

## **Portuguese 205 – Portuguese for Spanish Speakers 2**

### **Fall 2017**

#### **Course Description**

Portuguese 205 is an intensive course designed as a continuation of Portuguese 105, with additional emphasis on the development of reading and writing skills, a deeper understanding of Lusophone cultures, and an introduction to short literary works. Continued attention is also given to the development of speaking and listening skills, mastery of grammatical structures, and expansion of vocabulary. The course is designed for students who are fluent in Spanish or another Romance language.

#### **Texts and Materials**

- Bateman, B., Mattos, M., Brasileiro, M., & Knapp, N. P. (2017). *Perspectivas: Português para Falantes de Espanhol*. Ronkonkoma, NY: Linus Learning. (*new book available only at the BYU Store*)
- The play *O pagador de promessas* by Dias Gomez (paperback)

*The above materials are available for purchase at the BYUStore. If you choose to purchase these materials elsewhere, you are responsible for obtaining the correct materials in a timely manner. In fairness to everyone involved, instructors cannot make allowances for students who fail to obtain course materials in time to complete assignments.*

#### **Learning Outcomes**

Upon completing this course, you should be able to . . .

- Maintain a simple face-to-face conversation about an increasing range of topics of general interest and handle some oral situations in which a complication arises (resolving disagreements, traffic violations, etc.)
- Understand oral conversations, announcements, and media reports about familiar topics.
- Read journalistic and literary texts on familiar topics, including a short story and a play.
- Write short compositions in a variety of genres (letters, skits, short stories, etc.).
- Use previously-learned grammar principles with increasing accuracy and ability to differentiate from Spanish.
- Discuss some common themes from Portuguese-speaking cultures and the differences between the perspectives of these cultures and those of North American and Hispanic cultures.

#### **Course Policies**

Attendance: Attendance will be taken daily and will be factored into the final grade, as explained below.

Preparation and participation: Students are expected to come to class prepared to discuss the assigned material and actively participate. Completing the reading assignments in the textbook prior to class will allow the majority of class time to be devoted to practice and communicative activities.

Use of electronic devices: Devices such as cell phones, laptops and tablets can be useful tools for language learning, but they can also serve as distractions in the classroom. Years of experience have shown that students who attempt to “multitask” on these devices during class end up paying less attention and participating less, which also deprives other class members of opportunities to interact in Portuguese, and obliges the instructor to repeat explanations and instructions that were missed.

Your instructor will inform you if and when you will be doing classroom activities that require the use of electronic devices. Apart from such activities, the use of these devices in class is prohibited.

## Grading

Grades will be calculated based on the following scale: 93% = A, 90% = A-, 87% = B+, 83% = B, 80% = B-, 77% = C+, 73% = C, 70% = C-, 67% = D+, 63% = D, 60% = D-, 59% and below = E. Grades will be based on the following breakdown:

Frequência e participação:	2% grade reduction for each absence beyond 5
Atividades de prática no Learning Suite	25%
Provinhas	15%
Redações (5)	10%
Comparando perspectivas culturais (5)	10%
Entrevistas com falantes nativos (2)	10%
Provas (5)	20%
Prova final	10%

Each of these categories is explained below.

**Frequência e participação:** Learning to speak a foreign language requires a significant investment of practice time, and most of that practice will occur in class. Furthermore, learning interpersonal speaking skills requires other people with whom to practice speaking. For these reasons, attendance and participation are an integral component of your grade.

You are allowed five “free” absences with no penalty to your grade in order to account for factors such as illness, emergencies, or university-excused events. Arriving more than 10 minutes late or leaving more than 10 minutes early constitutes an absence. Each additional absence beyond five will result in a 2% reduction to your grade.

If you anticipate having more than five university-excused absences during the semester, please consult with your instructor *at the beginning of the semester* to discuss ways of making up the practice time missed in class. **University-excused absences do not exempt students from making up the time that was missed practicing the language in class.** If you are looking for a course in which you can simply study and take tests on your own without attending class, this is not the course for you.

