



Emory University Department of Spanish and Portuguese

ADVANCED PRACTICE IN PORTUGUESE (PORT 212)

Mondays and Wednesdays, XXX-XXX
In person at XXX
Zoom link for eventual online classes: [XXX](#)

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Office hours: XXX

Course Description:

Portuguese 212 aims to further develop communication skills in Portuguese and explore issues related to power and social struggle in the contemporary Portuguese speaking world. We will review Portuguese grammar with an emphasis on advanced use of verbs and their complements (prepositions, pronouns etc.), and the nuances of every-day use of the Portuguese language structure in Brazil and Portugal. We will also discuss and analyze fictional works, films, music and primary sources, in order to understand and learn how Portuguese speakers have faced challenges such as dictatorships, immigration and emigration, as well as racial, gender and social inequality issues that have been historically present in Lusophone countries.

Students will learn to recognize aesthetic constructs, the representation of genre differences and similarities, ideological trends, and historical contexts, as well as formulate more advanced responses in Portuguese to the various themes addressed in the different texts and films, both orally and in writing. Students will be required to compose creative and analytical responses to the course materials, and will revise their compositions with feedback from their peers and instructor. Group work will be frequent, in order to create an engaging and fruitful interaction among the students. All classes will be conducted in Portuguese. To be adequately prepared for the course, students should have successfully completed PORT 201 or 202 (or their equivalent).

Course Aims:

1. Deepen students' knowledge of Portuguese grammar, and significantly improve the four communicative skills: listening comprehension, speaking, reading, and writing.

2. Examine various themes in Lusophone culture through discussion and analysis of films and readings.
3. Enhance students' skills in the Portuguese language within a cultural context, which provides students with knowledge about the main parts of the world where Portuguese is spoken, especially Angola, Brazil, Cape Verde, Mozambique, and Portugal, as well as scattered Portuguese-speaking communities throughout the world.
4. Develop insights into students' own language and culture through readings, listening, and classroom activities.

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

1. Read and discuss a variety of texts;
2. Carry on spontaneous conversations involving complex topics involving major struggles in Lusophone world;
3. Look critically at a variety of texts and make connections between the different Portuguese-speaking societies.
4. Write advanced-level texts with good command of grammar and sentence structure.
5. Display understanding of important events, dates and people, as well as cultural phenomena of the Lusophone world.

Required Instructional Materials:

Most readings and audio-visual materials will be provided by the instructor, via Canvas.

Students should purchase the book:

Gramática Ativa 2. Coimbra, Isabel; Coimbra, Olga Mata. (Orgs.). 3ª Edição Revista e Aumentada. Lisboa: Lidel, 2014.

On the internet: <http://languagecenter.emory.edu/home/self-learning/portuguese.html> (extra material to help students in the learning process)

Grade Distribution:

Attendance and Participation	5%
Homework (exercícios de gramática + discussion boards)	25%
Quizzes	20%
Compositions	20%
Oral Exams	10%
Final project – Research Paper	10%
Final project – Oral presentation	5%
Portuguese Program Activities	5%
Total	100%

Note: The student who chooses to take PORT 212 on an S/U basis must achieve a 70% or higher in order to complete the course successfully.

Grades will be awarded according to the following scale:

94-100 / A	87-89 / B +	77-79 / C +	67-69 / D +
90-93 / A -	84-86 / B	74-76 / C	64-66 / D
	80-83 / B -	70-73 / C -	63 and bellow / F

COURSE POLICIES:

1.Attendance and Participation:

Attendance is mandatory. As a community, we depend on each other for the best learning outcome. Students who miss class disrupt the continuity of the material presented and undermine their peers' learning. A **maximum of 2** unexcused absences is allowed. These absences may be used for short illnesses and emergencies. After 2 unexcused absences, participation grade will be deduced half a letter grade each time the student miss class. Unexcused late arrivals count $\frac{1}{2}$ **presence**.

In-class **participation**, although somewhat subjective, is based upon your response to questions, your willingness to fully engage yourself in the task at hand, and your shown interest towards the subject matter. Above all, the key to be able to participate successfully is **preparation**.

