

Katherine Ostrom
Spanish and Portuguese
Course: PORT 212: Advanced Portuguese Practice
August 1, 2017

As a follow-up to my participation in the Piedmont Project, I have redesigned the intermediate Portuguese language course PORT 212 around the theme of sustainability in the Portuguese-speaking world, including Portuguese speakers in the Atlanta area. The course will begin by introducing the triple bottom line of sustainability (emphasizing that it is about more than caring for the environment) and ask students to reconsider a film or reading from a previous Portuguese course from this perspective.

I am keeping one unit from the previous version of the course (spring 2016), which was organized around the theme of movement and migration. The version before that (fall 2014) had a stronger emphasis on history and literature, but in spring 2016 I started the semester with a unit on transportation and social justice activism in contemporary Brazil that used materials like news reports, a sociological study, and activist websites. I liked the way this unit exposed students to different varieties of spoken and written Portuguese and it already fits the theme of sustainability, so I am keeping it.

The second main unit of the course will be about food and place. I was struck by the power of those parts of the Piedmont Project workshop that engaged with the place where we were, such as a walk in the woods, learning about environmental efforts at Emory, and eating locally grown food. This has led me to include more local and experiential content than I have in past foreign language courses. In this part of the course we will read and watch videos about sustainable food in Brazil, but we will also prepare and eat Brazilian food and speak with Brazilian-American business people about what it means to import and recreate ingredients and recipes here. Inspired by a project in the Chinese language program, I also plan to have students translate information about Emory's sustainable food initiatives into Portuguese.

The third main unit of the course will be about the causes and effects of drought in Mozambique and Brazil. Students will create Portuguese subtitles for a Mozambican news report and will use what they have learned in the rest of the course to analyze the famous Brazilian novel *Vidas secas*, about a poor family seeking a better life. I believe this new version of the course improves upon the two previous ones by progressing toward more difficult material by the end of the semester and by doing more to relate course discussions to students' own actions and choices in Atlanta.

PORT 212: Advanced Portuguese Practice

Department of Spanish and Portuguese
Emory University, Spring 2018

Prof. Katherine Ostrom

Email: kostrom@emory.edu

MWF 10:00-10:50

Room TBD

Office Hours TBD

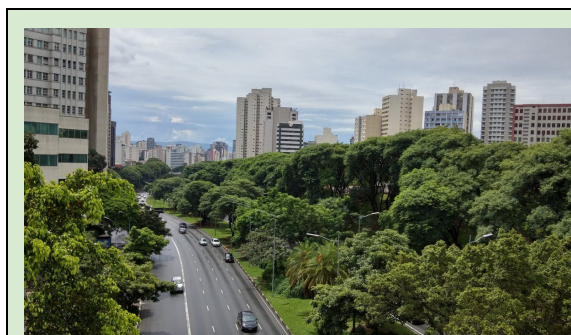
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Course description

Portuguese 212 aims to further develop communication skills in Portuguese and explore the issue of sustainability in the Portuguese speaking world. We will study websites, videos, fiction, poetry, and other sources and conduct personal conversations to learn how Portuguese speakers have faced challenges such as transportation in major cities, culturally authentic and sustainable food in immigrant communities, and the effects of drought. We will also review Portuguese grammar studied in PORT 110 and 201, with an emphasis on verb forms. Students will compose creative and analytical responses to the course materials and will revise their compositions with feedback from their peers and instructor. All classes will be conducted in Portuguese.

Prerequisite

Students should have successfully completed PORT 201 or have instructor permission to enroll in this course.



