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Portuguese Introductory II

PORT-1503 (3 credits)

Portugal: Sustainability and Environmental Justice

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The Portuguese Introductory II course is focused on developing the student's communication skills in Portuguese. Special emphasis is dedicated to the understanding of spoken Portuguese both in formal and colloquial contexts, as participants will engage with a broad variety of native speakers including public officials. The course includes a variety of teaching strategies and approaches, such as lecturing, peer practice, in-class and outside-of-the-class interviews, field trips with pre-established assignments, songs, games, and videos of cultural and/or linguistic relevance. An effort is made to provide students with realistic situations where the language spoken is a tool, rather than an object in itself, encouraging its authentic and creative use. The field-based classes are carefully planned to provide students with the opportunity to interact with native speakers in a less controlled environment.

Learning Outcomes

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

- Use Portuguese language skills to communicate in the Portuguese cultural context;
- Take part in communicative situations in Portuguese involving basic language functions;
- Demonstrate awareness of a range of language registers (formal; informal; colloquial);
- Demonstrate ability to work independently with an acceptable level of mutual understanding when addressing native speakers in Portuguese;
- Use a limited register of vocabulary and other specialized terms directly related to the field of sustainability and development.

Language of Instruction

Portuguese

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation

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of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience*, *reflective observation*, *abstract conceptualization*, and *active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts
Textbook and compilation of materials specially designed to meet the students' needs.

Course Schedule
Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1:
Introducing yourself / Introducing a friend / nationalities / occupations / numbers / calendar / greetings / saying good-bye / talking about someone else / Portuguese holidays
Verb SER / definite article + pronoun / demonstratives / the present (*presente do indicativo*): verbs ending in –AR and in –ER/ contractions of prepositions + articles/demonstratives
reading / writing / listening / speaking activities

Module 2:
Asking and giving simple directions / telling the time / routines / dias da semana / travelling in Portugal
Prepositions of movement
Masculine – feminine / adjectives / plurals / possessives/ the present (presente do indicativo) – regular and irregular verbs /verbs SER– ESTAR/ verb PRECISAR DE + infinitive / verb TER DE + infinitive

Module 3:
Family and house
Invitations / expressing preference / expressing (dis)agreement
Describing locations / describing your family
The comparative / Reflexive verbs (conjugação pronominal reflexa) / verb ESTAR a + infinitive / verb IR + infinitive

Module 4:
Shopping / food / clothes

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Describing a past event / action
Comparatives and superlatives / imperfeito de cortesia (the imperfect used for invitations/requests, etc.)
The past (pretérito perfeito): regular and irregular verbs

Module 5:
Making/ writing an invitation / Portuguese traditions
Describing events in the past
The past (pretérito perfeito): irregular verbs / The past (pretérito imperfeito): regular verbs in –ar, -er and –ir
Module 6:
The health system in Portugal
Scheduling a doctor's appointment / at the doctor's / at a pharmacy / the human body
Verb DOER + noun / verb ESTAR com/ TER + noun / verbs TER de and DEVER
The imperative / The past (pretérito imperfeito): regular and irregular verbs
Selection of short stories in Portuguese (reading, written/oral comprehension exercises and oral discussions on the texts)

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Homework and Quizzes (10%)
Homework usually encompasses not only language content taught but also interactivity with host family members. Students are also given regular quizzes on the content taught including themed topics of the program, culture, and day-to-day issues.

2) Mid-term Written Exam (10%)
The mid-term is applied in the first half of the course. Students are asked to interpret a text, answer questions, write short paragraphs, provide fill-in the blanks answers, complete sentences, write task-based answers, and write a one-page composition.

3) Mid-term Oral Exam (20%)
Students meet individually with the teacher to answer questions based on the language structure covered in the first half of the course.

4) Final Oral Exam (30%)
Students do one of the following tasks or a combination of them.

A. Make a short presentation of their experience in Portugal
B. Role-play determined situations that reflect their daily activities in the host country;

5) Final Written Exam (20%)

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Students are asked to interpret a text, answer questions, write short paragraphs, create dialogues, provide fill-in the blanks answers, complete sentences, and write task-based answers.

6) Participation (10%)
This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

Assessment:

Homework and Quizzes - 10%
Mid-term Oral Exam - 20%
Mid-term Written Exam - 10%
Final Oral Exam - 30%
Final Written Exam - 20%
Participation - 10%

Attendance and Participation
Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments
SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections, and experiences throughout the program.
Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at

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that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

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

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage with the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.

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- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, flag content and activities that are especially graphic or intense may be shared. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the academic director and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the SIT Study Abroad Handbook and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as Library resources and research support, Disability Services, Counseling Services, Title IX information, and Equity, Diversity, and Inclusion resources.

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