

PORTUGUESE 1001

Fall 2008

MF at _____/TR at _____

Place: _____

Instructor: _____

E-mail: _____

Phone: _____

Office Hours: _____

Gilbert Hall, Room _____

Congratulations! You have decided to learn one of fastest growing languages in the world.

The Portuguese 1001-1002 course sequence is designed to give you the ability to actively communicate in Portuguese using all four language skills: listening, speaking, reading and writing. By the end of the semester you should be able to:

1. Understand spoken Portuguese in simple conversation, participate in dialogues about greetings, requests, shopping, etc. and understand the main ideas of texts.
2. Read advertisements, newspaper articles, web sites and other forms of communication.
3. Express yourself in written form for general social communication.
4. Learn about the culture and history of the Portuguese-speaking world.
5. Learn basic structures and idiomatic expressions to develop communication skills in Portuguese.

Textbook:

Ponto de Encontro, Portuguese as a World Language (valuepack with course-book, Student Activities Manual **and** DVD)
Collins Gem Portuguese Dictionary, 1993, **OR** *Larousse Concise Dictionary: Portuguese-English/English-Portuguese* (required).

Course requirements:

◆ **Regular attendance mandatory. 5 unexcused absences allowed without penalty** (excused absences require documented evidence in the form of a medical note or a letter from Student Affairs). For each additional unexcused absence **ten points may be subtracted from your participation grade** (this is equivalent to the loss of 1% of the overall final grade). Students who miss more than 15 classes this semester may not be allowed to take the final exam. An instructor may initiate a withdrawal for lack of attendance.

◆ **Prepare in advance for each class, completing homework and any assignments set by the instructor.** It is the student's responsibility to study the assigned grammatical sections and complete the application exercises before each class, in order to be able to participate fully in all tasks undertaken in class.

◆ **As a regular written assignment, you may be asked to post a number of logs on your course WebCT page.** Remember that learning a foreign language is not difficult, but to be successful, it requires daily study, practice and exposure to the language. A foreign language cannot be learned successfully by cramming or studying on an irregular basis. It requires a build-up process. As for any other course at UGA, students are expected to devote two hours of preparation, outside of class.

Course Grading Criteria:

30%	Average of 4 best tests out of 5	300 pts.
20%	Final exam	200 pts.
10%	Project (5% Presentation & 5% drafts)	100 pts.
10%	Homework, classroom assignments, (quality & prompt completion)	100 pts.
10%	Particip. & Preparation, oral performance, class attendance	100 pts.
10%	Lab grade	100 pts.
10%	Overall progress & improvement	100 pts.
	Total Points	1,000 pts.

UGA – Rom. Langs. grading scale

100-93	A	4.0
92-90	A-	3.7
89-87	B+	3.3
86-83	B	3.0
82-80	B-	2.7
79-77	C+	2.3
76-71	C	2.0
70-68	C-	1.7
67-60	D	1.0
<60	F	0

Participation/Preparation Grade:

This grade is based on two factors: (1) Evidence that student has prepared for class AND (2) active participation in class activities and discussions. Participation must be in the foreign language and will be evaluated according to the following criteria:

- A = Excellent participation, always well prepared, virtually no English spoken.
- B = Good participation, almost always prepared, very little English spoken.
- C = Fair participation, generally prepared, some English spoken.
- D = Irregular participation, infrequently prepared, English spoken frequently.
- F = Little to no participation, infrequently prepared, English spoken consistently.

Vocabulary & conversation classes: Our classes are based on communication practice. They may have the occasional participation of another teacher, so that students are trained to understand different personal and regional accents. Classes will include role-play activities, conversation/discussion, or the presentation of audio-visual materials as a tool to develop communication in Portuguese within a cultural context. As preparation, students are advised to develop their own **glossary**. Please note that vocabulary cannot be taught. It can only be developed through reading, preparing a glossary, studying and using it in speaking and writing activities.

Portuguese Table: Tuesdays 3.00-5.00 at The Globe. Each attendance gains one point extra credit to improve the grade of the following test.