Syllabus table of contents

General course info ...	2
Honesty/online tools ...	3
Other policies/resources...	4
Grade components ...	5-7
Schedule ...	7-10

Learning outcomes

Upon successful completion of the course, students will be able to:

- analyze, and interpret a variety of Portuguese-language texts through the framework of sustainability
- converse with native speakers of Portuguese on the relationship between human beings and their environment in their cultures and everyday lives
- create digital texts using intermediate-level Portuguese, with good command of grammar and sentence structure, as well as hyperlinks and images

Course policies and resources

Academic Integrity

Your conduct in Portuguese 212 is governed by the [Emory University Honor Code](#). The Honor Code applies to all exams, daily assignments and essays. Examples of violations of the Honor Code include the following:

- (a) Seeking, acquiring, receiving, or giving information about the content or conduct of an examination, knowing that the release of such information has not been authorized;
- (b) Plagiarizing, whether intentionally or unintentionally, in any assignment;
- (c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination;
- (d) Intentionally giving false information to professors, instructors, or university officials for the purpose of gaining academic advantage;

Please note that item C includes having another person correct your Portuguese grammar in any assignments.

Online/electronic tools

You are welcome to bring a **laptop** or other device to class notes or looking up information related to the course material, and encouraged to bring one for writing and revising on Fridays. But please turn off the ringer on your phone and refrain from texting, emailing, and other distracting activities during class.

Google Translate and other **translating programs** can be extremely useful in some contexts but are not appropriate for use in a language class! Writing an assignment in English and running it through a translation program is academic dishonesty, just like having a friend translate it for you.

Instead, use a quality print or online **dictionary** to (I use wordreference.com) search for specific words and phrases. Look at the usage examples to make sure you have the right meaning.

Written work must be **spell checked in Portuguese**. Please talk to me if you have any trouble using this on your computer.

You should also be typing with **accents** and special characters, not copying and pasting them from the web. Here are two useful guides:

- [Penn State Guide to Typing Accents & Special Characters](#)
- Brazilian Gringo's [How to Type Portuguese Characters on Your Keyboard](#)

Other resources and suggestions

Tutoring through EPASS: You are encouraged to take advantage of [EPASS](#), a free peer tutoring program that gives students an opportunity to master basic concept and explore more advanced skills with the help of an experienced fellow student. In these one-on-one sessions, undergraduate students are matched with a peer who has a record of academic excellence and has received training in providing a high-quality tutoring experience.

Writing Center: The [Emory Writing Center](#) provides support for students writing in all disciplines, including foreign languages. Visit their website to schedule a consultation.

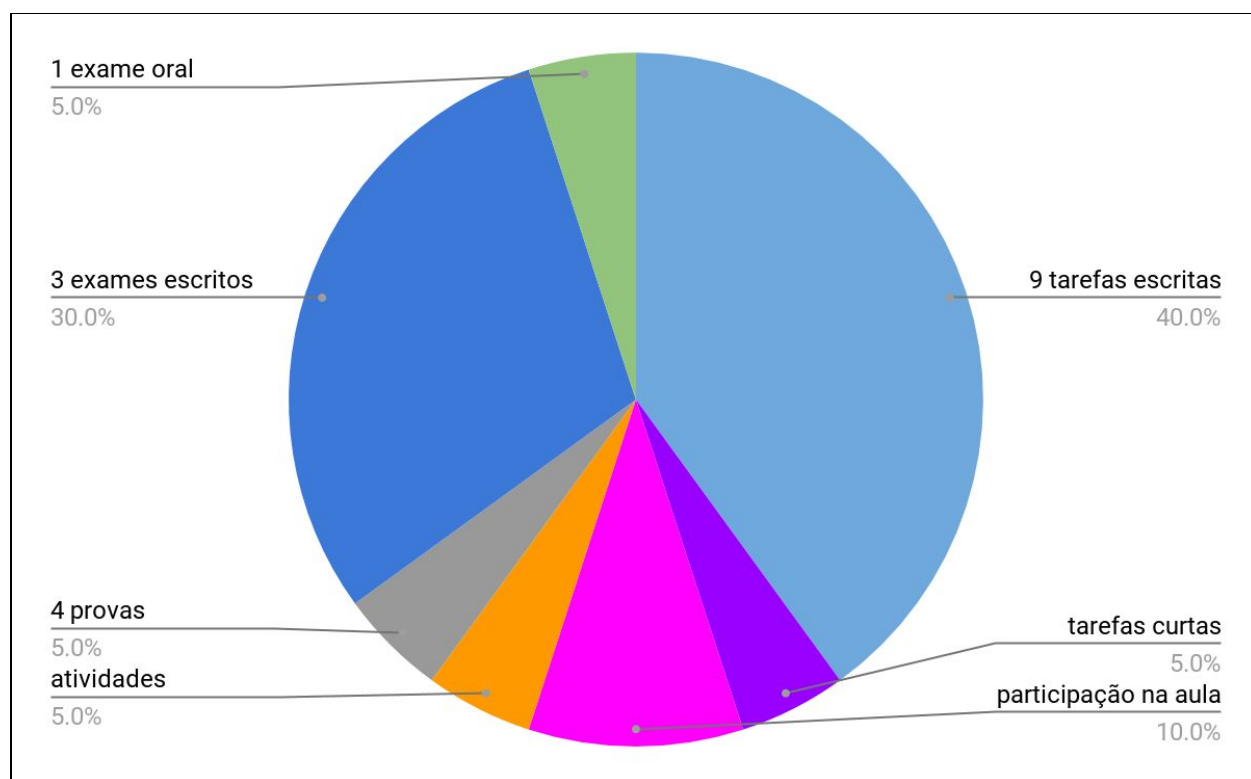
Office for Undergraduate Education: Please visit White Hall 300, call 404-727-6069, or email college@emory.edu with questions about academic affairs, concerns or policies. You can make an appointment with a dean or see other Student Support resources at the [OUE website](#). All Emory College of Arts and Sciences policies may be found in the [College Catalog](#).