The student is expected to review the material before and after class. It is impossible to learn the language and be updated with the material without practicing at home. Students are expected to prepare **in advance** the pages in the textbook assigned for each class. This is absolutely necessary so that we will spend a minimum amount of time on grammar explanations and classes can center, instead, on different activities geared towards the actual use of the language and discussion of the texts. A student's success in this course will be largely dependent on his or her willingness to follow this direction. Make sure not to fall behind. A little preparation **every day** is all that it takes to keep up with the material and make the most efficient use of class time.

Although English might be at times used to clarify a grammatical principle (and if so, only briefly), students and instructor will speak in Portuguese from beginning to end of class. Please make every effort to speak only in Portuguese to the instructor and to each other. You will find that you understand and can say much more than you imagine right from the start. After class time and via email, students may communicate in whichever language they prefer.

Even if you miss a class, there is no excuse for not being prepared for the next one. If you have to be absent from a class, please check the weekly announcements on canvas and the recorded classes to find out what was covered and what assignments were given. Students are accountable for all work missed because of an absence.

2.Homework:

Gramática Ativa 2 (GA) + Canvas worksheets: On Wednesdays, you will be asked to submit the completed and self-correct equivalent unit found in the book (GA), and/or Canvas **every Thursday**. Merely completing the exercises does not give you full credit. **You are required to self-correct your exercises** using the Answer Key from the book, or the answer sheet posted on Canvas. Please **use a different pen to correct your answers**, even if you have made only a few errors. The homework will be graded on the thoughtfulness, effort, and completeness of your responses, as well as the thoroughness with which you have corrected your answers. I encourage you to meet me during my office hours to review any topic you are uncertain about prior to being tested.

Discussion boards: On Mondays, students will post reflections about the readings/songs/films on the discussion boards. You will write a post (at least 80 words) responding to something new you learned, or any aspect of the material assignment that called your attention. You will also respond to at least one of your classmates' posts (at least 50 words). Discussion boards are due before class on Mondays (by 11:30am).

3.Quizzes :

Quizzes are scheduled on the tentative course calendar and are a good way for students and for the instructor to assess the student's progress. Each quiz will cover grammatical exercises, readings, and the lecture material discussed in class.

4.Compositions:

Students will be assigned four (4) take-home compositions, which will be followed by a required peer-review. These compositions will be inspired by the readings, videos, music and other material we discuss in class.

Your compositions must be turned in for peer-review, and must be between 400-500 words (Times New Roman/Arial, 12-point font, 1-inch margins, double-spaced). Students must include the number of written words after each composition.

Students who do not participate in the peer-review will not be allowed to submit their composition for a full grade. Since it is difficult for any writer to spot every mistake or flaw in an essay, peer reviewing will ensure a better final product. It will also be an instrumental step in teaching students how to provide feedback on each other's work.

Remember: Writing a text in English and converting it into Portuguese by means of an automatic translator is a blatant act of academic dishonesty. Asking an advanced or native speaker to review one's composition for this class is not allowed and is considered an act of academic dishonesty. You are encouraged to use the tutoring services available on campus, and to reach out to the instructor for help prior to the due date and throughout the semester.

5.Oral Exams (10% of the Final Grade):

There will be two oral exams during the semester. The first oral exam one will be done individually, while the second one will be done in groups of two. More information will be

provided in class.

6. Final project – Research Paper (10% of the Final Grade):

The final project will be a research paper that will focus on a critical perspective of students' thoughts in regards to one of the topics discussed during the semester.

The student will prepare a 5 page-long research paper (12 size letter, double spaced, times new roman) about one of the topics we discussed in class. Students should create a thesis about the topic, develop the main arguments that would corroborate the thesis, and add extra insights, questions, solutions to it. You will present your research topic at the end of the course in the form of a poster presentation that will be part of your grade.

7. Portuguese Program Activities (5% of the Final Grade):

Five times during the semester, students will participate in an activity outside of class related to the Portuguese-speaking world. Students will submit a very short summary & reflection on the experience within a week of the activity (100 – 150 words). At least one activity must be done prior to the first exam, and two activities must be done prior to the second exam. The goal is to participate in multiple experiences thus students are expected to do no more than two activities of the same type. The weekly Bate-Papos, and other events on campus and in the community, will be announced in class and on Canvas. You are encouraged to participate at the weekly Bate-Papos, but a list of other Portuguese Activities for the Spring semester 2020 will be available on Canvas. If you want to participate in a different activity than the ones scheduled by the Portuguese program, you must receive a prior approval of the instructor.