**Atividades de prática no Learning Suite:** In preparation for class each day you will be assigned to read certain pages in the book and complete the corresponding activities on Learning Suite. The online activities are actually housed in Moodle, but in order for your work on the activities to be exported to BYU Grades, you must access each activity through Learning Suite by clicking on the assignment and then clicking the green “Launch Learning Module” button (you may need to enable popups in your browser). You may repeat each activity as many times as you wish in order to improve your score; only your last score will be exported to BYU Grades. After completing each activity, you will need to close the Moodle window and go back to Learning Suite to access the next activity.

You are strongly encouraged to complete the online activities on the assigned days in order to be prepared to participate in class. **Late activities for a particular chapter will not be accepted after the chapter exam.**

**Provinhas:** In order to encourage you to read the assigned pages in the textbook and complete the online activities before coming to class, as well as to encourage you to arrive on time, your instructor will give approximately three quizzes per chapter on the content that was assigned to be completed

before class. These quizzes will be given at the beginning of class and will be **unannounced**. Some of the quizzes will be based on grammar and vocabulary and will be quite similar to the practice activites on Learning Suite; others will be based on literary or journalistic texts that you were assigned to read. Missed quizzes **may not be made up after the class period in which they are given.**

Redações: In order to develop your writing skills in Portuguese, toward the end of each chapter you will write a short composition. These compositions include an entertainment guide for your city, a persuasive essay, a short story about a travel experience, an editorial, and a legend. Compositions should be typed, with appropriate accent marks. (A sheet explaining how to type accent marks on a word processor is available at <http://byuportuguese.weebly.com/>). Your teacher will provide feedback on the content of your writing and on your use of Portuguese. If you choose to revise any of your compositions, incorporating the teacher's feedback and correcting any errors, you can make up any points you may have lost on the first draft (although revisions are completely optional). Compositions are due the day after they are assigned, except where otherwise indicated in the syllabus.

*Note on the use of Google Translate and other online translators:* Although online translators are becoming more sophisticated and can sometimes serve as useful tools, they are not appropriate for use in this course. The purpose of the compositions is not to produce a perfect paper in Portuguese, but rather to demonstrate what you can do on your own, as well as to experience the learning that results from going through the process of writing, editing, and revising. Any evidence of the use of an online translator calls into question the integrity of this process and is grounds for receiving a zero on the composition. Please see also the university policy on plagiarism below.

Comparando perspectivas culturais: In each chapter you will work in groups of two or three on a short project comparing cultural perspectives from different cultures on topics related to the chapter themes, including differences involving conceptualizations of time, the way universities function, political campaigns, street names, and birthday parties. You will generally begin working on these projects in class and complete them out of class, and present them with your group in class the following day. You will be graded as a group on these projects. Instructions for the projects can be found in the *Comparando perspectivas culturais* sections of the textbook, and will be explained by your instructor throughout the course.

Entrevistas com falantes nativos: During the course of the semester, you will work with a partner to conduct two interviews with a native speaker of Portuguese (ideally the same person for both interviews). You and your partner are responsible for finding your own person to interview; however, your instructor may be able to provide help if needed. (An excellent place to look is the local LDS Portuguese wards.) The best interviewees are usually people who came to the U.S. as young adults or older rather than as children, and who have been here for a relatively short period of time rather than for many years. If desired, and if your interviewee agrees, you may make an audio recording of the interviews to aid you in writing your reflections later, although recording is not required.

For each interview, you should select one of the *Além da sala de aula* sections at the end of each chapter of the textbook, which contain suggestions on questions to ask native speakers related to the chapter theme. Of course, your conversation need not be limited to the questions in the book; feel free to ask about the person's general life experiences, opinions, and beliefs.

After each interview you should submit a one-page reflection on what you learned from the interview. You and your partner should each submit a separate reflection. Rather than just listing the topics you discussed, focus on (1) new things that you learned about your interviewee and his/her culture, and (2) comparisons with the Hispanic and U.S. cultures with which you are familiar. You may

also want to discuss your feelings and/or your interviewee's feelings about the interview. Reflections should be written in Portuguese. Your instructor will make brief comments on each reflection but will not correct your Portuguese (except to indicate any parts that may be difficult to understand). The first reflection will be due at mid-semester and the second toward the end of the semester, as indicated in the syllabus.

