

Portuguese Intermediate I PORT-2003 (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

Portuguese Intermediate course is designed to expand and reinforce student knowledge of more complex linguistic structures at progressive levels of difficulty. Student learning is enhanced and reinforced through the utilization of media such as newspapers, academic articles, and magazines. The course incorporates field experience and students are encouraged to research and report on topics related to development and sustainability. By the end of the course, students demonstrate ability to interact with native speakers who are professionals in their field of study.

Learning Outcomes

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

- Use Portuguese language to communicate in culturally complex situations;
- Demonstrate a level of proficiency permitting involvement in Portuguese culture, including acquisition of information from primary sources for their independent project;
- Use appropriate vocabulary related to development and sustainability and show reasonable fluency in interacting with host families, NGO's, and development professionals through interviews, informal conversations, visits, presentations, or informal discussions;
- Demonstrate ability to use intermediate level vocabulary and lexicon related to their field of study, e.g., sustainability, development, or communications.
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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 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:

- Presentation of the course
- Contextual and family vocabulary
- Language of contrast, comparison, superlative
- Review of Indicative Mood: present, present continuous, past, and future
 - Field Trip Activities
 - Interviewing Activity
 - Video Assignment and Feedback
- Evaluations

Module 2:

- Indicative Mood: utilization of present tenses – field trips – interviews
- Recognition of the area/surroundings near the college using the grammar points learned in class.
- Places, time, space.
- Vocabulary concerning city, places in a city, streets, blocks
- Passive Voice: field trip to Central Market to reinforce use of passive voice
 - Field Trip Activities
 - Interviewing Activity
 - Video Assignment (Verb Tenses) and Feedback
- Evaluations

Module 3:

- Review of the vocabulary, present and past tenses: students present activities related to the subject matter learned in class

- Indicative Mood: current newspapers - recognition of textual grammar by reading authentic materials.
- Vocabulary Expansion: field trip (downtown)
- Indicative Mood: future
- Evaluations

Module 4:

- Subjunctive Mood - present
- Subjunctive Mood - Past 1
- Subjunctive: Compound Tenses: Present (have + past participle)
- Subjunctive Mood - Past 2
- Subjunctive Mood: current newspapers - recognition of textual grammar by reading authentic materials.
- Evaluations

Module 5:

- Review of Subjunctive Mood: present and past (students present activities related to the subject learned in class)
- Subjunctive Mood: Future
- Vocabulary Expansion: field trip
- Infinitive (personal)
- Infinitive (impersonal)
- Evaluations

Module 6:

- Vocabulary expansion: Presentations of articles
- Coordinate clauses: cohesion of written texts – field trip
- Subordinate clauses: coherence of written and oral productions – field trip
- Vocabulary in use: Class presentations
- Verb tenses and vocabulary in use: Class presentations
- Evaluations

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Homework and Quizzes (10%)

Students are assessed on their use of vocabulary, organization of coordinate and subordinate clauses, verb agreement, and textual coherence and cohesion. Homework assessment usually encompasses not only language content taught but also interactivity with host family members on topics of the program, culture, and day-to-day issues. Quizzes may be in the form of paragraphs and compositions in which verb agreement, use of language, vocabulary expansion, and use of noun group are assessed.

2) Mid-term Written Exam (10%)

Students are assessed on use of language, adequate use of the grammar points such as verbs, adverbs, conjunctions, subordinate, and coordinate clauses.

3) Mid-term Oral Exam (20%)

Students are asked to present a talk based on topic of their choice and facilitate a short open discussion about their presentation with the class.

4) Final Oral Exam (30%)

Students are encouraged to do one of the following tasks or a combination of them.

- A. Make a short presentation about an aspect of sustainability and environmental justice in Portugal
- B. Answer questions based on language content; engage in a conversation or group discussion guided by the teacher;
- C. Role-play determined situations that reflect their daily activities in the host country;

5) Final Written Exam (20%)

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

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 - 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 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 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.
- 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.