

## Portuguese 205 – Portuguese for Spanish Speakers 2

### Fall 2021

#### 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.

#### General Education Requirements

This course is certified to fulfill the GE Languages of Learning requirement. The course addresses the Languages of Learning outcomes through various course activities, including the following:

GE Languages of Learning Outcome	Course Activities
Demonstrate intermediate proficiency in the target language as defined by the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines for reading, writing, speaking, and listening.	<i>Reading:</i> The course emphasizes the reading of authentic Portuguese texts at the Intermediate level, as explained below. <i>Writing:</i> At the end of each chapter students write a composition related to the chapter theme, including a persuasive essay, a short story, an editorial, and a legend. <i>Speaking:</i> In-class activities emphasize speaking in pairs and small groups that require the Intermediate-level skills of creating with language, asking and answering questions and carrying on conversations. These skills are also developed through interview assignments with native Portuguese speakers. <i>Listening:</i> Listening skills are developed through in-class activities conducted exclusively in Portuguese, as well through as listening to and interpreting videos and podcasts related to chapter themes.
Recognize and analyze a selection of literary works in the target language within their historical and cultural context.	Each chapter contains at least three authentic Portuguese texts related to chapter themes, including short stories and journalistic texts, which students discuss and analyze in their historical and cultural context. In addition, students read and interpret a full-length play in which cultural elements from Northeast Brazil play a central role.

#### Texts and Materials

- Bateman, B., Mattos, M., Brasileiro, M., & Knapp, N. P. (2020). *Perspectivas: Português para Falantes de Espanhol*. BYU Academic Publishing. (New book available in digital format – access code may be purchased at the BYU Store. There is no physical book to buy.)
- The play *O pagador de promessas* by Dias Gomez (paperback)

#### 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 at class 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. Prior to each class session, you should read the textbook pages for the following day's activities, focusing especially on the vocabulary lists, grammar explanations, and cultural readings. 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.

## Learning Management System

This course uses Canvas rather than Learning Suite, due to the fact that Learning Suite will not support the online practice activities that accompany the textbook. Most course activities, including the daily schedule, assignments, and grade book, will be accessed through Canvas. You can log onto Canvas at <https://byu.instructure.com/>.

## 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:	<i>2% grade reduction for each absence beyond 5</i>
Atividades de prática no Canvas	25%
Provinhas de leitura (5)	5%
Redações (5)	15%
Comparando Perspectivas Culturais (5)	10%
Entrevistas com falantes nativos (2)	10%
Avaliações de fim de capítulo (5)	25%
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

class 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.

Leituras no livro e atividades de prática no Canvas: In preparation for class each day you will be assigned to read certain pages in the book and complete the corresponding activities on Canvas (Canvas calls them “quizzes”). The daily readings and online activities should take less than an hour – often much less – so you are strongly encouraged to complete the activities on the assigned days in order to be prepared to participate in class. You may repeat each activity as many times as you wish in order to improve your score ; only your last score will be saved. Activities are due at the start of the following class period.

**Canvas will automatically deduct 5% per day for each late activity, up to a maximum of a 50% deduction.**

Provinhas de leitura: Each chapter contains approximately three authentic texts in Portuguese, including magazine and news articles and short stories. In order to encourage you to read these texts before coming to class, as well as to encourage you to arrive on time, your instructor will give a quiz on one of the readings in each chapter. These quizzes will be given at the beginning of class and will be **unannounced**. Missed quizzes **may not be made up after the class period in which they are given**, with the exception of BYU-excused absences.

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. In light of the current pandemic, it is probably best to conduct the interviews remotely. If desired, and if your interviewee agrees, you may record 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.