Projects: Students must prepare and present a major group project on topics relevant to Lusophone culture. Each group has a maximum of 4 to 5 students. The project should contain cultural information, be based on situational communication, be interactive, and involve role-play in the target language, i.e. Portuguese. Students must submit at least two preparation drafts before the final presentation. Presentation dates must be agreed in advance with the instructor. On the day of the presentation, there may be guests, either from other Portuguese classes, or Portuguese speakers from outside the university.

For all written and oral work including Project: grades are based on participation, homework, quizzes, listening and oral activities, preparation of project through its stages, etc. Every instructor will tailor each portion of the grade according to his or her discretion. The Project, however, is worth 10% of your final grade. Do not neglect its preparation.

Language Lab: There will be 6 Lab classes. Attendance is obligatory. You will be assessed for: pronunciation, intonation, aural comprehension, retention of information, and grammatical correctness in the execution of language exercises, or/and for participation in the discussion about the film/s shown in class. Your grade will be based on your 4 best class performances. You will also have the opportunity of doing Self-Study Practice in the LRC-Language Resource Center (Gilbert Hall, Lab113). Self-Study Lab Practice has the advantage of offering you more opportunities to practice Portuguese at your own pace and in the privacy of the Lab booth. It helps you to improve your oral proficiency and thus to perform better in class. Further information on Self-Study will be provided during your first Lab class.

Films: The Brazilian film *Bossa Nova* will be shown in this course. More films may be shown at the instructor's discretion, depending on time available and student interest.

Missed work: There will be no make-ups for missed Lab classes. If you miss a Lab class, your Lab grade will be based on your performance during the remaining 4 classes. There will be **no make-ups for tests**. If you miss a test, your grade will be the average of the four that you will make. Homework must be presented weekly. No late homework will be accepted.

Final exam: The final exam will be given according to the schedule on OASIS. Conflicts with other final exams should be resolved early in the semester. Students must present documentation following the instructions for rescheduling, which are located at the following websites: www.bulletin.uga.edu and www.curriculumsystems.uga.edu. One make-up exam will be given the day following the regularly scheduled exam. **Final exams will not be given at an earlier date for any reason.**

Study Abroad: There are two programs of study abroad available to students wishing to develop their Portuguese in a native environment:

Maymester in Brazil: 5 weeks of study in Brazil in partnership with other American universities. Details from Prof. Quinlan (susieq@uga.edu) and Prof. Moser (rmoser@uga.edu).

Student Exchange Program in Portugal. Students can spend one or two semesters at the University of Porto, Portugal, studying Portuguese and a wide range of other courses while gaining credits toward their degree at UGA. Details from Dr. Hutchinson (ahutchin@uga.edu) and Ms. Coleen Larson, Office of International Education (clarson@uga.edu).

Summer course in Portugal. Students can attend this course at the University of Porto in July and gain credits for the next level of Portuguese language.

Minor in Portuguese: Courses in PORT2001 and above count toward a Minor in Portuguese. You may need 15 or 18 credit hours depending on the courses completed. Ask your teacher for a handout and start planning!

Student Concerns: Please discuss all questions, problems, absences you might have with your instructor first. Further help can be obtained from the Portuguese Language Supervisor.

Portuguese Language Supervisor:

Dr. Amélia Hutchinson

Office hours: Monday 12.00 - 1.00 pm, Wednesday 11.00 - 12.00 and 2.30 - 3.30, or by appointment.

