PORT 401: Advanced Portuguese and Composition

PROGRAMA DO CURSO

(syllabus)

Spring of 2016

Professora Cássia De Abreu, MA Ed.

SAN DIEGO STATE UNIVERSITY

HORÁRIO DE ATENDIMENTO: Mondays and Wednesdays, from 12:30 to 13:30  Local: AL 116

TELEFONE DO ESCRITÓRIO: (619) 594-5172 (no answering machine)

ENDERECO DE EMAIL: cdeabreu@mail.sdsu.edu

SALA DE AULA: SH-216

HORÁRIO DAS AULAS: Mondays and Wednesdays, from 14:00 to 15:15.

CÓDIGO DO CURSO: PORT 401

PRÉ-REQUISITOS: PORT 301 (or exit exam for PORT 301 and oral interview with score above 70% as established by instructors)

A. COURSE DESCRIPTION

Este curso é uma continuação do curso PORT 301 e tem como objetivo preparar os alunos para alcançarem o nível de proficiência avançada em língua portuguesa, de acordo com os padrões estabelecidos pela ACTFL (American Council on The Teaching of Foreign Languages). Ênfase será dada a produção falada e escrita da língua, baseando-se em temas culturais. Este curso beneficiará aqueles alunos que queiram aperfeiçoar suas habilidades em termos de leitura, escrita, bem como a comunicação oral. Apesar de todas as variedades da língua portuguesa serem bem-vindas neste curso, o enfoque será dado à variedade falada no Brasil. Este curso é totalmente ensinado em português brasileiro.

B. METHOD OF INSTRUCTION

- Videos
- lectures
- Songs
- Role- plays
- Presentations
- Group projects (pair work, small groups)
- Web-enhanced tasks
• Others, as defined by instructor along the semester

C. REQUIRED MATERIALS

• REQUIRED:
  1. Mapeando a Língua Portuguesa através das Artes- ISBN# 978-1-58510-343-0

Supplemental materials will be made available to students at no cost via Blackboard.

D. SUGGESTED/ SUPPLEMENTARY MATERIALS

• Portuguese-English dictionary
• Portuguese- English picture dictionary
• Portuguese Thesaurus dictionary ou dicionário de antônimos e sinônimos (qualquer um que seja do ano 2000 em diante)

STUDENT LEARNING OUTCOMES FOR PORT 401

Students who successfully complete this course (401) will be able to:

• Communicate in all major timeframes (past, present, and future) in paragraph length on an increasingly wide array of topics, most informal (e.g. school, home, leisure) but some formal (e.g. work, current events, individual relevance). There is a substantial flow of language.
• Begin providing a full account to narrate and describe employing an increasingly rich vocabulary and handle situations that present a complication or unexpected situation.
• State an opinion with supporting evidence, being able to use circumlocution or rephrasing while paying attention to accuracy, clarity and precision to convey their message utilizing functions such as self-correction.
• Write narrations in the major timeframes (present, past and future) in paragraph length on familiar topics as well as those of current and general interest employing an increasingly rich vocabulary.
• Demonstrate sustained control of simple structures and partial control of more complex structures.
E. GRADING PLAN
4 exames escritos
4 tarefas sobre as estruturas estudadas em cada módulo (do caderno de produção)
Fóruns de Discussão: 4 (sobre os módulos 1 a 4)
1 Show de talentos
3 composições
1 projeto final de grupo: (um roteiro de viagem lusófono para estudantes e/ou amantes da ARTE!)

G. GRADING SCALE

SAN DIEGO STATE UNIVERSITY

<table>
<thead>
<tr>
<th>Avaliações</th>
<th>Quantidade</th>
<th>Pontos</th>
<th>Total</th>
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<tbody>
<tr>
<td>Tarefas de gramática</td>
<td>4</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Exames escritos</td>
<td>4</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Composições</td>
<td>3</td>
<td>33.3</td>
<td>100</td>
</tr>
<tr>
<td>Fóruns de discussão</td>
<td>4</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Show de talentos</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Projeto Final</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total:</td>
<td>17</td>
<td></td>
<td>600</td>
</tr>
</tbody>
</table>

Grading System at San Diego State University

Definition of Grades for Undergraduate Students
Grades and grade points per unit used in reporting are as follows: Grade of A (outstanding achievement; available only for the highest accomplishment), 4 points; B (praiseworthy performance; definitely above average), 3 points; C (average; awarded for satisfactory performance; the most common undergraduate grade), 2 points; D (minimally passing; less than the typical undergraduate achievement), 1 point; F (failing), 0 points; RP (report in progress), not counted in the grade point average; W (withdrawal), not counted in the grade point average; AU (audit), no credit earned and not counted in the grade point average; Cr (credit), signifying units earned, but not counted in the grade point average; NC (no credit), no credit earned and not counted in the grade point average until one calendar year has expired at which time it will be changed to an IC (incomplete charged) and will count as an F for grade point average computation; WU (withdrawal unauthorized), will count as an F for grade point average computation.
Definition of Grades for Graduate Students