Avaliações de fim de capítulo: At the end of each chapter an assessment will be completed during a regularly scheduled class period. These assessments will be in the format of what are called Integrated Performance Assessments (IPAs). They consist of three tasks:

- Interpretive communication - reading a text in Portuguese and answering comprehension questions
- Interpersonal communication - conversing with a partner about the reading
- Presentational communication - producing a written text related to the theme of the reading

All three tasks will be done during the scheduled class period. Your instructor will give more instructions for taking the tests during the semester.

Prova final: The written portion of the final exam will be based largely on the play *O Pagador de Promessas*, with additional sections on grammar points covered throughout the semester. It will be administered in class during the time scheduled for your section's final exam.

The final exam will also have a separate **speaking portion** consisting 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 da disciplina: 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**

### **Inappropriate Use of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. The conduct described in this paragraph could be considered a violation of the Brigham Young University honor code, the Academic Honesty Policy, and an infringement of federal copyright laws.

### **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.

### **Preventing Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **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 Concerns**

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](https://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 para a próxima aula	Atividades no Canvas
30 ago	<u>Cap. 6, Dia 1:</u> Introdução à disciplina; instruções para o projeto das entrevistas	Ler “Using Canvas”; “Como digitar acentos”; 6.1, 6.2 (pp. 201-209)	6-1, 6-2, 6-3
31 ago	<u>Cap. 6, Dia 2:</u> 6.1 Puxando conversa; 6.2 Lazer e passatempos	Ler 6.3 (pp. 209-210)	6-4, 6-9
1 set	<u>Cap. 6, Dia 3:</u> 6.3 Documentando o cotidiano; 6.4 “Cantora Mariza” (Passo 7, Antes de ler)	Ler 6.4 (pp. 211-214)	-----
2 set	<u>Cap. 6, Dia 4:</u> 6.4 “Cantora Mariza”; introdução ao presente do subjuntivo (Passo 9)	Ler 6.5 (pp. 215-219)	6-5, 6-6, 6-7, 6-8
3 set	<u>Cap. 6, Dia 5:</u> 6.5 O subjuntivo nas orações substantivas	Ler 6.6 (pp. 219-223)	6-10, 6-11, 6-12
6 set	<b>Não há aula</b> -- Labor Day (USA); Dia da Independência (Brasil); aniversário do Prof. Bateman	----	----
7 set	<u>Cap. 6, Dia 6:</u> 6.6 Atividades esportivas e recreativas	Ler 6.8, 6.9 (pp. 224-227)	6-14, 6-15, 6-16, 6-17
8 set	<u>Cap. 6, Dia 7:</u> 6.8 O subjuntivo nas orações adjetivas; 6.9 “Futevôlei”	Ler 6.10 (pp. 227-228)	6-19, 6-20, 6-21
9 set	<u>Cap. 6, Dia 8:</u> 6.10 <i>Haver e ter</i> ; 6.14 “O prazer do lazer” (Passo 25, antes de ler)	Ler 6.13, 6.14 (pp. 230-232)	6-13
10 set	<u>Cap. 6, Dia 9:</u> 6.14 “O prazer do lazer”; 6.13 Batendo um papo	Ler 6.11 (p. 229)	6-18, 6-22, 6-23
13 set	<u>Cap. 6, Dia 10:</u> 6.16 Tecendo seu texto (instruções); 6.7 o vlog do Doug	Escrever guia de entretenimento	-----
14 set	<u>Cap. 6, Dia 11:</u> 6.15 Comparando perspectivas culturais; <b>entregar guia de entretenimento</b>	Revisar Capítulo 6; preparar projeto	-----
15 set	<u>Cap. 6, Dia 12:</u> <b>Integrated Performance Assessment, Capítulo 6</b>	Terminar projeto sobre diferenças culturais em relação ao tempo	-----
16 set	<u>Cap. 6, Dia 13:</u> <b>Apresentações sobre diferenças culturais em relação ao tempo</b>	Ler 7.1, 7.2 (pp. 235-239)	7-1, 7-2
17 set	<u>Cap. 7, Dia 1:</u> 7.1 Puxando conversa; 7.2, Passo 3 O ensino fundamental e o ensino médio	Ler 7.3, 7.4 (pp. 240-245)	7-3
20 set	<u>Cap. 7, Dia 2:</u> 7.2, Passo 4 O sistema educacional; 7.3 Documentando o cotidiano; 7.4 “Acesso ao ensino superior” (Passo 6, antes de ler)	Ler 7.4 (pp. 242-245)	-----
21 set	<u>Cap. 7, Dia 3:</u> 7.4 “Acesso ao ensino superior”; introdução ao futuro do pretérito (Passo 8)	Ler 7.5 (pp. 246-248)	7-4, 7-5, 7-6

