University of Wisconsin-Madison  
Wisconsin Summer Language Institutes (WISLI)  
2018 Summer Intensive Portuguese Institute (SIPI)

College of Letters and Science  
Department of Spanish and Portuguese  
Portuguese 301  
Intensive Portuguese

Canvas: https://canvas.wisc.edu/courses/100700

Course mode of instruction: face-to-face  
Number of credits: 4 (graduate; undergraduate)

How credit hours are met by the course:  
Five hours of classroom instruction per day, five days a week, plus a minimum of five hours student work per week for four weeks.

Meeting times and locations:  
Morning: 8:55am – 11:25am; L151 Education Building (Bascom Hill)  
Afternoon: 1:00pm – 3:30pm; 382 Van Hise Hall

SIPI Director: Severino J. Albuquerque, Professor Emeritus of Portuguese  
Instructor: Jared W. Hendrickson, Doctoral Candidate in Portuguese

Office hours:  
12:00 – 12:45pm and by appointment  
MWF (Hendrickson, 1149 Van Hise); TR (Albuquerque, 1012 Van Hise)

Preferred contact:  
Hendrickson: jwhendrickso@wisc.edu; 573-795-2088  
Albuquerque: sjalbuqu@wisc.edu; 608-345-3493

Requisites:  
The equivalent of two university-level semesters or four high school years of Spanish, Italian, French or Latin is required for participation in this course.

Course description:  
This 4-credit course covers half the chapters in Português para principiantes, a free, openly licensed on-line text that was developed right here at the UW-Madison. It is an exciting, fast-paced course that will allow you to cover the equivalent of one college semester of intensive Portuguese for speakers of Spanish and other Romance languages, as well as part of the course content in Brazilian Civilization offered by our department. During the four weeks of Portuguese 301 you will quickly learn to put into practice Portuguese grammatical structures that you have already seen before in another Romance language. You will develop a vocabulary base and
pronunciation skills appropriate for a first-year student of Portuguese. This course provides speakers and students of other Romance languages an exciting and fast-paced atmosphere to learn Brazilian Portuguese. In doing so, our focus will be on the grammatical structures needed to communicate in your new language. We therefore strive for maximum use of Portuguese in the classroom. In order to concentrate on the practical use of language in class, you will be expected to learn vocabulary and verb conjugations overnight in addition to reading ahead about new grammar issues that will be necessary for in-class activities and discussions.

The **goal** of this course is to give you the linguistic and cultural tools to:

1. Learn fundamental aspects of basic Portuguese grammatical structures, including agreement (gender and number; subject/verb; noun/adjective, etc.), tense (present; the different forms of past; future and conditional) in the indicative mode as well as some initial exposure to the imperative and subjunctive modes (more thoroughly covered in Portuguese 302).
2. Deploy basic communicative strategies in Portuguese to address given topics and cover essential points as, for example, talking about yourself, your family, your home and your city, daily activities, sports, the arts, the environment, travel and vacation, food, clothing, work and business, means of communication, as well as to express yourself in past tenses, engaging, for example, in a narrative about your childhood or past experiences, and finally, talking about your expectations about the future and conditions related to achieving your goals.
3. Acquire information about contemporary culture and habits of Portuguese-speaking areas.
4. Develop a cultural awareness about the societies where your newly acquired language is spoken.
5. Develop a linguistic awareness about how Portuguese functions and how it differs from your native language.

**Learning outcomes:**

By the end of the course you will be able to understand and use most Portuguese structures in the indicative mode; you will have developed your aural, oral, writing and reading skills on basic, known topics as specified in the Course Description above; and you will have been exposed to a number of relevant facts and cultural information about the Portuguese-speaking areas of Latin America.

**Grading:**

Course is graded on the basis of homework; oral report; quizzes; exams; attendance (including punctuality) and participation according to the following grade breakdown:

10% Evaluation
25% Homework
25% Quizzes (announced)
10% Oral Production
30% Final Exam
Final grades are not curved nor are there separate grading requirements for graduate students.

Textbook, software and other course materials:


Some other useful websites:
Verb Conjugation: [http://www.conjuga-me.net/en/](http://www.conjuga-me.net/en/)
Pronunciation: [https://forvo.com/languages/pt/](https://forvo.com/languages/pt/)
Dictionaries: [https://www.linguee.com](https://www.linguee.com)
[https://www.priberam.pt/dlpo/](https://www.priberam.pt/dlpo/)

Exams, quizzes and other graded work:
There will be at least three short quizzes, all announced; quiz format and sections will be announced ahead of time. There will be a final exam at the end of Week Four, typically on a Friday afternoon; a detailed study guide will be distributed in advance and the instructor will direct a review session the morning of the exam.

Homework and other assignments:
There will be frequent written homework assignments, and more often than not homework will be collected and graded. Another dimension of homework is the learning of new vocabulary and verb conjugations overnight for use in class the next morning.

Homework will include assignments to be handed in during class, typed and emailed to the instructor, as well as online, self-checking quizzes on Canvas.