Grades and grade points per unit used in reporting are as follows: Grade of A (outstanding achievement; available for the highest accomplishment), 4 points; B (average; awarded for satisfactory performance), 3 points; C (minimally passing), 2 points; D (unacceptable for graduate credit; course must be repeated), 1 point; F (failing), 0 points; RP (report in progress), not counted in the grade point average; W (withdrawal), not counted in the grade point average; AU (audit), no credit earned and not counted in the grade point average; Cr (credit), signifying units earned, but not counted in the grade point average; NC (no credit), no credit earned and not counted in the grade point average; I (incomplete authorized), no credit earned and not counted in the grade point average until one calendar year has expired at which time it will be changed to an IC (incomplete charged) and will count as an F for grade point average computation; WU (withdrawal unauthorized), will count as an F for grade point average computation.

Plus/Minus Grading

A plus/minus grading system is utilized at San Diego State University. Plus/minus grading is not mandatory but is utilized at the discretion of the individual instructor. The grades of A+, F+ and F– are not issued. The decimal values of plus and/or minus grades are utilized in the calculation of grade point averages as follows:

A = 4.0
A– = 3.7
B+ = 3.3
B= 3.0
B–=2.7
C+= 2.3
C= 2.0
C–=1.7
D+=1.3
D = 1.0
D– = 0.7
F= 0

Faculty members use all grades from A through F to distinguish among levels of academic accomplishment. The grade for average undergraduate achievement is C.

H. COURSE COMPONENT SPECIFICS

**Plagiarism Statement:** “Academic dishonesty of any type by a student provides ground for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes and appropriate documentation”

**Disability Support Services Statement:** Student Disability Services provides qualified students with disabilities equal access to higher education through academic support services, technology and advocacy in order to promote their retention and graduation.

- **Student Disability Services**, Calpulli Center, Suite 3101 (third floor)
  Hours: Monday - Friday, 8 am - 4:30 pm
  Student Disability Services
  San Diego State University
  5500 Campanile Drive
  San Diego, CA 92182-4740
  Mail Code: 4740
  (619) 594-6473
  (619) 594-4315 (FAX)

- **Test Accommodation Center (TAC)**, Calpulli Center, Suite 1300 (first floor)
  Hours: Monday - Friday, 8 am-4:30 pm (extended hours for test administration)
  (619) 594-2643 email: dsstest@mail.sdsu.edu

I. **ATTENDANCE AND TARDINESS POLICY:**

- **Attendance:** Students are expected to attend every class meeting, to arrive on time and stay throughout the entire class period. **This will guarantee your success in this course and beyond.**

J. **MISCELLANEOUS**

- **Assignments and Content:** You will be responsible for checking with other classmates at the end of the class what was covered prior to your arrival in the classroom, and what assignments were given.

- **Drops:** If you miss the first day of class and the instructor has a waiting list you may be dropped from the class so that another student can get the seat. Failure to attend classes during the first week of class also results in a drop. Remember: It is **your responsibility to drop the class if you DO NOT plan on finishing it.**
• **Visitors:** Please, **do not** bring your friend(s), relatives, pets or children to class. They **will not** be allowed to stay. Exception is made in case of service/therapy animals (with proper documentation).

• **Personal Electronic Equipment:** Wireless phones, PDAs, IPODs, pagers, beepers as well as any other electronics **must be turned off as students enter the classroom.** You are not allowed to wear headphones.

• **Eating and drinking:** No eating allowed in the classroom. Drinks (non-alcoholic) are allowed as long as the contents are in a capped bottle or lidded cup. Keep your surroundings clean.

• **Cheating:** Cheating in a test results in an automatic “F” grade on the test or exam.

• **Permission to tape class:** If you know you will have to miss a class and would like to have the class taped for your own review later speak to the instructor prior to the date this will happen. You must provide the voice recorder and the tape (if needed). Let the instructor know who is going to be in charge of the recorder for you.