Academic Advising

If a personal or medical situation is causing difficulty for you in this or other classes, or if you have questions about College policies, visit the [Office of Undergraduate Education's Advising page](#) and schedule an appointment with an OUE advisor.

Tutoring

[EPASS Peer Tutoring and Mentoring](#) gives students an opportunity to master basic concepts and explore more advanced skills with the help of an experienced fellow student. In 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.

Academic Support

There are a range of [Student Support](#) resources available to Emory undergraduates designed to enrich each student's educational experience.

Please remember:

- If you are worried about your final grade, discuss it with me before the end of the course.
- Students are expected to attend office hours at least twice throughout the semester to discuss their standing in class (once before the first exam and once before the

- final). Do not expect for undeserved leniency at the end of the semester.
- There is no need to be afraid of asking questions during the classes. Students can and are expected to interrupt me as often as needed. Expressing doubts will help me control the pace of the course as well as the frequency of the supplementary exercises.
 - When pair-working, try to use Portuguese as much as possible. This step should be taken seriously because it is an opportunity the students have to express themselves freely.
 - I will take attendance every single class, but it does not necessarily mean I will call your name aloud or pass out an attendance sheet.
 - Since I am primarily concerned with the student's progress, the grading system has been designed so as not to penalize a student who starts slowly but keeps improving. By the same token, a few high grades at the beginning of the semester do not guarantee an A in the course. In other words, students must finish strongly in order to receive a good grade in Portuguese 212.

Late Policy: Late work will be penalized by 10% per day late, unless you have university excused absences or you have informed me and asked for my permission **in advance**.

ECLC Resources

The ECLC has a self-learning website for each of the curricular languages offered at Emory. Students can find a variety of resources for language learning. To access resources for the language you teach, click on the language on the left side of the page below.

<http://languagecenter.emory.edu/home/self-learning/index.html>

Check out the ECLC video - 15 Reasons to study a

Language: <https://www.youtube.com/watch?v=jgK4kBuYDbU>

ECLC produced video testimonies by Emory students about their experiences learning and using foreign languages. The videos highlighted both the range of activities and the profound effects that foreign language learning at Emory makes possible. Check out this video: https://youtu.be/bbklQrtka_g

Students with Disabilities:

If you have a documented disability and wish to discuss academic accommodations, please contact me within the first 2 weeks of class to discuss such accommodations and/or helpful learning strategies for this course. For further information or assistance, please contact the staff at the Office of Accessibility Services (OAS).

Office of Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations,

are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Students must renew their accommodation letter every semester they attend classes. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Attendance Policies (Absence from Examinations)

A student who fails to take any required midterm or final examination at the scheduled time may not make up the examination without written permission from a dean in the Office for Undergraduate Education. Permission will be granted only for illness or other compelling reasons, such as participation in scheduled events off-campus as an official representative of the University. A student who takes any part of a final examination ordinarily will not be allowed to defer or retake that final. Deferred examinations must be taken during the student's next semester of residence by the last date for deferred examinations in the academic calendar or within twelve months if the student does not re-enroll in the college. Failure to take a deferred examination by the appropriate deadline will result automatically in the grade IF or IU.

Honor Code

The Honor Code applies to all work submitted for courses in Emory College. Students who violate the Honor Code may be subject to a written mark on their record, failure of the course, suspension, permanent exclusion, or a combination of these and other sanctions. The Honor Code may be reviewed online at: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

Violation of Honor Codes – Plagiaristic and Other Unacceptable Behaviors in Language Courses

For information on what constitutes a violation of honor codes, check the document available on the course Canvas/Modules.

Academic Honesty and Integrity

Students are expected to be honest in all academic work. Cheating is the claiming of work not done individually without giving credit for aid received, or any unauthorized communication during quizzes or exams.