249 Gilbert Hall

Tel: 542-4698

PORTUGUESE 1001 - CALENDAR of LANGUAGE LEARNING ACTIVITIES - FALL 2008

SEMANAS - MATÉRIAS	Preparação & Tarefas	Language Resource Center
SEMANA 1 – 18 a 22 de agosto		
Introdução – Objetivos: Introducing oneself and others. Greeting people and saying goodbye.		6 Lab classes in the Semester -
Day 1-2 Course Introduction Syllabus, <i>Apresentações</i> , <i>Saudações</i> , <i>Despedidas</i> ,	Read Syllabus carefully; note down LRC and test dates in your UGA diary. Buy Ponto de Encontro Valuepack.	All Lab classes will be in Room: 115
Day 3-4 Revising, Oral practice & cultural notes P, <i>Apresentações</i> , <i>Saudações</i> , <i>Despedidas</i> , pp. 4-9	P, Read explanations and culture box, pp. 4-9; do <i>Para escutar</i> , p. 9; SAM, P-1 through P-7, pp. 1-3; SAML, P-26 through P-32, pp. 11-12	Fridays
SEMANA 2 – 25 a 29 de agosto		
Lição Preliminar – Objetivos: Identifying and describing people and places. Talking about the location of classroom objects. Talking about numbers. Expressing dates. Telling the time		
Day 1-2 P, <i>O alfabeto, Identificação e descrição de pessoas; O que há na sala de aula? Onde é que está?</i> , pp.10-15 [PSP, <i>Vogais abertas e fechadas</i> pp.374]	P, read vocabulary, explanations; pp. 10-15; listen to <i>Para escutar</i> , p. 15; SAM, P-8 through P-14, pp.3-5; SAML, <i>Sílabas tónicas e acentos</i> and P-33 through P-40, pp. 13-16, [PSP, PS-2 and PS-3, pp. 375]	
Day 3-4 P, <i>Os números 0-99, Os meses do ano e os dias da semana, As horas, Expressões úteis na sala de aula, Para ler</i> , pp. 16-25; [PSP, <i>Numbers</i> , p. 373] <i>Vídeo: Lição Preliminar</i>	P, read explanations, <i>Cultura</i> box, and <i>Para ler</i> , pp. 14-23 SAM, P- 14 through P- 25 pp. 6-10; SAML, <i>Vogais nasais P-41 through P- 52</i> , pp.16-22; P, <i>Vocabulário</i> , pp. 26-27; WWW; [PSP, PS-1, p 374]	
SEMANA 3 – 1 a 5 de setembro - Mini-Quiz (Dia do trabalhador – 1 de setembro)		
Lição Preliminar-Lição 1 – Objetivos: Asking for and providing information. Expressing needs, likes and dislikes.		
Day 1 Monday – Labor Day		
Day 2 P, <i>À primeira vista</i> , pp. 30-35; [PSP, <i>The verb “gostar de”</i> p. 368]	Review <i>Vídeo – Lição Preliminar</i> P, Do <i>Para escutar</i> p. 37; Read <i>Estruturas</i> explanations pp. 38-41 and do 1-12 and 1-14; SAM, 1-3 through 1-5, p 24; SAML <i>Os ditongos orais</i> and 1-36 through 1-38, pp.37-38	
Day 3 Revising and preparation for test (Planear Projeto)		
Day 4 Test, Lição Preliminar	P, read photo captions and dialogue, 30-37; SAM, 1-1 and 1-2, p. 23; SAML, 1-34 and 1-35, pp. 36-37,	
SEMANA 4 – 8 a 12 de setembro -		
Lição 1 – Objetivos: Talk about daily activities		1 – LRC
Day 1 P, <i>Estruturas: Vamos praticar</i> , pp. 39-41; <i>Situações</i> p. 41;	P, Read <i>Estruturas</i> explanations pp. 44-50 and do 1-21 and 1-25;	Sexta-feira, 12
Day 2 <i>Vamos viajar</i> , pp. 42-43 <i>Situações</i> p. 49 <i>Vídeo – Part 1</i>	SAM, 1-6 through 1-24, pp.25-32; SAML, <i>O “m” e o “n” nasais</i> and 1-39 through 1-47, pp. 38-41 and <i>Vídeo: Vocabulário útil</i> and 1-50 p. 43.	LRC - 115
Day 3 P, <i>Estruturas: Vamos praticar</i> , pp. 46-52; <i>Vamos viajar</i> , pp. 52-53	P, Read <i>Mais um passo</i> explanations pp. 54, 55; do <i>Para escutar</i> , p. 56; Read instructions for <i>Para ler</i> , p. 58 SAM, 1-27 through 1-29, pp. 33-34; SAML <i>Os ditongos nasais</i> , p 42 and <i>Vídeo: 1-51 through 1-54;</i> [PSP 1-5, p. 369]	
Day 4 LRC		