Provas: A test will be given at the end of Chapters 5 through 10. Tests will be administered in the Humanities Testing Lab, B-135 JFSB (see <http://odh.byu.edu/lab/?id=4> for lab policies and schedule). Each test will be offered on two consecutive days and may be signed up for by stopping by the Testing Lab up to one week before the date of each test. Each test takes approximately an hour and contains sections assessing listening comprehension, grammar and vocabulary, reading, and writing. Each test will also contain a speaking component, which will consist of a role-play done with a partner in your instructor's office. Prior to each test your instructor will distribute a sheet on which you and a partner may sign up for an oral exam time.

Missed tests may be made up, but with a 10% penalty. If you know in advance that you will miss class on the day of a test, you may make arrangements with your instructor to take the test early with no penalty to your grade. In order to take a test in the Testing Lab on any day other than the scheduled days, students need a written permission slip from their instructor, and a \$5 fee is assessed by the lab.

Prova final: The written portion of the final exam will be administered in the Testing Lab and may be taken any time beginning on the first reading day through the end of the last day of finals.

The exam will be based largely on the play *O Pagador de Promessas*, with additional sections on grammar points covered throughout the semester.

The speaking portion of the final exam will consist of a 10-15 minute oral interview, which will be given by another instructor. Signup sheets for these interviews will be posted shortly prior to finals week. Failure to show up for the final interview at the time you signed up for will result in a 25% reduction in your score.

Avaliação online do curso: Toward the end of the semester you will be asked to log onto My BYU and complete an evaluation of this course and your instructor (under "Student Ratings"). This assignment counts the same as one of the *Comparando perspectivas culturais* activities, so it is worth your while to do it. In order to receive credit for this assignment, you must allow your name to appear on the list of students who have completed the evaluation. (Your actual evaluation will remain anonymous.)

## **University Policy**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

## **Plagiarism**

*Intentional plagiarism* is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

*Inadvertent plagiarism* involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to

follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

*Direct plagiarism:* The verbatim copying of an original source without acknowledging the source.

*Paraphrased plagiarism:* The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

*Plagiarism mosaic:* The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

*Insufficient acknowledgement:* The partial or incomplete attribution of words, ideas, or data from an original source.

### Calendário de Atividades

Data	Atividades em aula	Tarefas p/ amanhã	Atividades no Moodle	Provas
5 set	Introdução à disciplina; instruções para o projeto das entrevistas	Ler p. 187-193	6-1, 6-2, 6-3	
6 set	<b>Capítulo 6</b> p. 187-193 Puxando conversa; Lazer e passatempos	Ler p. 195-196	6-4, 6-9	
7 set	p. 194-197 Documentando o cotidiano; “Mariza”: Antes de ler	Ler p. 197-199	-----	
8 set	p. 197-200 “Mariza”; intro ao presente do subjuntivo	Ler p. 200-203	6-5, 6-6, 6-7, 6-8	
11 set	p. 200-205 O subjuntivo nas orações substantivas	Ler p. 206-208	6-10, 6-11, 6-12	
12 set	p. 206-209 Atividades esportivas e recreativas	Ler p. 209-211	6-14, 6-15, 6-16, 6-17	
13 set	p. 209-212 O subjuntivo nas orações adjetivas; futevôlei	Ler p. 212-214	6-19, 6-20, 6-21	
14 set	p. 212-214 <i>Haver e ter</i> ; Comparando as línguas; “O prazer do lazer” (pré)	Ler p. 215-216	6-13	
15 set	p. 215-216 “O prazer do lazer”; Batendo um papo		6-18, 6-22, 6-23	
18 set	p. 218-219 Tecendo seu texto (instruções); o vlog do Doug Cap. 6	Escrever guia de entretenimento	-----	
19 set	p. 217 Comparando perspectivas culturais; <b>entregar guia de entretenimento</b>	Estudar para a prova; preparar projeto	-----	<b>Prova Capítulo 6</b>