In case of academic dishonesty, students will receive an F on that assignment (such as a quiz, homework, etc.). If the dishonesty involves a major portion of the course requirements, such as an exam or a writing assignment, the student may receive an F for the entire course. If the dishonesty involves a person knowingly allowing his or her work to be copied, then action will also be taken against that person. Asking another student to help you write an essay is a blunt transgression of the University's honor code. Academic

dishonesty of any type will be reported and it may affect the students' standing at the University.

Even though most students understand what plagiarism means, there are still skills many students need to master over time in order to correctly cite sources, especially internet ones, as well as deal with the stress and strain of college life without resorting to cheating. Simply put, plagiarism is copying someone else's work and passing it off as a student's own work without proper attribution. Resorting to an automatic translator will be seen as academic dishonesty and thus as a transgression to the University's honor code. For more information on academic honesty and integrity, go to:

http://www.college.emory.edu/current/standards/honor_code.html

Tentative Course Outline:

The following is a day-by-day schedule for the semester. This syllabus is a good faith effort to describe our course, but I reserve the right to change the schedule or modify the content to enhance the learning process. Students will be notified through weekly Canvas announcements of any changes. If a student is absent, he or she is responsible for finding out about changes and complying with the new deadlines.

Note: GA – Gramática Ativa 2

Date	Topics	Assignments
Week 1: Lusofonia		
Jan 12	<p>Apresentação do curso</p> <p>Conto: “O paraíso são os outros”, de Valter Hugo Mãe</p> <p>Video: “O paraíso são os outros” em diversos sotaques</p> <p>Website: Museu da Língua Portuguesa</p>	<p>Responder Beginning of the Semester Questionnaire</p>
Week 2: O Novo Acordo Ortográfico		
Jan 17	Não haverá aula (Martin Luther King Day)	
Jan 19	<p>Filme: Vidas em português</p> <p>Texto: “Gramático Evanildo Bechara defende novo acordo ortográfico”</p> <p>Texto: “O acordo que nunca o foi”</p>	<p>Postar comentário no forum de discussão</p>

	<p>Texto: “Nove argumentos contra o Acordo Ortográfico de 1990” (opcional)</p>	
Week 3: Portugal		
Jan 24	<p>Texto: José Miguel Sardica: O século XX português (Introdução)</p> <p>Romance: “Ensaio sobre a Cegueira”, de José Saramago (pags 1-7)</p> <p>Poemas de Fernando Pessoa</p> <p>Para escutar: poemas de Fernando Pessoa</p> <p>Video: Amália Rodrigues, “Uma Casa Portuguesa”, “Povo que Lavas no Rio”</p>	<p>Postar comentário no forum de discussão</p>
Jan 26	<p>As mudanças a partir do Acordo Ortográfico de 1990</p> <p>Acentuação gráfica (GA 40)</p> <p>Pontuação (GA 41)</p> <p>Palavras compostas</p>	
Week 4: O Estado Novo em Portugal		
Jan 31	<p>Documentário: “Portugal, the Carnation Revolution”</p> <p>Conto: “O Rapaz do Tambor”, de Fernando Namora</p> <p>Definição: “Salazarismo”</p> <p>Texto: : José Miguel Sardica: O século XX português (“A ditadura militar e a ascensão de Salazar”; “O projeto ideológico do Salazarismo”)</p> <p>Música: “Grandola, Vila Morena”</p>	<p>Postar comentário no forum de discussão</p>

Fev 2	<p>Discuso direto e indireto (GA 24)</p> <p>Conectores de causa, conclusão, consequência, explicitação e finalidade (GA 36)</p> <p>Derivação por prefixação e sufixação. (GA 38)</p>	<p>GA: Unidades 40 e 41</p> <p>Composição 1</p>
Week 5		
Fev 7	Teste 1	Teste 1 (em sala)
Fev 9	<p>Indicativo vs. subjuntivo (GA 8-10)</p> <p>Presente do subjuntivo (GA 1-7)</p>	GA: Unidades 24, 26 e 38
Week 6: Música, raça e identidade nacional no Brasil		
Fev 14	<p>Filme: AmarElo – É tudo para ontem</p> <p>Texto: <i>Pequeno Manual Antirracista</i>, de Djamilia Ribeiro (p. 7-30)</p> <p>Conto: “Espiral”, de Geovani Martins</p>	Postar comentário no forum de discussão
Fev 16	Pretérito imperfeito do subjuntivo (GA 11-13)	GA: Unidades 9-10 e 1-7 (seleção)
Week 7: A ditadura militar no Brasil		
Fev 21	<p>Filme: <i>Rasga Coração</i> (Substituir pelo filme <i>Hoje? Ou Nunca fomos tão felizes</i>)</p> <p>Conto: “Alguma coisa urgentemente” (Noll)</p> <p>Texto: “A ditadura militar no Brasil”</p>	<p>Postar comentário no forum de discussão</p> <p>Exames orais durante a semana (fora do horário de aulas)</p>
Fev 23	Futuro do subjuntivo (GA 14-17)	<p>GA: Unidades 11-13</p> <p>Composição 2</p>

