

SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON

Winter 2016 - PORT 201: Intermediate 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/

Instructor: Eduardo Viana da Silva

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Office Location: PDL C-222

Office Hours: M/W – 11:20-12:20

Section/SLN: A-19196

Phone number: (206) 543-7943

Class Time: MTWTHF 9:30- 10:20

Class Location(s): LOW 112

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.
- **Brazil Pod:** Clica Brasil and Língua da Gente – available free at: <http://coerll.utexas.edu/coerll/portuguese>
- **Comic strips: Almanaque da Mônica, no 54.** Maurício de Souza Editora, 2015. (The comic strips will be lent to students and should be returned at the end of the quarter)

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 intermediate level expressed by other speakers.
- use Portuguese to communicate ideas about self, family, study, work, daily routines, leisure activities, holidays, among others.
- interact with authentic Portuguese texts on a variety of subjects at the intermediate 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: ACTFL.

CLASS GOAL

By the end of PORT 201, students are expected to achieve an Intermediate-low level in Portuguese, which is described in the 2012 ACTFL Guidelines as follows:

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and

personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

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.

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	10
Homework	10
<u>Interpersonal (20%)</u>	
Mid-term oral practice (7-10 minutes)	8
Final Interview with Instructor (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 Chapter Exams	20 (10% each)
Final Written Exam	15
TOTAL	100

PROGRAMA/SCHEDULE FOR PORT 201:

- 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 201 – PRIMAVERA DE 2016

Semana 1 28 de março à 1º de abril (Dia da Mentira)

Monday	Syllabus, Introdução ao curso, Lição 8: Festas e Tradições (PE p. 308)
Tuesday	Mais dias e datas importantes; (PE pp. 309-310) <u>Brazil Pod, Língua da Gente. Intermediate 01: Sweetie, I'm Pregnant.</u>
Wednesday	Outras comemorações (PE p. 311)
Thursday	Estrutura 1: Comparisons of Inequality (PE pp. 314-315) <u>Brazil Pod, Língua da Gente. Intermediate 02: Marquinhos Wet the Bed Again.</u>
Friday	Estrutura 2: Comparisons of Equality (PE pp. 316-317)

Semana 2 4 à 8 de abril

segunda-feira	Estrutura 3: The Superlative (PE pp. 318-319)
terça-feira	Situações e Leitura: Festas populares (PE pp. 320-322) <u>Brazil Pod, Língua da Gente. Intermediate 03: The New iPad Just Came Out.</u>
quarta-feira	Estrutura 4: Emphasizing or clarifying information (PE pp. 323- 324)
quinta-feira	Estrutura 5: Talking about daily routine (PE pp. 324-327) <u>Brazil Pod, Língua da Gente. Intermediate 04: Love that Perfume.</u>
sexta-feira	Leitura: As religiões no mundo lusófono e Introdução à leitura da <i>Turma da Mônica</i> (PE pp. 328; Almanaque da Mônica pp. 4-7 em sala)

Semana 3 11 à 15 de abril

segunda-feira	Leitura: Mônica Cor de Rosa pp. 8-17 (Responder perguntas no Canvas)
terça-feira	Encontros: Para Conversar; Leitura Horizontes: O Centro e o Norte de Portugal (PE p. 330 e pp. 335-336) <u>Brazil Pod, Língua da Gente. Intermediate 05: Reserving the Conference Room.</u>
quarta-feira	Projeto Final (PE pp. 333-334) <u>Brazil Pod, Língua da Gente. Intermediate 06: Buying a Guitar.</u>
quinta-feira	Vídeo sobre Portugal (Responder perguntas no Canvas)
sexta-feira	Clica Brasil: Fim de Semana – Atividades do Pano de Fundo

Semana 4 18 à 22 de abril

segunda-feira	CLASS IN CONDON HALL – Room 601 G – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil
terça-feira	Leitura: Alho nos Olhos e A Razão (Almanaque da Mônica pp. 19-27 – Canvas)
quarta-feira	Clica Brasil: Fim de Semana – Gramática
quinta-feira	Clica Brasil: Fim de Semana – Gramática e revisão para o Exame 1 <u>Brazil Pod, Língua da Gente. Intermediate 07: Visiting the Soccer Museum.</u>
sexta-feira	<u>Exame 1</u> (conteúdo da lição 8, Clica Brasil e Turma da Mônica)