Students with disabilities: If there are classroom or testing accommodations that can make the course more accessible for you, please consult with the instructor as soon as possible so that we can implement them. Most students should have a letter from the [Office of Accessibility Services](#) that they present to instructors within the first two weeks of the semester.

Transgender and non-binary students: In Portuguese we refer to people with masculine and feminine nouns and adjectives, and most people will want to use the same gender consistently, but not everyone. Part of my job as a teacher is to correct grammar mistakes, but it is not to police your gender identity or expression. If I or your classmates are misgendering you, please let us know and we will stop.

Vamos falar! If you have any questions or concerns about the course material, your grades, the Portuguese program, study abroad, etc. contact me as soon as possible so we can address them. Come see me during office hours, talk to me after class, or ask questions by email (kostrom@emory.edu). Don't wait until the end of the semester to address your concerns.

Componentes da nota



Tarefas escritas (40%)

The course schedule is divided into three thematic units, each made up of several readings, one or two films, and two or three written compositions. Most of these will involve research and/or textual analysis. Students will also collaborate to translate a website from English into Portuguese and the transcription (subtitles) of a Portuguese-language video.

In general, students will be expected to bring a printed or electronic draft to class for peer editing on a Friday,

submit a revised electronic draft for instructor feedback by the end of the day Friday, and submit a further revised version on their website the following Friday.

At the end of the semester, students will create a more radically revised and transformed version of an earlier composition. They will also write about their progress and learning in the course.

These assignments are each worth either 2.5% (transcription and transformation) or 5% (all other major assignments) of the semester grade.

Participation

Tarefas curtas (5%): In addition to the more formal written assignments listed in the syllabus (tarefas escritas) there will be some short homework assignments, usually something like writing a comment in the Canvas forum or composing or completing grammar exercises. These assignments will be announced in class and in the detailed instructions for the next day's class on Canvas

Participação na aula (10%): Students are expected to attend all classes and arrive on time every day. Arriving more than five minutes late or leaving early counts as half an absence, and having more than **four absences** during the semester will affect your participation grade. Your absence on religious holidays will be excused if you inform the instructor in advance. Your absence may also be excused if you travel with a Varsity team (or Debate team, etc.) provided you have supplied documentation at the beginning of the semester. Illness does not count as an excused absence. If a health issue, family emergency, or other problem causes you to miss several classes, contact the [Office of Undergraduate Education](#).

