



**Wisconsin Summer Language Institute (WISLI)
2022 Summer Intensive Portuguese Institute (SIPI)**

Portuguese 302

Instructional Modality: In person; hybrid with prior approval

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. Additional coursework of 2 or more hours per day will include participation in discussion threads, written assignments, and individual viewing, reading, and listening exercises via clips, documentaries, films, articles, podcasts, short stories, songs, etc.

Meeting Time and Location:

Monday-Friday

Morning: 8:55am-11:25am; 586 Van Hise

Afternoon: 1:00pm-3:30pm; 586 Van Hise

Instructor: Dr. Jared Hendrickson

SIPI Coordinator: Letícia Guedes Barbosa, MA Student in Portuguese

Preferred contact:

Jared Hendrickson: jwhendrickso@wisc.edu; (573)795-2088

Letícia Guedes Barbosa: sipi@lpo.wisc.edu

Office Hours:

Jared Hendrickson: TR 11:30-12:30pm in 1269 Van Hise

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 online 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 the 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 and subjunctive modes; 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 to a number of relevant facts and cultural information about the Portuguese-speaking areas of Latin America.

Textbook, Software & Other Course Materials

Text: LeRoy, Albuquerque, Hendrickson, Schil, *Português para principiantes*, 1st digital edition.
Available online: <https://wisc.pb.unizin.org/portuguese/>

Grading

This 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 (participation, attendance, etc.)
- 25% Homework
- 25% Quizzes (announced)
- 10% Oral production (accent, speaking ability, use of target language, etc.)
- 30% Final Exam

Grade Scale

| | |
|------------|-----------|
| 92-100 = A | 71-79 = C |
| 89-91 = AB | 65-70 = D |
| 83-88 = B | 0-64 = F |
| 80-82 = BC | |

Final grades are not curved nor are there separate grading requirements for graduate students.

Participation & Attendance

Participation and attendance are key in an intensive language course such as SIPI. One day of instruction is equivalent to over 3.5 days of instruction during the academic year. Therefore, students are allowed to miss no more than 1.5 days of class (the morning session counts ½ of a class, as does the afternoon session) during 302 before your participation grade will be affected.

Homework & 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 e-mailed to the instructor, as well as online assignments such as self-checking quizzes on Canvas and discussion threads.

Exams, Quizzes, Papers & Other Major 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 Friday afternoon. A detailed study guide will be distributed in advance and the instructor will direct a review session the morning of the exam.

There will be an individual oral presentations (*relatórios*) in Portuguese throughout the course including one focusing on a genre of Brazilian music during the last week of class. Additional information and guidelines for the final presentation will be provided by the instructor during the second week of class.

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 the building in the event of rain); interactive workshops; and a churrasco party to which non-continuing 301 students are also invited (date TBD).

Inclusiveness

This course encourages the exploration of different perspectives and communicative experiences relating to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding, awareness and inclusiveness related to such diverse perspectives and ways of communicating. We will read about and discuss the experiences of people across a range of identity groups some of which may reflect your own experiences and other not; maturity, mindfulness and conscientiousness are *expected* from your language choices and the way you participate in the classroom.

Use of Language

Since how we use language does affect our perceptions, I ask that you be attentive to the language you use in this class. Be attentive to people's preferred names and pronouns and use them in gender-affirming ways. Be conscious of sexist, heteronormative, racist and ethnocentric assumptions as you communicate with your colleagues and seek to use the most inclusive language choices possible.