SEMANA 5 – 15 a 19 de setembro		TESTE 1 -	(Planear Projeto)
Lição 1-2 – Objetivos: Research information and write simple notes and letters. Asking about prices Asking about and expressing location			
Day 1	P, <i>Para ler</i> , pp. 58-59; P, <i>Horizontes</i> , pp. 62-63 [PSP, <i>Ditongos nasais</i> , p. 370]	SAM, 1-30 through 1-32, pp. 35-36; SAML, 1-48 and 1-49, pp. 41-42;	
Day 2	P, <i>Para escrever</i> , pp. 60-61; P, <i>A primeira vista</i> , pp. 68-74	P, Review <i>Vocabulary</i> , pp. 64-65 WWW; SAM, 1- 33, p. 36; [PSP 1-6 p. 370]	
Day 3	Test, <i>Lição 1</i>	P. Review vocabulary, pp. 68-74; Read <i>Estruturas</i> explanations pp. 75-82	
Day 4	P, <i>Estruturas: Vamos praticar</i> , pp. 77; <i>Situações</i> 78; <i>Vamos viajar</i> , pp. 78-79 P, <i>Estruturas: Vamos praticar</i> , pp. 82-85	P, Read <i>Estruturas</i> explanations pp. 88-89, P, Read <i>Mais um passo</i> explanations pp. 91-92 and do 2-26; SAM 2-1 through 2-19 pp.45-51; SAML, 2-24 through 2-34 and <i>Inserção do som “i”</i> , <i>Os sons do “r”</i> , <i>Os sons do “l”</i> pp.54-57	
SEMANA 6 – 22 a 26 de setembro		-	
Lição 2 – Objetivos: Asking about and describing persons, animals, places, and things. Expressing nationality and place of origin. Expressing possession.			2 – LRC
Day 1-2	P, <i>Estruturas: Vamos praticar</i> , pp. 89-91; <i>Situações</i> p.90 <i>Vamos viajar</i> , pp. 86-87 Video – Part 1; [PSP, <i>Ser vs. estar</i> , p. 371]	P, do <i>Para escutar</i> , p. 92; Read instructions for <i>Para ler</i> , p. 94 SAM, 2-20 p. 52 ; SAML 2-35 and <i>Os sons do “m”</i> , <i>do “n” e do “nh”</i> and <i>Video: Vocabulário útil</i> and 2-37 pp.58-59; [PSP 2-7, p. 372]	Sexta-feira, 26 LRC, 115
Day 3	P, <i>Para conversar</i> , pp. 93-94, <i>Para ler</i> , pp. 94-97; Video – Part 2 [PSP, <i>Os sons “b” e “v”</i> , p. 372]	P, Read instructions for <i>Para escrever</i> , p. 97; SAM, 2-21 and 2-22, p. 53; SAML 2-38 through 2-41, pp. 59-60	
Day 4	LRC		
SEMANA 7 – 29 de setembro a 3 de outubro		TESTE 2	(Primeira redação do projeto)
Lição 2 – Objetivos: Discussing activities and making future plans. Expressing where and when events take place.			
Day 1	P, <i>Para escrever</i> , pp. 97-99; P, <i>Horizontes</i> , pp. 100-102	P, Review <i>Vocabulary</i> , p.103 WWW; [PSP 2-8 p. 372]	
Day 2	Test, <i>Lição 2</i>	P, Read <i>Estruturas</i> explanations pp. 115-123; do 3-11, p. 115; do <i>Para escutar</i> p. 114.	
Day 3-4	P, <i>A primeira vista</i> , pp. 106-114; P, <i>Estruturas: Vamos praticar</i> , pp. 116-123; <i>Situações</i> 118;	P, Read <i>Estruturas</i> explanations pp. 123-130, P, Read <i>Mais um passo</i> explanations p. 131; SAM 3-1 3-6- pp.61-64.	
SEMANA 8 – 6 a 10 de outubro		Mid-Term – Dia 9	
Lição 3 – Objetivos: Ordering food in a restaurant. Talking about arts and entertainment.			3 – LRC
Day 1	<i>Vamos viajar</i> , pp. 119; Video Part 1, [PSP, verbo “ir”, p. 373]	SAML, 3-28 through 32 and <i>Os sons do “x”</i> ; <i>O som do “ch”</i> pp. 73-74 and <i>Video: Vocabulário útil</i> and 3-43 p. 80; [PSP 3-9 p. 373]	Sexta-feira 10 LRC, 115
Day 2-3	P, <i>Estruturas: Vamos praticar</i> , pp. 124-132; <i>Situações</i> p.123 <i>Vamos viajar</i> , pp. 126 Video – Part 2; [PSP, <i>Os sons do “r” e do “j”</i> , p. 374]	P, do <i>Para escutar</i> , p. 133; Read instructions for <i>Para ler</i> , p. 135 SAM, 3-7 through 3-22 pp. 65-69; SAML 3-33 through 3-42; <i>Os sons do “g”</i> and <i>O som do “j”</i> and <i>Video: 3-44</i> through 3-46, pp. 75-81; [PS-10 p. 374]	
Day 4	LRC		