22 set	<u>Cap. 7, Dia 4:</u> 7.5 Futuro do pretérito	Ler 7.6 (pp. 248-251)	7-7, 7-8
23 set	<u>Cap. 7, Dia 5:</u> 7.6 O ensino superior	Ler 7.8 (pp. 252-255)	7-9, 7-10, 7-11
24 set	<u>Cap. 7, Dia 6:</u> 7.8 Imperfeito do subjuntivo; 7.9 “Sete aspetos” (Passo 20, antes de ler)	Ler 7.9 (pp. 255-259)	7-12, 7-13, 7-14
27 set	<u>Cap. 7, Dia 7:</u> 7.9 “Sete aspetos”; introdução ao particípio (Passo 22)	Ler 7.10 (pp. 259-263)	7-15, 7-16, 7-17
28 set	<u>Cap. 7, Dia 8:</u> 7.10 Pretérito mais-que-perfeito; 7.14 “Na escola” (Passo 28, antes de ler)	Ler 7.13, 7.14 (pp. 265-267)	7-18, 7-20, 7-21
29 set	<u>Cap. 7, Dia 9:</u> 7.14 “Na escola”; 7.13 Batendo um papo	Ler 7. 11 (p. 263-264); 7.16 (pp. 268-270)	7-19, 7-22, 7-23, 7-24
30 set	<u>Cap. 7, Dia 10:</u> 7.16 Tecendo seu texto (instruções); 7.7 o vlog do Doug	Escrever ensaio; revisar Capítulo 7	-----
1 out	<u>Cap. 7, Dia 11:</u> 7.15 Comparando perspectivas culturais; <b>entregar ensaio</b>	Preparar vídeos; revisar Capítulo 7	-----
4 out	<u>Cap. 7, Dia 12:</u> <b>Integrated Performance Assessment, Capítulo 7</b>	Terminar de filmar vídeos	-----
5 out	<u>Cap. 7, Dia 13:</u> <b>Apresentação dos vídeos</b>	Ler 8.1, 8.2 (pp. 271-277)	8-1, 8-2, 8-3
6 out	<u>Cap. 8, Dia 1:</u> 8.1 Puxando conversa; 8.2 As viagens	Ler 8.3, 8.4 (pp. 278-281)	8-4
7 out	<u>Cap. 8, Dia 2:</u> 8.3 Documentando o cotidiano; 8.4 “Mulher vira hit”; introdução aos pronomes de objeto indireto (Passo 9)	Ler 8.5 (pp. 281-284)	8-5, 8-6, 8-7
8 out	<u>Cap. 8, Dia 3:</u> 8.5 Pronomes de objeto indireto; revisar critérios de avaliação para reflexões sobre entrevistas	Ler 8.6 (pp. 285-290)	8-8, 8-9, 8-10, 8-11
11 out	<u>Cap. 8, Dia 4:</u> 8.6 Turismo cultural e ecológico; introdução ao perfeito composto (Passo 15)	Ler 8.8 (pp. 291-294)	8-13, 8-14, 8-15, 8-16
12 out	<u>Cap. 8, Dia 5:</u> 8.8 Pretérito perfeito composto; 8.9 “Mosteiros de Portugal” (Passo 21, antes de ler)	Ler 8.9 (pp. 294-297); terminar reflexão sobre 1ª entrevista	8-12
13 out	<u>Cap. 8, Dia 6:</u> 8.9 “Mosteiros de Portugal”; introdução ao subjuntivo nas orações adverbiais (Passo 23); <b>entregar reflexão sobre 1ª entrevista</b>	Ler 8.10 (pp. 297-301)	8-17, 8-18, 8-19, 8-20
14 out	<u>Cap. 8, Dia 7:</u> 8.10 Subjuntivo nas orações adverbiais; 8.14 “Um universo” (Passo 30, antes de ler)	Ler 8.13, 8.14 (pp. 303-305)	8-21, 8-22
15 out	<u>Cap. 8, Dia 8:</u> 8.14 “Um universo”; 8.13 Batendo um papo	Ler 8.11 (pp. 301-302)	8-23, 8-24
18 out	<u>Cap. 8, Dia 9:</u> 8.16 Tecendo seu texto (instruções); 8.7 o vlog do Doug	Escrever crônica de viagem	-----