Course Website, Learning Management System & Digital Instructional Tools

Portuguese 302 Canvas page: <https://canvas.wisc.edu/courses/304165>

Jared's Zoom room: <https://uwmadison.zoom.us/j/9374939101>

SIPI website: <https://sipi.wisc.edu/>

Other useful resources

Verb conjugation: <https://conjuga-me.net/>

Pronunciation: <https://forvo.com/languages/pt/>

Dictionaries: <https://www.linguee.com/>

<https://dicionario.priberam.org/>

How to Succeed in This Course

The most important thing in an intensive course is your presence. It is also important to keep up with the homework. Know that the instructor is here to help you, and that you can e-mail them with any questions or concerns. Remote office hours will be scheduled by appointment. Some other resources are:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [Graduate Student Services](#)

Students' Rules, Rights & Responsibilities

For a full guide to student's rights, rules and responsibilities visit:

<https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Diversity & Inclusion Statement

[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.

Accommodations for Students with Disabilities 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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and

course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct

Course Syllabus*

*Grammar points and vocabulary may change depending on the needs of the class

Primeira semana

julho

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|--------|---|
| 18 (m) | Lição 13 (Revisão de pronomes) |
| 18 (t) | Lição 13 (Comparativos e Superlativos); Cultura |
| 19 (m) | Lição 13 (Imperativos) |
| 19 (t) | Cultura |
| 20 (m) | Lição 14 (Datas, Tudo vs Todo) |
| 20 (t) | Lição 14 (Doer); Cultura |
| 21 (m) | Lição 15 (Presente do Subjuntivo: formas) |
| 21 (t) | Lição 15 (Presente do Subjuntivo: usos); Cultura |
| 22 (m) | Quiz I; Lição 15 (Presente do Subjuntivo vs. Presente do Indicativo) |
| 22 (t) | Lição 16 (Particípio passado); Cultura |

Segunda semana

julho

| | |
|--------|---|
| 25 (m) | Relatório I (Minha casa); Lição 16 (Voz passiva) |
| 25 (t) | Lição 16 (Exclamações e advérbios); Cultura |
| 26 (m) | Lição 17 (Expressões de tempo com Fazer e Haver) |
| 26 (t) | Lição 17 (HAVER); Cultura |
| 27 (m) | Lição 18 (Por vs. para) |
| 27 (t) | Lição 18 (Expressões idiomáticas com Fazer); Cultura |
| 28 (m) | Lição 19 (Pretérito mais-que-perfeito) |
| 28 (t) | Lição 19 (Usos de Mesmo); Cultura |
| 29 (m) | Quiz II; Lição 19 (Usos de Ficar; Modos de viagem) |
| 29 (t) | Lição 19 (Família); Cultura |

Terceira semana

agosto

- | | |
|-------|---|
| 1 (m) | Relatório II (Família); Lição 20 (Subjuntivo e frases adjetivas) |
| 1 (t) | Lição 20 (Quem... dera); Cultura |
| 2 (m) | Lição 21 (Futuro do subjuntivo) |
| 2 (t) | Lição (Futuro do subjuntivo vs. Futuro do indicativo); Cultura |
| 3 (m) | Lição 22 (Passado do subjuntivo) |
| 3 (t) | Lição 22 (frases com SE): Cultura |
| 4 (m) | Lição 21 e 22 (Revisão do Presente, Futuro e Passado do Subjuntivo) |
| 4 (t) | Cultura |
| 5 (m) | Quiz III; Lição 23 e 24 (Subjuntivo e frases adverbiais) |
| 5 (t) | Lição 23 e 24 (Subjuntivo e frases adverbiais); Cultura |

Quarta semana

agosto

- | | |
|--------|--|
| 8 (m) | Lições 23 e 24 (Talvez; Conjectura, frases adverbiais, possibilidade) |
| 8 (t) | Cultura |
| 9 (m) | Lição 28 (Infinitivo Pessoal e Impessoal) |
| 9 (t) | Cultura |
| 10 (m) | Lição 26 (Expressões com Dar; Diminutivos) |
| 10 (t) | Cultura |
| 11 (m) | Lição 27 e Lição 29 (Presente perfeito; presente perfeito do subjuntivo; Verbos Irregulares) |
| 11 (t) | Relatório III (Música) |
| 12 (m) | Revisão |
| 12 (t) | Exame Final |