

POR 132: Elementary Portuguese II

Name:
Email:
Phone:
Office:
Office Hours:
Department:
Class meeting time and place:

Course Description: A continuation of POR 131: study of Portuguese language and Brazilian culture with speaking, listening, reading, and writing practice.

Required Textbook: *Ponto de Encontro*. Second Ed. 2012.
Ponto de Encontro Manual de Actividade

Core Objectives:

This course meets the requirements for the Communication component area in the Undergraduate Core Curriculum. By the end of the semester, students should demonstrate improvement in the following core objectives:

Critical Thinking Skills - Classroom activities and assignments will require students to relate different facts about the target culture to one another, and to draw comparisons between the target culture and their own culture. Students will also learn to question common assumptions and stereotypes about the target culture.

Communication Skills – Students will develop effective communication skills in the target language by interacting with the instructor and with each other using the Portuguese language. Students will also develop the ability to understand the spoken language. Students will develop literacy skills in Portuguese by reading authentic texts in the Portuguese language and to write original compositions.

Teamwork - Students will interact with one another throughout the semester using the target language and will learn the importance of collaborating, actively listening, and trying to enter their interlocutor's frame of reference in order to effectively understand what he or she is saying. Assignments will also require students to interact in small groups or as a class in order to bring different perspectives to bear on the cultural differences, which they learn about in the course.

Personal Responsibility - Students will consider how behavioral norms differ in other cultures. Assignments will help students be aware of how their behavior might be viewed differently in a different social context and also how to judge the behavior of others.

Student Learning Outcomes:

- 1) **Spoken interaction:** By the end of the semester, students should be able to ask and answer questions about familiar topics such as daily routines, food and nutrition, parties and celebrations, personal relationships, health, technology and living spaces. (Interactive Communication, Teamwork)
- 2) **Reading:** By the end of the semester, students should be able to answer questions about short descriptive texts and to use context clues to create meaning. (Interpretive Communication)
- 3) **Writing:** By the end of the semester, students should be able to write short expository compositions about daily routines, relationships, physical conditions and their immediate environment. (Written Communication)
- 4) **Culture:** By the end of the semester, students should know the various countries and regions where Portuguese is spoken as well as differences between Brazilian and U.S. culture with respect to celebrations, foods, health services and living spaces. (Critical Thinking, Teamwork, Visual Communication, and Personal Responsibility.)

Course Requirements:

Students in this course will complete a variety of examinations and out-of-class assignments in order to demonstrate their communication skills in Portuguese and their understanding of Brazilian culture. In order to demonstrate communication skills, all students will be required to write at least one composition and to do at least one oral exam with a partner in Portuguese. Students will also complete an oral comprehension exam to demonstrate their understanding of spoken Portuguese. The oral exam will also demonstrate students' teamwork skills. Students will also complete at least one out-of-class assignment that demonstrates their understanding of Brazilian culture, their critical thinking skills, and their understanding of personal responsibility in the context of another culture.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Final Grade Calculation: *

Grade Type	Percentage		Total Grade Average	Letter Grade
LRC assignments (WebSAM & Internet)	5%		90 – 100	A
Homework and Compositions	5%		80 – 89	B
Quizzes	10%		70 – 79	C
Exams	80%		60 – 69	D
			0 - 59	F

* Note: Individual faculty determine the types, number, content, and specific weight of course assignments used in specific sections of the course. Above is an example of how a faculty member might allocate course grades.

Course Calendar:

Theme	Language Functions	Time
<p>Celebrations</p> <ul style="list-style-type: none"> • likes and dislikes • food • stages of life • social life <p>Cultural focus: Traditions of the Portuguese-speaking world</p> <p>Core Objectives: This unit will include instruction in Critical Thinking, Communication, and Teamwork.</p>	<ol style="list-style-type: none"> 1. talking about and describing with preterit tense 2. comparing people and things 	<p>4-6 weeks</p>
<p>Health</p> <ul style="list-style-type: none"> • personal hygiene • routine • eating habits • parts of the body <p>Cultural focus: Health Services in the Portuguese-speaking world</p> <p>Core Objectives: This unit will include instruction in Critical Thinking, Communication, Teamwork, and Personal Responsibility.</p>	<ol style="list-style-type: none"> 1. talking about personal health with the preterit and imperfect tense 2. describing physical conditions 	<p>4-5 weeks</p>
<p>Living Spaces</p> <ul style="list-style-type: none"> • technology • home • chores • desires <p>Cultural focus: Features of homes in the Portuguese-speaking world</p> <p>This unit will include instruction in Critical Thinking, Communication, Teamwork, and Personal Responsibility.</p>	<ol style="list-style-type: none"> 1. talking about giving formal and informal commands 2. taking about activities using verbs of will and influence in the present subjunctive tense 	<p>4-5 weeks</p>

Attendance Policy:

Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Regardless of attendance, the student is responsible for course content and assignments.

*Note: Individual faculty members determine the attendance policy for their sections of this course. The above section is for illustration purposes only.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.