19 out	<u>Cap. 8, Dia 10:</u> 8.15 Comparando perspectivas culturais; <b>entregar crônica de viagem</b>	Preparar projeto sobre logradouros públicos; revisar Capítulo 8	-----
20 out	<u>Cap. 8, Dia 11:</u> <b>Integrated Performance Assessment, Capítulo 8</b>	Terminar projeto sobre logradouros	-----
21 out	<u>Cap. 8, Dia 12:</u> <b>Apresentações sobre logradouros públicos</b>	Ler 9.1 (pp. 309-312)	9-1, 9-2
22 out	<u>Cap. 9, Dia 1:</u> 9.1 Puxando conversa	Ler 9.2, 9.3 (pp. 313-317)	9-3, 9-4
25 out	<u>Cap. 9, Dia 2:</u> 9.2 O governo; 9.3 Documentando o cotidiano; 9.4 “A tortura” (Passo 7, antes de ler)	Ler 9.4 (pp. 318-322)	-----
26 out	<u>Cap. 9, Dia 3:</u> 9.4 “A tortura”; introdução aos pronomes de objeto direto (Passo 9)	Ler 9.5 (pp. 322-326)	9-5, 9-6, 9-7, 9-8
27 out	<u>Cap. 9, Dia 4:</u> 9.5 Pronomes de objeto direto	Ler 9.6 (pp. 326-330)	9-9, 9-11, 9-12, 9-13
28 out	<u>Cap. 9, Dia 5:</u> 9.6 A política	Ler 9.8 (pp. 331-335)	9-15, 9-16, 9-17, 9-18
29 out	<u>Cap. 9, Dia 6:</u> 9.8 Formas variantes dos pronomes de objeto direto; 9.9 “Revolução dos Cravos” (Passo 22, antes de ler)	Ler 9.9 (pp. 336-339)	9-10, 9-14
1 nov	<u>Cap. 9, Dia 7:</u> 9.9 “Revolução dos Cravos”; introdução ao reflexivo (Passo 24)	Ler 9.10 (pp. 339-343)	9-20, 9-21, 9-22
2 nov	<u>Cap. 9, Dia 8:</u> 9.10 O reflexivo; 9.14 “A máquina extraviada” (Passo 30, antes de ler)	Ler 9.14 (pp. 345-348)	9-19
3 nov	<u>Cap. 9, Dia 9:</u> 9.14 “A máquina extraviada”	Ler 9.11 (pp. 343-344)	9-23, 9-24, 9-25
4 nov	<u>Cap. 9, Dia 10:</u> 9.16 Tecendo seu texto (instruções); 9.13 Batendo um papo; 9.7 o vlog do Doug	Escrever editorial	-----
5 nov	<u>Cap. 9, Dia 11:</u> Introdução ao projeto “Campanha Política”; <b>entregar editorial</b>	Pesquisar sobre partidos políticos no Brasil; revisar Capítulo 9	-----
8 nov	<u>Cap. 9, Dia 12:</u> <b>Integrated Performance Assessment, Capítulo 9</b>	Escrever discurso do candidato e criar Voki	-----
9 nov	<u>Cap. 9, Dia 13:</u> <b>Apresentações dos candidatos e votação</b>	Ler 10.1 (pp. 351-355)	-----
10 nov	<u>Cap. 10, Dia 1:</u> 10.1 Puxando conversa	Ler 10.2, 10.3 (pp. 356-360)	10-1, 10-2, 10-3
11 nov	<u>Cap. 10, Dia 2:</u> 10.2 Feriados e religiões; 10.3 Documentando o cotidiano	Ler 10.4 (pp. 361-362)	10-4
12 nov	<u>Cap. 10, Dia 3:</u> 10.4 Literatura de cordel; introdução à voz passiva (Passo 9)	Ler 10.5 (pp. 363-365)	10-5, 10-6, 10-7, 10-8
15 nov	<u>Cap. 10, Dia 4:</u> 10.5 Voz passiva	Ler 10.6 (pp. 366-370)	10-9, 10-10, 10-11, 10-12