20 set	Rádio Perspectivas 6; praticar para entrevistas orais	Terminar projeto sobre diferenças culturais em relação ao tempo	-----	<b>Prova Capítulo 6</b>
21 set	<b>Apresentações sobre diferenças culturais em relação ao tempo</b>	Ler p. 221-225	7-1, 7-2	
22 set	<b>Capítulo 7</b> p. 221-115 Puxando conversa; O ensino fundamental e o ensino médio	Ler p. 226-227	7-3	
25 set	p. 226-228 Sistema educacional; Documentando o cotidiano; “Acesso ao ensino superior” (pré)	Ler p. 228-231	-----	
26 set	p. 228-231 “Acesso ao ensino superior”; intro ao futuro do pretérito	Ler p. 232	7-4, 7-5, 7-6	
27 set	p. 232-234 Futuro do pretérito	Ler p. 234-237	7-7, 7-8	
28 set	p. 234-237 O ensino superior	Ler p. 237-238	7-9, 7-10, 7-11	
29 set	p 237-240 Imperfeito do subjuntivo; “Sete aspetos” (pré)	Ler p. 240-242	7-12, 7-13, 7-14	
2 out	p. 240-243 “Sete aspetos”; intro ao particípio	Ler p. 244-247	7-15, 7-16, 7-17	
3 out	p. 244-248 Pretérito mais-que-perfeito; “Na escola” (pré)	Ler p. 249-251	7-18, 7-20, 7-21	
4 out	p. 249-252 “Na escola”; Batendo um papo	-----	7-19, 7-22, 7-23, 7-24	
5 out	p. 252-254 Tecendo seu texto (instruções); o vlog do Doug Cap. 7	Escrever ensaio; estudar para a prova	-----	
6 out	p. 252 Comparando perspectivas culturais; <b>entregar ensaio</b>	Preparar vídeos; estudar para a prova	-----	<b>Prova Capítulo 7</b> (Também sábado, 7 de outubro)
9 out	Rádio Perspectivas 7; praticar para entrevistas orais	Terminar de filmar vídeos	-----	
10 out	<b>Apresentação dos vídeos</b>	Ler p. 255-261	8-1, 8-2, 8-3	
11 out	<b>Capítulo 8</b> p. 255-261 Puxando conversa; as viagens	Ler p. 262-265	8-4	
12 out	p. 262-265 Documentando o cotidiano; “Mulher vira hit”; intro aos pronomes de objeto indireto	Ler p. 266-268	8-5, 8-6, 8-7	

13 out	p. 266-269 Pronomes de objeto indireto; revisar critérios de avaliação para reflexões sobre entrevistas	Ler p. 270-272	8-8, 8-9, 8-10, 8-11	
16 out	p. 270-275 Turismo cultural e ecológico; intro ao perfeito composto	Ler p. 276	8-13, 8-14, 8-15, 8-16	
17 out	p. 276-278 Pretérito perfeito composto; “Cabo Verde” (pré)	Ler p. 279-281; terminar reflexão sobre 1ª entrevista	8-12	
18 out	p. 279-281 “Cabo Verde”; intro ao subjuntivo nas orações adverbiais; <b>entregar reflexão sobre 1ª entrevista</b>	Ler p. 281-284	8-17, 8-18, 8-19, 8-20	
19 out	p. 281-285 Subjuntivo nas orações adverbiais; “Um universo” (pré)	Ler p. 286-288	8-21, 8-22	
20 out	p. 286-288 “Um universo”; Batendo um papo	-----	8-23, 8-24	
23 out	p. 289-290 Tecendo seu texto (instruções); o vlog do Doug Cap. 8	Escrever crônica de viagem	-----	
24 out	Comparando perspectivas culturais; <b>entregar crônica de viagem</b>	Preparar projeto sobre logradouros públicos; estudar para a prova	-----	<b>Prova Capítulo 8</b>
25 out	Rádio Perspectivas 8; praticar para entrevistas orais	Terminar projeto sobre logradouros	-----	<b>Prova Capítulo 8</b>
26 out	<b>Apresentações sobre logradouros públicos</b>	Ler p. 291-296	9-1, 9-2	
27 out	<b>Capítulo 9</b> p. 291-294 Puxando conversa	Ler p. 297-299	9-3, 9-4	
30 out	p. 296-300 O governo; Documentando o cotidiano; “A tortura” (pré)	Ler p. 300-303	-----	
31 out	p. 300-304 “A tortura”; intro aos pronomes de objeto direto	Ler p. 304-307	9-5, 9-6, 9-7, 9-8	
1 nov	p. 304-308 Pronomes de objeto direto	Ler p. 308-311	9-9, 9-11, 9-12, 9-13	
2 nov	p. 308-312 A política; projeto – preparar um pequeno discurso de um candidato em grupos/criar um Voki	Ler p. 312-314	9-15, 9-16, 9-17, 9-18	
3 nov	p. 312-316 Formas variantes dos pronomes de objeto direto; “Revolução dos Cravos” (pré)	Ler p. 316-317	9-10, 9-14	
6 nov	p. 316-317 “Revolução dos Cravos”; intro ao reflexivo	Ler p. 317-321	9-20, 9-21, 9-22	