Other course information:
Among additional activities and learning opportunities we have an informal conversation table called Bate-Papo held on the Memorial Union Terrace every Thursday evening (inside building in case of rain); a capoeira workshop conducted by the campus-based Omulu Capoeira group; and a feijoada party during Portuguese 302 to which non-continuing 301 students are also invited.
Rights, rules and responsibilities:
For a full guide to student’s rights, rules and responsibilities visit:
http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilities

Academic integrity:
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct and Community Standards for additional review. For more information, refer to https://studentconduct.wiscweb.wisc.edu/academic-integrity

Accommodations for students with disabilities:
McBurney Disability Resource Center syllabus statement:
“The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodation by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”
http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

Disability and inclusion:
Instructional statement on diversity:
“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” https://diversity.wisc.edu
## Course Syllabus*

*When individual grammar points are covered may change depending on the needs of the class.

### First week

**June**

<table>
<thead>
<tr>
<th>Date (m)</th>
<th>Time</th>
<th>Lesson</th>
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</thead>
<tbody>
<tr>
<td>18</td>
<td>manhã</td>
<td>Introduction; General Course Information</td>
</tr>
<tr>
<td>18</td>
<td>tarde</td>
<td>Preliminary Lessons; (Pronunciation, syllabification, accentuation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culture: Introduction</td>
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<tr>
<td>19 (m)</td>
<td></td>
<td>Preliminary Lessons; Lesson 1 (Pluralization, subject pronouns)</td>
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<tr>
<td>19 (t)</td>
<td></td>
<td>Preliminary Lessons; Culture: Regions overview</td>
</tr>
<tr>
<td>20 (m)</td>
<td></td>
<td>Lesson 1 (SER vs. ESTAR, gender, definite and indefinite articles, numbers 1-10)</td>
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<tr>
<td>20 (t)</td>
<td></td>
<td>Lesson 1 (Affirmative and negative responses in questions) ; Culture: The Amazon</td>
</tr>
<tr>
<td>21 (m)</td>
<td></td>
<td>Lesson 2 (Regular present tense, neuter demonstratives, basics of prepositions)</td>
</tr>
<tr>
<td>21 (t)</td>
<td></td>
<td>Lesson 2 (Days of the week, colors); Culture: Parque Nacional do Xingu</td>
</tr>
<tr>
<td>22 (m)</td>
<td></td>
<td>Lesson 3 (Demonstrative adjectives, irregular present tense verbs)</td>
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<tr>
<td>22 (t)</td>
<td></td>
<td>Lesson 3 (Languages and nationalities); Culture: The Amazon and Xingu, cont’d</td>
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### Second week

**June**

<table>
<thead>
<tr>
<th>Date (m)</th>
<th>Time</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>25</td>
<td>manhã</td>
<td>Lesson 3 (Quiz 1, present tense verb review, forming/responding to questions)</td>
</tr>
<tr>
<td>25</td>
<td>tarde</td>
<td>Lesson 4 (Immediate future tense, numbers 10-50); Culture: Antropofagia cultural</td>
</tr>
<tr>
<td>26</td>
<td>manhã</td>
<td>Lesson 4 (Reflexive verbs, telling time)</td>
</tr>
<tr>
<td>26</td>
<td>tarde</td>
<td>Lesson 4 (Adjectives; adjective use); Culture: “Como era gostoso o meu francês</td>
</tr>
<tr>
<td>27</td>
<td>manhã</td>
<td>Lesson 4 (Possessive adjectives)</td>
</tr>
<tr>
<td>27</td>
<td>tarde</td>
<td>Lesson 5 (TER/ESTAR com expressions); Culture: “Macunaíma”</td>
</tr>
<tr>
<td>28</td>
<td>manhã</td>
<td>Lesson 5 (Preterite)</td>
</tr>
<tr>
<td>28</td>
<td>tarde</td>
<td>Lesson 5 (Preterite, spelling changes and irregular verbs); Culture: Tropicália OR Capoeira Workshop</td>
</tr>
<tr>
<td>29</td>
<td>manhã</td>
<td>Lesson 6 (Quiz 2, imperfect, preterite vs. imperfect)</td>
</tr>
<tr>
<td>29</td>
<td>tarde</td>
<td>Lesson 6 (Weather phenomena); Culture: Tropicália OR Capoeira, cont’d</td>
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**Third week**

**July**

2 (m) Lesson 6 (Progressive tenses)
2 (t) Lessons 6 e 7 (The human body); Culture: Tropicáia OR Capoeira, cont’d

3 (m) Lesson 7 (Numbers to one million)
3 (t) Lesson 7; Culture: Introduction to African Diaspora to Brazil; slavery OR “Bahia: Africa in the Americas

4 (Holiday) NO CLASS

5 (m) Lesson 8 (Object of prepositions, direct object pronouns)
5 (t) Lesson 8; Culture: “Ilê Ayê”

6 (m) Lesson 9 (Indirect object pronouns); (Quiz 3, Possessive pronouns)
6 (t) Lesson 9; (Idiomatic uses of TER and HAVER, SABER and TRAZER); Culture: “Ilê Ayê” (cont’d)

**Fourth week**

**July**

9 (m) Lesson 10 (POR and its contractions)
9 (t) Lesson 11 (Seasons of the year, expressions of time); Culture: “Brazil in Black and White”; Education in Brazil

10 (m) Lesson 11 (Negation)
10 (t) Lesson 11 (Meal vocabulary); Culture: “Quilombo” and “Quilombo Country”

11 (m) Lesson 12 (Future and conditional)
11 (t) Lesson 12 (A GENTE); Culture: Samba: history, culture, politics

12 (m) Lesson 12 (Ordinal numbers)
12 (t) Lesson 12; Culture: Samba: history, culture, politics

13 (m) Review
13 (t) **Final Exam**