16 nov	<u>Cap. 10, Dia 5:</u> 10.6 O folclore	Ler 10.8 (pp. 372-375)	10-13, 10-14, 10-15, 10-16
17 nov	<u>Cap. 10, Dia 6:</u> 10.8 O imperativo	Ler 10.9 (pp. 376-378)	10-17
18 nov	<u>Cap. 10, Dia 7:</u> 10.9 “Desfiles das escolas de samba”; introdução aos pronomes relativos (Passo 25)	Ler p. 10.10 (pp. 379-380)	10-18, 10-19, 10-20, 10-21
19 nov	<u>Cap. 10, Dia 8:</u> 10.10 Pronomes relativos	Ler 10.11 (p. 381), 10.14 (pp. 383-386)	10-22, 10-23
22 nov	<u>Cap. 10, Dia 9:</u> 10.14 Três lendas; 10.16 Tecendo seu texto (introdução); 10.7 o vlog do Doug	Escrever lenda	-----
23 nov	<u>Cap. 10, Dia 10:</u> 10.15 Comparando perspectivas culturais; <b>entregar lenda</b>	Revisar Capítulo 10; preparar projeto sobre festas de aniversário	-----
24-26 nov	<b>Não há aula</b> (Ação de Graças)	-----	
29 nov	<u>Cap. 10, Dia 11:</u> <b>Integrated Performance Assessment – Capítulo 10</b>	Terminar projeto sobre festas	-----
30 nov	<u>Cap. 10, Dia 12:</u> <b>Apresentações sobre festas de aniversário</b>	-----	-----
1 dez	<u>O Pagador de Promessas, Dia 1:</u> Introdução à peça	Ler páginas de <i>Pagador</i>	-----
2 dez	<u>O Pagador de Promessas, Dia 2</u>	Ler páginas de <i>Pagador</i>	-----
3 dez	<u>O Pagador de Promessas, Dia 3</u>	Ler páginas de <i>Pagador</i>	-----
6 dez	<u>O Pagador de Promessas, Dia 4</u>	Ler páginas de <i>Pagador</i>	-----
7 dez	<u>O Pagador de Promessas, Dia 5</u>	Ler páginas de <i>Pagador</i>	-----
8 dez	<u>O Pagador de Promessas, Dia 6:</u> <b>entregar reflexão sobre 2ª entrevista</b>	Estudar para a prova final	-----
9 dez	Entrevistas orais (não há aula)	<b>Avaliação online da disciplina</b> (Student Ratings)	-----

**Prova final:** The final will consist of two parts: (1) a test on *O Pagador de Promessas* during the time scheduled for the final exam; and (2) an oral interview with another instructor, to be scheduled individually at the end of the semester.