Participation means more than attendance. Please be fully prepared for each class session and do your best to

participate o your best to contribute actively in all the communicative activities. Practice and improve your oral skills by interacting enthusiastically with your classmates and instructor only in Portuguese.

At the end of each of the three course units, you will submit a written evaluation of your own participation and learning on Canvas (5%). Your participation will also be evaluated by the professor (5%).

Atividades do programa de

português (5%): Five times during the semester, students will participate in an activity outside of class related to the Portuguese-speaking world. The weekly bate-papos (Fridays at 1 in Longstreet-Means) and other events on campus and in the community will be announced in class, on Canvas, and in the Portuguese at Emory Facebook group.

To get credit, write a paragraph about the activity and how it relates to this class, post it to the Facebook group, and submit a link to your post on Canvas. At least one activity must be completed by the end of each of the four course units; no more than three activities can be the same thing (e.g. watching a movie).

Please consider taking the lead in organizing some of these activities!

Quizzes and tests

Quizzes (Provas) (5%): On Wednesdays we will review some aspects of Portuguese grammar and writing conventions studied in PORT 110 and PORT 201. Four quizzes, generally scheduled on Mondays, will test these subjects and help students prepare for exams.

Exames escritos (30%): Written exams at the end of each unit test grammar and ask you to identify and explain the significance of excerpts from texts, make connections between them, and relate them to the themes of the course.

Exame oral (5%): An oral exam during unit 3 (April 11) tests oral proficiency as well as understanding of the texts studied in class.

Itinerário provisório

Segunda	Quarta	Sexta
Introdução do curso: O que é a sustentabilidade?		
	17 de janeiro Introdução do curso: O que é a sustentabilidade?	19 de janeiro Tarefa escrita: A perspectiva da sustentabilidade (oficina)

Unidade 1: Movimentos e Mobilidade		
22 de janeiro Leitura (em Canvas): Raquel Rolnik, <i>São Paulo</i> (seleção)	24 de janeiro Ortografia: Os acentos Gramática: Presente do indicativo	26 de janeiro Vídeo: Perrengue Canção: Projota: Rap do Ônibus Tarefa de gramática: conjugar os 50 verbos mais usados em português

<p>29 de janeiro</p> <p>Leitura (em Canvas): Movimento Passe Livre - São Paulo, "Não começou em Salvador, não vai terminar em São Paulo."</p> <p>Prova 1: Verbos e acentos</p>	<p>31 de janeiro</p> <p>Gramática: Pretérito perfeito simples</p> <p>Vídeo: Sem acessibilidade</p> <p>Leitura: "São Paulo: A metrópole dos helicópteros"</p>	<p>2 de fevereiro</p> <p>Tarefa escrita: O transporte na minha cidade (oficina)</p> <p>Tarefa de gramática: conjugar no pretérito perfeito</p>
<p>5 de fevereiro</p> <p>Leitura (em Canvas): Roberto DaMatta, Fé em Deus e pé na tábua (seleção)</p>	<p>7 de fevereiro</p> <p>Vídeo: Movimento Caloi pela Mobilidade Urbana</p> <p>Gramática: Pretérito imperfeito</p>	<p>9 de fevereiro</p> <p>Tarefa escrita: O transporte na minha cidade (revisão)</p> <p>Tarefa escrita: Pesquisa sobre uma ONG (oficina)</p> <p>Tarefa de gramática: conjugar verbos no pretérito imperfeito</p>
<p>12 de fevereiro</p> <p>Leitura: Corrida Amiga</p> <p>Prova 2: Verbos no passado</p>	<p>14 de fevereiro</p> <p>Gramática: usos do pretérito e do imperfeito</p>	<p>16 de fevereiro</p> <p>Tarefa escrita: Pesquisa sobre uma ONG (revisão)</p> <p>Exame 1</p>

Unidade 2: Vamos Comer		
<p>19 de fevereiro</p> <p>Tarefa escrita: Atividade 1 Caminhada por Emory</p>	<p>21 de fevereiro</p> <p>Leitura: Emory Sustainability Initiatives: "Sustainable Food"</p> <p>Na aula: Recursos e estratégias para a tradução</p>	<p>23 de fevereiro</p> <p>Tarefa escrita: Comida sustentável (oficina)</p>