Week 8: Identidades indígenas no Brasil		
Fev 28	<p>Texto: “Crônicas de São Paulo”, de Daniel Munduruku</p> <p>Texto: “Minha vó foi pega a laço”, de Daniel Munduruku</p> <p>Texto: História dos Munduruku</p>	Postar comentário no fórum de discussão
Mar 2	<p>Tempos compostos do subjuntivo (GA 18-20)</p> <p>Teste 2</p>	<p>GA: Unidades 14-17</p> <p>Teste 2 (em sala)</p>
Week 9		
Mar 7	No class (Spring Break)	
Mar 9	No class (Spring Break)	
Week 10: Angola		
Mar 14	<p>Propaganda de TV: Angola: Dez Anos de Paz</p> <p>Entrevista: “A história Angolana recontada” (entrevista com Pepetela)</p> <p>Livro: <i>As aventuras de Ngunga</i>, de Pepetela (trechos)</p> <p>Conto: “A televisão mais bonita do mundo” e “Os óculos de Charlita”</p>	Postar comentário no fórum de discussão
Mar 16	<p>Infinitivo impessoal (GA 27)</p> <p>Orações proporcionais (GA 28)</p>	Composição 3
Week 11: Moçambique		
Mar 21	Filme: “Comboio do sal e do açúcar” ou “O Grande Bazar”	Postar comentário no fórum de discussão

	<p>Conto: “As cicatrizes do Amor”, de Paulina Chiziane</p> <p>Guerras, mulheres e memórias- entrevista com a escritora Paulina Chiziane</p>	
Mar 23	<p>Pronomes de objeto direto e indireto Mesóclise (GA 23)</p> <p>Teste 3</p>	<p>GA: Unidades 27 e 28</p> <p>Teste 3 (em sala)</p>
Week 12: Cabo Verde		
Mar 28	<p>Filme: “Fintar o destino”</p> <p>Artigo de jornal: “A independência de Cabo Verde, a abertura ao pluripartidarismo e os desafios da democracia (ou a longa caminhada para a Liberdade)”</p>	<p>Postar comentário no forum de discussão</p>
Mar 30	<p>Quiz 3 (em sala)</p>	<p>GA: Unidade 23 + exercícios pronomes objetivos</p>
Week 13: Guiné-Bissau		
Apr 4	<p>Filme: “Nha Fala”</p> <p>Artigo: “Amílcar Cabral e a liberação coletiva”</p>	<p>Postar comentário no forum de discussão</p>
Apr 6	<p>Conectores de contraste (GA 37)</p> <p>Frases enfáticas; expressões de realce (GA34)</p>	<p>Composição 4</p>
Week 14: São Tomé e Príncipe		
Apr 11	<p>Filme: “Tchiloli – Máscaras e mitos” (trechos)</p>	<p>Postar comentário no forum de discussão</p>

	Filme: São Tomé e Príncipe: Retalhos de uma História Poemas santomenses	
Apr 13	Verbos derivados de fazer, pedir, ver e vir (GA 30) Verbos derivados de pôr e ter (GA 31) <i>Dar, ficar e passar</i> seguidos de preposição (GA 29)	GA: Unidades 34 e 37 Exames orais durante a semana (fora do horário de aulas)
Week 15: Conclusão		
Apr 18	Teste 4	Teste 4 (em sala)
Apr 20	Apresentação de projetos	
Week 16: Conclusão		
Apr 25	Apresentação de projetos	

Entrega dos trabalhos finais - 4 de maio