interviews with instructor (10 minutes at time designated by instructor)
Terça	Oral interviews with instructor (10 minutes at time designated by instructor)
Quarta	Oral Interviews with instructor (10 minutes at time designated by instructor)
Quinta	Review for Final Exam
Sexta	FINAL EXAM in class - MARCH 13, 2020

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 2 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).

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 are expected to do your online workbook exercises in Canvas and listen to all Podcasts **before class**.
- 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 syllabus. Late homework will affect your grade.** You must complete all of the assignments for each of the lessons 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 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 10 minutes.**

5. Portfolio

Purpose: To give you the opportunity to work on different listening and written texts, to interact with native speakers, and to know more about the target culture (interpersonal and interpretive modes).

How it works:

You will have to complete **two comprehensive portfolio activities**. These tasks will require you to work with authentic materials or to use Portuguese in the community and to write reflections on your experience. The completed assignments will be submitted online (**on Canvas**) on the deadline established in the schedule. Further details about the portfolio entries will be provided by the instructor at a later date during the semester.

6. 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.