

**SPANISH AND PORTUGUESE STUDIES – UNIVERSITY OF WASHINGTON**  
**Winter 2024 - PORT 103: Elementary Portuguese**

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

Canvas: <https://canvas.uw.edu/>

Instructor: **Felipe Carneiro de Figueredo**

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Class location: Chemistry Library Building, 021

Office Hours: Padelford C-108, TBA

Section/SLN: A/19538

Class Time: MTWTHF 9:30-10:20 am

**This language course is offered in person only**

[Click here](#) for the Academic Calendar

**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 the Canvas course.
- **Electronic Textbook. *Português para Principiantes (1<sup>st</sup> 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 Podcasts – *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/>

**MINOR IN PORTUGUESE LANGUAGE AND LUSO-BRAZILIAN STUDIES**

The Department of Spanish & Portuguese Studies (SPS), in collaboration with the Henry M. Jackson School of International Studies (JSIS), offers a Minor in **Portuguese Language and Luso-Brazilian Studies**. This Minor offers a combination of Portuguese language classes (15 credits) at the intermediate/advanced level and 10 credits of elective classes with a focus in the Portuguese-speaking world. The elective classes are mostly offered in English.

To declare a minor in Portuguese Language and Luso-Brazilian Studies, students must declare a major first. **Students must meet with their major adviser** to sign off on minor

declaration paperwork in order to ensure that they meet university satisfactory progress requirements.

### **Minor Requirements: 25 Credits**

- **PORT 202, 203 and 301** (15 credits total, PORT 299 may substitute for PORT 202 or 203).
- **Minimum 10 credits from approved electives:** 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.
- Minimum 15 credits at the 300-/400-level.
- Minimum 20 Credits completed at UW.

Find out more information about the Minor in the link below:

<https://spanport.washington.edu/minor-portuguese-language-and-luso-brazilian-studies>

### **EMAIL AND COMMUNICATION WITH INSTRUCTOR**

- Email your instructor questions that you could not ask during class and that cannot wait until the next class.
- Although the use of emails is common practice, limit it to important information/requests and your instructor will do the same, so as not to overwhelm your inbox with messages. Some questions are easier to be answered during class or during office hours.
- 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.

### **PORT 103 - COURSE OBJECTIVES**

This is a course aimed at those students who wish to attain a working knowledge of Portuguese. Students will be able to:

- develop some basic communicative skills
- 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-speaking world
- 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:

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 the 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/mission-statement/vision-values/>

**MENTAL HEALTH CARE:**

UW Seattle students have access to a range of mental health and counseling support, including individual counseling, group therapy, workshops and crisis services. **Need urgent help?** Call 1.866.775.0608 to connect with UW's partner My SSP (more details in the link below). In an emergency, always call 911. For a list of services, visit the URL below:

<https://wellbeing.uw.edu/topic/mental-health/>

## **COVID-19 SYMPTOMS**

**If you are sick with any potential illness, you *must* stay home, regardless of your vaccination status.**

When absent, it is the responsibility of the student to inform the instructor in advance (or as close to the class period as possible in the case of an unexpected absence), and to request appropriate make-up work as per policies established in the syllabus.

Unfortunately, we will not be able to offer hybrid classes for this course. The kinds of make-up work possible, or how assignments or course grading might be modified to accommodate missed work, is the prerogative of the instructor. Please consult with your instructor in case of prolonged absences. We will treat each situation on a case by case, considering the students' previous exposure to Portuguese and their knowledge of another Romance language, for example. For chronic absences, you may qualify for an incomplete grade after the 8th week, or contact your academic adviser to discuss a hardship withdrawal (known as a Registrar Drop).

**If the instructor for this class is experiencing COVID-19 symptoms, the class will be either taught by another instructor or through Zoom.** All communication regarding unexpected changes will be done through Announcements on Canvas.

## **NOVEL CORONAVIRUS & COVID-19:**

We thank you for abiding by the university policies regarding the safety guidelines for COVID-19. For more information and resources visit:

<https://www.washington.edu/coronavirus/>

## **MAKE-UP WORK:**

In general, there is no make-up work for class absences in Portuguese since your participation in class activities (pair and small group work) is important in order to develop your speaking skills. In the case of students who might be affected by COVID-19 or other illness/unexpected circumstances, we will be as flexible as we can, in order to accommodate you with make-up work. Depending on how long your absence is, you might want to consider withdrawing the course and continue taking language classes in another quarter. We will help each student on a case by case situation.