SEMANA 9 – 13 a 17 de outubro		TESTE 3	(14 de Outubro= Midpoint withdrawal deadline)
<p>Lição 3 – Objetivos: Retrieving information. Describing possessions and conditions</p> <p>Day 1 P, <i>Para conversar</i>, p. 134 P, <i>Para ler</i>, pp. 135-137;</p> <p>Day 2 P, <i>Para escrever</i>, pp. 137-139; Video – Part 2</p> <p>Day 3 Test, <i>Lição 3</i></p> <p>Day 4 P, <i>À primeira vista</i>, pp. 146-151 P, <i>Estruturas: Vamos praticar</i>, pp. 153-158; <i>Situações 155</i></p>			<p>P, Read instructions for <i>Para escrever</i>, p. 137; SAM, 3-23 through 3-27 pp. 70-72; P, Review <i>Vocabulary</i>, pp.142-143,</p> <p>P. Read <i>Estruturas</i> explanations pp.152-158; SAM 4-1 through 4-4, pp. 83-86; SAML 4-25 through 4-29 and <i>Os sons do “s” e do “z”</i> pp. 97-98; WWW</p> <p>P, do <i>Para escutar</i>, p.151; P. Read <i>Estruturas</i> explanations pp.159-166. SAM 4-5 through 4-15, pp. 87-92; SAML 4-30 through 4-39 and <i>Ligação de palavras e crase</i>, pp. 99-103</p>
SEMANA 10 – 20 a 24 de outubro		(Segunda redação do Projeto)	
<p>Lição 4 – Objetivos: Discussing and comparing families, obligations, preferences & routine activities.</p> <p>Day 1-2 P, <i>Estruturas: Vamos praticar</i>, pp. 161-166; <i>Situações 158; Vamos viajar</i>, pp. 155-166 Video Part 1; [PSP, <i>Present of stem-changing verbs</i>, pp. 375, 376]</p> <p>Day 3-4 P, <i>Mais um passo: Vamos praticar</i>, pp. 167-168; <i>Situações p.164 Vamos viajar</i>, pp. 165-166 Video – Part 2; [PSP, <i>Os sons do “s” e do “z”</i>, p. 377]</p> <p>Day 4 LRC</p>			<p>4 – LRC</p> <p>Sexta-feira, 24</p> <p>LRC, 115</p> <p>P, Read <i>Mais um passo</i> explanations p. 166-168; do <i>Para escutar</i>, p. 169; [PSP 4- 11, p. 377]; SAM 4-16 and 4-17, pp. 92-93; SAML 4-40 through 4-42 and <i>Video: Vocabulário útil</i> and 4-43, pp. 102-104</p> <p>P, Read instructions for <i>Para ler</i> p. 171; Read instructions for <i>Para escrever</i>, p. 174; [PSP 4-12, p. 377] SAM 4-18 through 4-24, pp. 93-96; <i>Video 4- 44 through 4-46</i>, pp. 104-106.</p>
SEMANA 11 – 27 a 31 de outubro		TESTE 4	- FALL BREAK 31 DE OUTUBRO
<p>Lição 4 – Objectives : Expressing preferences and feelings. Talking about past events.</p> <p>Day 1 P, <i>Para conversar</i>, pp. 170-171 <i>Para ler</i>, pp. 171-173; P, <i>Para escrever</i>, pp. 174-175; P, <i>Horizontes</i>, pp. 176-177</p> <p>Day 2 Revisão para o teste</p> <p>Day 3 Test, <i>Lição 4</i></p>			<p>P, Review <i>Vocabulary</i>, p.178-179; WWW;</p> <p>P, read <i>À primeira vista</i>, pp. 182-187</p>
SEMANA 12 – 3 a 7 de novembro			
<p>Lição 5 – Objetivos: Discussing housing. Asking about and discussing schedules.</p> <p>Day 1 P, <i>À primeira vista</i>, pp. 182-187 189-200, do <i>Para escutar</i>, p.188</p> <p>Day 2-3 P, do <i>Para escutar</i>, p.151; P, <i>Estruturas: Vamos praticar</i>, pp. 190-201, <i>Situações p.191 Vamos viajar</i>, pp. 191-192</p> <p>Day 4 LRC</p>			<p>5 – LRC</p> <p>Sexta-feira, 7</p> <p>LRC, 115</p> <p>P. Read <i>Estruturas</i> explanations pp. SAM 5-1 through 5-7 pp. 107-110; SAML 5-32 through 5-37 and <i>O acento: palavras proparoxítonas</i> pp. 123-124</p> <p>Read <i>Estruturas</i> explanations pp. 204-208; <i>Situações 155</i>; Read <i>Mais um passo</i> explanations, pp. 207-208; SAM 5-8 through 5-24 pp. 110-118; SAML 5-38 through 5-52, pp. 125-129.</p>