<p>26 de fevereiro</p> <p>Leitura: [mandioca]</p> <p>Vídeo: [mandioca]</p>	<p>28 de fevereiro</p> <p>Vídeo: <i>Cartas para Angola</i></p> <p>Gramática: o imperativo</p>	<p>2 de março</p> <p>Na aula: cozinha</p> <p>Tarefa escrita: Comida sustentável (revisão)</p> <p>Tarefa de gramática: conjugar no imperativo</p>
<p>5 de março</p> <p>[Encontro: Brazilian Bakery Cafe]</p>	<p>7 de março</p> <p>Gramática: o presente do subjuntivo</p>	<p>9 de março</p> <p>Tarefa escrita: Pesquisa sobre um ingrediente (oficina)</p> <p>Tarefa de gramática: conjugar no presente do subjuntivo</p>
<p>12-16 de março: Férias de Primavera</p>		
<p>19 de março</p> <p>[Encontro: negócio ou FLTA]</p> <p>Prova 3: imperativo y subjuntivo</p>	<p>21 de março</p> <p>Revisão</p>	<p>23 de março</p> <p>Tarefa escrita: Pesquisa sobre um ingrediente (revisão)</p> <p>Exame 2</p>

Unidade 3: Secas		
<p>26 de março</p> <p>Tarefa escrita: Atividade 2</p> <p>Filme: <i>A guerra da água</i></p>	<p>28 de março</p> <p>Vídeo: "Seca Gaza e Inhambane"</p> <p>Gramática: o imperfeito do subjuntivo</p>	<p>30 de março</p> <p>Tarefa escrita: transcrição de "Seca Gaza e Inhambane" (oficina)</p> <p>Tarefa de gramática: conjugar no imperfeito do subjuntivo</p>

<p>2 de abril</p> <p>Leitura: <i>Morte e vida severina</i> (seleção)</p>	<p>4 de abril</p> <p>Gramática: o futuro do subjuntivo</p> <p>Vídeo: <i>Morte e vida severina</i></p>	<p>6 de abril</p> <p>Tarefa de gramática: conjugar no futuro do subjuntivo</p> <p>Tarefa escrita: transcrição de "Seca Gaza e Inhambane" (revisão)</p>
<p>9 de abril</p> <p>Leitura: Graciliano Ramos, <i>Vidas secas</i></p> <p>Prova 4: mais subjuntivo</p>	<p>11 de abril</p> <p>Leitura: <i>Vidas secas</i></p> <p>Gramática: o futuro e o condicional</p> <p>Exame oral</p>	<p>13 de abril</p> <p>Leitura: <i>Vidas secas</i></p> <p>Tarefa de gramática: conjugar no futuro e no condicional</p>
<p>16 de abril</p> <p>Leitura: <i>Vidas secas</i></p>	<p>18 de abril</p> <p>Leitura: <i>Vidas secas</i></p> <p>Gramática: Revisão de frases complexas</p>	<p>20 de abril</p> <p>Tarefa escrita: <i>Vidas secas</i> (oficina)</p> <p>Exame 3</p>
<p>23 de abril</p> <p>Leitura: Glauber Rocha, "A estética da fome"</p> <p>Vídeo: "Cinema Novo"</p>	<p>25 de abril</p> <p>Filme: <i>Vidas secas</i></p>	<p>27 de abril</p> <p>Tarefa escrita: <i>Vidas secas</i> (revisão)</p> <p>Tarefas escritas: Transformação e Reflexão (oficina)</p>

<p>30 de abril</p> <p>Conclusões do curso</p>	<p>Não há exame final.</p> <p>A última aula vai ser segunda-feira, 30 de abril. Uma semana depois (o dia programado pela universidade para o exame final), você deve entregar as versões revisadas das últimas duas tarefas escritas no Canvas..</p>
<p>7 de maio</p> <p>Tarefas escritas: Transformação e Reflexão (revisão)</p>	