## **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/>

### **SEX- AND GENDER-BASED VIOLENCE AND HARASSMENT**

UW, through [numerous policies](#), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.

For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit [UW Title IX's webpage](#), specifically the [Know Your Rights & Resources](#) guide.

Title IX website: [uw.edu/titleix/](http://uw.edu/titleix/)

SafeCampus: [uw.edu/safecampus/](http://uw.edu/safecampus/)

### **INCLUSIVITY**

Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. The [Diversity webpage](#) provides an overview of the ways the university addresses this value. Inclusivity applied to teaching a course means that assignments and activities should be accessible to all students, including class trips or research in the field. In such cases, alternative assignments should be available to those who need them.

### **GENDER INCLUSION IN THE PORTUGUESE LANGUAGE**

The Portuguese Program at the UW celebrates the diversity of students' identities and the cultivation of a safe, welcoming, and inclusive learning environment. Students are welcome to provide their pronouns if they choose to do so during class or other communication with instructors and classmates. Portuguese language has been evolving in the usage of non-binary pronouns, with the use of *Elu* as the non-binary, among other pronouns. When presenting yourself in Portuguese, one can use the following pronouns: *Ela* = She, *Ele* = He or *Elu* for the non-binary pronoun, among others. Students are invited and encouraged to use the pronouns they identify with when writing or speaking about themselves. Nouns in Portuguese are normally gendered as feminine or masculine with

some exceptions. Further instruction on how to use non-binary and inclusive language in Portuguese will be provided in class as well.

### **RELIGIOUS ACCOMMODATION POLICY**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)

(<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>).

Accommodations must be requested within the of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/)

(<https://registrar.washington.edu/students/religious-accommodations-request/>).

### **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.

### **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>

### **GRADING SYSTEM**

<b><u>Percent</u></b>	<b><u>Grade Point</u></b>	<b><u>Letter</u></b>		<b><u>Percent</u></b>	<b><u>Grade Point</u></b>	<b><u>Letter</u></b>
<b>100</b>	<b>4.0</b>	<b>A</b>		<b>89</b>	<b>3.4</b>	<b>B</b>
<b>99</b>	<b>4.0</b>	<b>A</b>		<b>88</b>	<b>3.3</b>	<b>B</b>
<b>98</b>	<b>3.9</b>	<b>A</b>		<b>87</b>	<b>3.2</b>	<b>B</b>
<b>97</b>	<b>3.9</b>	<b>A</b>		<b>86</b>	<b>3.1</b>	<b>B</b>
<b>96</b>	<b>3.8</b>	<b>A</b>		<b>85</b>	<b>3.0</b>	<b>B</b>
<b>95</b>	<b>3.8</b>	<b>A</b>		<b>84</b>	<b>2.9</b>	<b>B</b>
<b>94</b>	<b>3.7</b>	<b>A</b>		<b>83</b>	<b>2.8</b>	<b>B</b>
<b>93</b>	<b>3.7</b>	<b>A</b>		<b>82</b>	<b>2.7</b>	<b>B</b>
<b>92</b>	<b>3.6</b>	<b>A</b>		<b>81</b>	<b>2.6</b>	<b>B</b>
<b>91</b>	<b>3.6</b>	<b>A</b>		<b>80</b>	<b>2.5</b>	<b>B</b>
<b>90</b>	<b>3.5</b>	<b>A</b>				



<u>Percent</u>	<u>Grade Point</u>	<u>Letter</u>		<u>Percent</u>	<u>Grade Point</u>	<u>Letter</u>
79	2.4	C		69	1.4	D
78	2.3	C		68	1.3	D
77	2.2	C		67	1.2	D
76	2.1	C		66	1.1	D
75	2.0	C		65	1.0	D
74	1.9	C		64	0.9	D
73	1.8	C		63	0.8	D
72	1.7	C		62	0.8	D
71	1.6	C		61	0.7	D
70	1.5	C		60	0.7	D

## **EXPLANATION OF EVALUATION PROCEDURES**

### **1. Preparedness, Participation, and Attendance**

Participation consists of the assessment of the quality of the student's contributions to the class and language learning. Participation is 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:

- **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 on Canvas, *Português para Principiantes*, and all Podcasts **before class**.
  - 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.
- You must complete the activities **by the deadline in the 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 of 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 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 in English 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 or the help of friends 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 instructors to review or rewrite your composition. Please do not use Google translate, Chat-GPT or any other electronic resource. **These kinds of assistance 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.