Semana 5 25 à 29 de abril

segunda-feira	CLASS IN CONDON HALL – Room 601 G – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil
terça-feira	Leitura: Quem não tem sangue e Quero ajudar (Almanaque da Mônica pp. 29 à 39 – Canvas)
quarta-feira	Leitura: Poesia de Salgado Maranhão
quinta-feira	CLASS IN ANDERSON HALL 223 - Visita do poeta Salgado Maranhão
sexta-feira	Mid-term Oral practice/ Review <u>Class evaluation/ Self-evaluation</u>

Semana 6 2 à 6 de maio

segunda-feira	CLASS IN CONDON HALL – Room 601 G – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil
terça-feira	Leitura: Papo de Anjo e A Caronista (Almanaque da Mônica pp. 41 à 49 -Canvas)
quarta-feira	Clica Brasil: Fim de Semana – Leitura, parte 1
quinta-feira	Clica Brasil: Fim de Semana – Leitura, parte 2
Friday	Discussion about Filme 1 Mid-Term Oral Practice is due

Semana 7 9 à 13 de maio

segunda-feira	CLASS IN CONDON HALL – Room 601 G – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil <u>Entry 1 for Portfolio is due</u>
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terça-feira	Leitura: Jurassic Quarto, Solucionando Soluções, e Bidu em Explode Coração (Almanaque da Mônica pp. 54 à 67 – Responder perguntas no Canvas)
quarta-feira	Clica Brasil: Fim de Semana – Aproximando o Foco, parte 1
quinta-feira	Clica Brasil: Fim de semana – Aproximando o Foco, parte 2 e Revisão
sexta-feira	Exame 2 (Clica Brasil e Turma da Mônica)

Semana 8 16 à 20 de maio

segunda-feira	CLASS IN CONDON HALL – Room 601 G – TELETANDEM - Online Cultural Exchange with university students from UNESP, Brazil
terça-feira	Leitura: Mônica & Magali em De Mal, Piteco – Uma História da Pré-História, Mônica em O Mais Suspeito (Almanaque da Mônica pp. 69 à 81 – Canvas)
quarta-feira	Lição 9: O Trabalho e os Negócios, À Primeira Vista (PE pp. 340-343)
quinta-feira	Entrevista e Estrutura 1: Impersonal Information (PE pp. 344-349)
sexta-feira	Situações e Estrutura 2: Talking about the past (PE pp. 350-352)

Semana 9 23 à 27 de maio

segunda-feira	Leitura: Os jovens e o trabalho e Estrutura 3: Asking questions (PE pp. 353-356)
terça-feira	Estrutura 4: Giving Instructions (PE pp. 357-359)
quarta-feira	Situações e Leitura: A união faz a força (PE pp. 360-361)
quinta-feira	Horizontes: Os Açores e A Madeira/ Vídeo no Canvas
sexta-feira	Discussão do Filme 2

Semana 10 30 de maio à 3 de junho

segunda-feira	Feriado – Memorial Day
terça-feira	Entry 2 for Portfolio is due Oral interviews (15 minutes at time designated by instructor)
quarta-feira	Oral Interviews (15 minutes at time designated by instructor)
quinta-feira	Can-do statements are due on Canvas - Review for the Final Exam
sexta-feira	Final Exam in class

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 (except when discussing your grades or any administrative matters related to your class).

In-class Homework: Each day before class, students are expected to have the material outlined in the schedule completed (e.g., all textbook reading and listening comprehension activities, compositions, or extra homework assigned by the instructor).

2. Homework

Purpose:

- To give you the opportunity to experiment with and use Portuguese in a variety of activities/contexts.
- To help you prepare for your in-class work.

How they work:

- In-class Homework: Each day before class, students are expected to have the material outlined in the schedule completed (e.g., all textbook readings and listening comprehension activities, compositions, or extra homework assigned by the instructor). **Incomplete work will have points deducted.**
- Workbook Homework:
 - o You will do your workbook exercises and practices outside of class in the workbook.
 - 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. Late homework will receive 50% of the original grade.** 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

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.