• **Professionalism:** Professionalism is pivotal to the advancement of your career. *It includes punctuality, preparation, organization, participation and consistent willingness to assume personal responsibility for your learning.*

**MAKE - UP TESTS OR EXAMS**

• There are **no make-up tests or exams.**

• A make-up test/exam **can only be arranged if you know ahead of time you will not be able to come to take a test and you notify the instructor before the day of the test.** The make-up test will be given to you in the class meeting immediately following the scheduled test date. *If you have a plausible justification, please don’t hesitate to discuss it with me.*

**HOMEWORK ASSIGNMENTS**

• **No homework assignments will be accepted** or considered for grading if late, incomplete, or if it is proven to be a last minute copy of another student’s assignment.

• All of your homework assignments will be submitted online via BLACKBOARD. *Do not assume it is okay to submit assignments via email without prior consent. Permission may be granted at instructor’s discretion.*
**K. CLASSROOM RULES OF CONDUCT**

- Sexist, racist, and/or homophobic comments are offensive and inconsistent with an academic atmosphere; they will have no room in this class.
- Give your full attention when others are speaking.
- Keep in mind that “participating” includes taking turns, so even if you have a lot to say give others the space to contribute too.
- Please do not start packing up until class is formally over for the day.

**L. TENTATIVE CALENDAR**

| MÓDULO UM: A ARTE ATRAVÉS DA FOTOGRAFIA: RELATOS E RETRATOS DE VIAGENS  
(WEEKS 0-3) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Redação Um:</strong> Os prós e os contras das férias (texto dissertativo: comparativo/contrastivo): <strong>Data:</strong> 3 de fevereiro</td>
</tr>
<tr>
<td><strong>Fórum de Discussão Um:</strong> Como foram as férias? <strong>Relate</strong> e <strong>retrate</strong> como elas foram e como você quer que elas sejam no futuro</td>
</tr>
<tr>
<td><strong>Gramática:</strong></td>
</tr>
<tr>
<td>1. Os Pretéritos: Perfeito e Imperfeito (semana 1)</td>
</tr>
<tr>
<td>2. Os comparativos e superlativos (semana 2)</td>
</tr>
<tr>
<td>3. O futuro simples e o Condicional Futuro do Pretérito (semana 3)</td>
</tr>
<tr>
<td><strong>EXAME DO MÓDULO UM, DIA 17 DE FEVEREIRO.</strong></td>
</tr>
</tbody>
</table>

| MÓDULO DOIS: DANÇA É ARTE E CULTURA  
(WEEKS 5-7) |
<table>
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<tbody>
<tr>
<td><strong>Redação 2:</strong> As origens desta dança: Pesquise, em fontes confiáveis, a história de uma dança favorita sua. Se você não tiver uma dança favorita, pesquise sobre uma dança tradicional do mundo lusófono. Acrescente fatos históricos, culturais, religiosos e/ou míticos se for o caso. Cite as fontes. Agregue referências bibliográficas. <strong>Data:</strong> 9 de março</td>
</tr>
<tr>
<td><strong>Fórum de discussão Dois:</strong> O Funk brasileiro é uma expressão cultural? Do quê?</td>
</tr>
<tr>
<td>Gramática:</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>1. O participio passado e a voz passiva</td>
</tr>
<tr>
<td>2. Mais – mais – mas</td>
</tr>
<tr>
<td>3. O Mais-que-Perfeito do Indicativo (composto e simples)</td>
</tr>
</tbody>
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**EXAME DO MÓDULO DOIS: DIA 21 DE MARÇO**

**MÓDULO TRÊS: AS EXPRESSÕES DA HISTÓRIA ATRAVÉS DA PINTURA (8-10)**

Redação 3: A semana de Arte Moderna de 1922: Como os eventos históricos daquele período afetaram as Artes daquela época? (Pesquisa acadêmica e relatório dissertativo) Data: 13 de abril

Fórum de discussão três: A pintura e sua representação histórica: Pintores que retrataram a história através de suas pinturas.

Gramática:

O Imperfeito do Modo Subjuntivo
Pronomes Relativos variáveis e invariáveis
Os “porquês”

**EXAME DO MÓDULO 3: DIA 18 DE ABRIL**

**MÓDULO QUATRO: Escultura e Arquitetura na História do Brasil (11-15)**

Fórum de Discussão quatro: Você tem algum dom artístico? O fenômeno da obra de Aleijadinho

Gramática:

Aumentativos e diminutivos
Acentos gráficos
O Futuro do Modo Subjuntivo e o Futuro simples do Modo Indicativo

Apresentações do projeto cultural final: dias 2 e 4 de maio.

**EXAME DO MÓDULO 4: dia 9 de maio, das 13:00 às 15:00 horas.**

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SPRING BREAK: De 28 de março a 1º. de abril de 2016