SEMANA 13 – 10 a 14 de novembro		
Lição 5 – Objetivos: Expressing ongoing actions. Describing physical and emotional states.		
Day 1-2	P, <i>Estruturas: Vamos praticar</i> , pp. 204-208; <i>Situações</i> 207; <i>Vamos viajar</i> , p. 202 <i>Vídeo</i> Part 1; [PSP, <i>Demonstratives adjectives and pronouns</i> , p 378]	P, do <i>Para Escutar</i> , p. 209; Read instructions for <i>Para ler</i> , p. 211-213; Read instructions for <i>Para escrever</i> p. 213-215; SAM 5-25 through 5-30, pp.119-122;SAML, <i>Vídeo: Vocabulário útil</i> + 5-53, p. 130; [PSP 5-13, p. 379]
Day 3-4	P, <i>Para ler</i> , p. 211-213; <i>Para escrever</i> p. 213-215; <i>Para conversar</i> , pp. 210-211 <i>Vídeo</i> – Part 2; [PSP, <i>The letter “ç”</i> , p. 379]	P, Review <i>Vocabulary</i> , p.218-219; WWW, PSP 5-14, p 379; SAML 5-53 through 5-56, pp. 131-132.
SEMANA 14– 17 a 21 de novembro		TESTE 5
Lição 5 – Objetivos: Improving reading and comprehension. Talking about the capital of Brazil.		6 - LRC Sexta-feira, 21 LRC, 115
Day 1	P, <i>Horizontes</i> , pp. 216-217	SAM 5-31, pp. 122.
Day 2	Reviewing & Preparation for test	
Day 3	Test, <i>Lição 5</i>	Preparation for LRC
Day 4	LRC	
FÉRIAS DE AÇÃO DE GRAÇAS - 24 a 28 de novembro)		
SEMANA 15 – 1 a 5 de dezembro		
Revisão e projetos		LRC – Course Evaluation Dec. 5 – S Martin 12.20 pm – LRC113
SEMANA 16 – 8 a 12 de dezembro		
9 de dezembro – horário de sexta-feira, última aula	Revisão e projetos	LRC – Course Evaluation Dec.9 - J M Vadoncelos 10.10 am – LRC 112 11.15 am – LRC 113
10 de dezembro – Dia de estudo (Reading Day)		
EXAME FINAL	Segunda-feira, 15 de dezembro de 2008 7:00 - 10:00 pm	ROOM To be announced

ACADEMIC HONESTY AT UGA (A CULTURE OF HONESTY): PROMOTING INTEGRITY IN THE CLASSROOM
http://www.uga.edu/ovpi/academic_honesty/hon_prom.htm

UGA's Honor Code:
"I will be academically honest in all of my academic work
and will not tolerate academic dishonesty of others."

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

□□□ □□□□□□ □□□□□□□□
□□□ □□□□□□ □□□□□□□□ □□ □ □□□□□□□ □□□□ □□□ □□□ □□□□□□□□
□□□□□□□□□□ □□□□□□□□ □□ □□□ □□□□□ □□ □□□ □□□□□□□□□□□□ □□□ □□
□□□□□□□□□□

(Updated by A.Hutchinson / 08.19.08)