7 nov	p. 317-322 O reflexivo; “A máquina extraviada” (pré)	Ler p. 322-325	9-19	
8 nov	p. 322-325 “A máquina extraviada”		9-23, 9-24, 9-25	
9 nov	Tecendo seu texto (instruções); Batendo um papo; o vlog do Doug Cap. 9	Escrever editorial	-----	
10 nov	Projeto – preparação de um discurso do candidato de um partido político; <b>entregar editorial</b>	Preparar discurso do candidato; estudar para a prova	-----	<b>Prova Capítulo 9</b> (também sábado, 11 de nov.)
13 nov	Rádio Perspectivas 9; praticar para entrevistas orais	Terminar discurso do candidato	-----	
14 nov	<b>Apresentações dos candidatos e votação</b>	Ler p. 329-335	-----	
15 nov	<b>Capítulo 10</b> p. 329-333 Puxando conversa	Ler p. 336-337	10-1, 10-2, 10-3	
16 nov	p. 334-338 Feriados e religiões; Documentando o cotidiano	Ler p. 338-339	10-4	
17 nov	p. 338-339 Literatura de cordel; intro à voz passiva	Ler p. 339-341	10-5, 10-6, 10-7, 10-8	
20 nov	p. 339-342 Voz passiva	Ler p. 343-346	10-9, 10-10, 10-11, 10-12	
21 nov	p. 343-348 O folclore	Ler p. 348-350	10-13, 10-14, 10-15, 10-16	
27 nov	p. 348-351 O imperativo	Ler p. 352-354	10-17	
28 nov	p. 352-354 “Desfiles das escolas de samba”; intro a pronomes relativos	Ler p. 354-357	10-18, 10-19, 10-20, 10-21	
29 nov	p. 354-356 Pronomes relativos	Ler p. 358-360	10-22, 10-23, 10-24	
30 nov	p. 358-362 Três lendas; Tecendo seu texto (intro)	Escrever lenda	-----	
1 dez	p. 360-361 Comparando perspectivas culturais; <b>entregar lenda</b>	Estudar para a prova; preparar projeto sobre festas de aniversário	-----	<b>Prova Cap. 10</b> (também sábado, 2 de dez.)
4 dez	Rádio Perspectivas 10; praticar para entrevistas orais	Terminar projeto sobre festas	-----	
5 dez	<b>Apresentações sobre festas de aniversário</b>	-----	-----	
6 dez	Introdução a <i>O Pagador de Promessas</i>	Ler páginas de <i>Pagador</i>	-----	

7 dez	<i>O Pagador de Promessas</i>	Ler páginas de <i>Pagador</i>	-----	
8 dez	<i>O Pagador de Promessas</i>	Ler páginas de <i>Pagador</i>	-----	
11 dez	<i>O Pagador de Promessas</i>	Ler páginas de <i>Pagador</i>	-----	
12 dez	<i>O Pagador de Promessas</i>	Ler páginas de <i>Pagador</i>	-----	
13 dez	<i>O Pagador de Promessas; entregar reflexão sobre 2ª entrevista</i>	Estudar para a prova final	-----	
14 dez	Entrevistas orais (não há aula)	<b>Avaliação online do curso</b>	-----	

**Prova final:** May be taken any time during reading days through finals week in the Testing Lab, B-135 JFSB.

