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 302  
Intensive Portuguese

Canvas: [https://canvas.wisc.edu/courses/100701](https://canvas.wisc.edu/courses/100701)

**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; 390 Van Hise Hall  
Afternoon: 1:00pm – 3:30pm; 382 Van Hise Hall

**SIPI Director:** Severino J. Albuquerque, Professor Emeritus of Portuguese  
**Instructor:** Jara M. Ríos-Rodríguez, PhD

**Office hours:**  
11:45 – 12:45pm and by appointment  
TRF (Ríos, 1149 Van Hise); MW (Albuquerque, 1012 Van Hise)

**Preferred contact:**  
Ríos: jmrios@wisc.edu; 608-622-0151  
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 the last half of 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 302 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. Continue to learn and add to the fundamental aspects of basic Portuguese grammatical structures you learned in Portuguese 301, including agreement, modes (Imperative and Subjunctive) tense (present; past; future; compound perfect tenses; and the personal infinitive).
2. Continue to learn how to distinguish between the uses of the different moods of verbs.
3. Deploy intermediate communicative strategies in spoken and written Portuguese to address given topics and cover essential points and express yourself in past and future subjunctive tenses, engaging, for example, in contrary to fact constructions.
4. Continue to acquire information about contemporary culture and habits of Portuguese-speaking areas beyond those you learned in Portuguese 301.
5. Continue to develop a cultural awareness about the societies where your newly acquired language is spoken.
6. Continue to 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, imperative and subjunctive modes as well as the personal infinitive constructions; you will have further 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 further 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
GRADE SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>89-91</td>
<td>AB</td>
</tr>
<tr>
<td>83-88</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>BC</td>
</tr>
<tr>
<td>71-79</td>
<td>C</td>
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<tr>
<td>65-70</td>
<td>D</td>
</tr>
<tr>
<td>0-64</td>
<td>F</td>
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</tbody>
</table>

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/
Pronunciation: https://forvo.com/languages/pt/
Dictionaries: https://www.linguee.com
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); 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
text

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 accommodations 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 covered may change depending on the needs of the class.

## Primeira semana

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>16 (m)</td>
<td>Lição 13 (Revisão de pronomes, Comparativos e Superlativos)</td>
</tr>
<tr>
<td>16 (t)</td>
<td>Lição 13 (Comparativos e Superlativos); Cultura: Carmen Miranda. Guest lecturer: Professor Sánchez</td>
</tr>
<tr>
<td>17 (m)</td>
<td>Lição 13 (Imperativo)</td>
</tr>
<tr>
<td>17 (t)</td>
<td>Lição 13 (Imperativo); Cultura: Samba; clips and discussion. Guest lecturer TBA.</td>
</tr>
<tr>
<td>18 (m)</td>
<td>Lição 14 (Datas, Tudo vs Todo, Doer)</td>
</tr>
<tr>
<td>18 (t)</td>
<td>Lição 14 (Grammar cont’d) ; Cultura: Samba (cont’d)</td>
</tr>
<tr>
<td>19 (m)</td>
<td>Lição 15 (Presente do Subjuntivo)</td>
</tr>
<tr>
<td>19 (t)</td>
<td>Lição 15 (Cultura: Carnaval; clips and discussion. <em>Orfeu Negro</em>. Bate papo.</td>
</tr>
<tr>
<td>20 (m)</td>
<td>Lição 15 (finish Presente do Subjuntivo); Lição 16 (Introduzir Particípio passado)</td>
</tr>
<tr>
<td>20 (t)</td>
<td>Cultura: Carnaval; songs from film; discussion <em>Orfeu Negro</em>.</td>
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## Segunda semana

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
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</thead>
<tbody>
<tr>
<td>23 (m)</td>
<td>Lição 16 (Quiz 1; Voz passiva. Exclamações e advérbios)</td>
</tr>
<tr>
<td>24 (m)</td>
<td>Lição 17 (Expressões de tempo com Fazer e Haver)</td>
</tr>
<tr>
<td>25 (m)</td>
<td>Lição 18 (Por vs para; Expressões idiomáticas com Fazer)</td>
</tr>
<tr>
<td>25 (t)</td>
<td>Lição 18 Cultura: filme <em>Brasileirinho</em>. Discussion: Choro</td>
</tr>
<tr>
<td>26 (m)</td>
<td>Lição 18 (Por vs para; Expressões com Ficar)</td>
</tr>
<tr>
<td>26 (t)</td>
<td>Lição 18 Cultura. Guest lecturer TBA. Bate papo.</td>
</tr>
</tbody>
</table>
27 (m) Lição 19 (Quiz 2; Pretérito mais-que-perfeito; usos de Mesmo)
27 (t) Lição 19 (Usos de Ficar; Modos de viagem); Cultura: Comida

28 (Sábado) Feijoada

**Terceira semana**

**Julho**

30 (m) Lição 20 (Subjuntivo e frases adverbiais; Quem ... dera)

31 (m) Lição 21 (Futuro do subjuntivo; Futuro do subjuntivo vs Futuro do indicativo)

**Agosto**

1 (m) Lição 21 (Presente subjuntivo vs Futuro do subjuntivo)

2 (m) Lição 22 (Passado do subjuntivo)
2 (t) Lição 22; Cultura: Foco em Autoritarismo: Filmes: Eles não usam black-tie e Zuzu Angel. Discussion. Bate papo

3 (m) Lições 22 e 23 (Quiz 3; Subjuntivo e frases adverbiais)

**Quarta semana**

**Agosto**

6 (m) Lições 23 e 24 (Talvez; Conjectura, frases adverbiais, possibilidade)
6 (t) Lição 24 Cultura: Relatórios Projeto Música (2). Continuar discussão Waste Land

7 (m) Lição 25 (Causas e usos de Mandar; Futuro e condicional composto)
7 (t) Lição 25 Cultura: Relatórios Projeto Música (2). Continuar discussão Waste Land
8 (m) Lição 26 (Expressões com Dar; Infinitivo Pessoal e Impessoal Diminutivos)
8 (t) Lição 26 Cultura: Relatórios Projeto Música (2).

9 (m) Lição 27 (Presente perfeito; presente perfeito do subjuntivo; cada vez mais/menos)
9 (t) Lição 27 Cultura: Arte no Brasil: Panorama

10 (m) Revisão
10 (t) **Exame Final**