



# PORTUG301: Intensive Portuguese

## Key Course Offering Information

### General Identifying Information

**Institution Name:** University of Wisconsin–Madison

**Course Subject, Number and Title:** PORTUG301: Intensive Portuguese

**Credits:** 4 credits

**Course Designations and Attributes:** Level – Advanced; L&S Credit - Counts as Liberal Arts and Science credit in L&S.

**Course Description:** Grammar, conversation, and reading. Equivalent of [PORTUG 101](#) and [102](#).

**Requisites:** SPANISH 226, FRENCH 228, or ITALIAN 311. Not open to students with credit for PORTUG 101 and 102.

**Meeting Time and Location:** Monday to Friday; Morning: 9:00 am-11:00 am (599 Van Hise); Afternoon: 12:00 pm-2:00 pm, on Zoom.

**Instructional Modality:** Remote and synchronous

**Instructor Contact Info:** Name: Letícia Barbosa, PhD Candidate in Portuguese

Email: [guedesbarbos@wisc.edu](mailto:guedesbarbos@wisc.edu)

Preferred Method of Communication: email

Expected Response Time: 24 to 48 hours

Office Hours: TBD with the class

### Course Learning Outcomes

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 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

### How Credit Hours are Met by the Course

This class meets for 4 hours and 30 minutes, Monday to Friday, throughout the month of July during the Summer 2024 term. Students are expected to dedicate an additional 1 to 2 hours per day outside of class to course-related activities, including reading, writing, problem sets, and studying.

### Instructor-to-Student Communication

#### Course Overview

This course is intense and fast-paced, requiring discipline, will, and dedication. We will focus primarily on Brazilian Portuguese, though I will also share my knowledge of European Portuguese. To enrich our learning experience, we will watch a variety of short films, feature films, and documentaries. These visual materials will serve as a springboard for discussions and a deeper appreciation of Lusophone cultures. Additionally, we will participate in diverse cultural activities that will bring the language and its contexts to life. You can check what we have done in the past on our [Instagram](#) and [Website](#). Join us with an open mind and a readiness to explore, and you will find this course both challenging and highly rewarding!

### Course Website and Digital Instructional Tools

- Canvas page: <https://canvas.wisc.edu/courses/457445>
- Textbook: <https://wisc.pb.unizin.org/portuguese/>

### Homework and Other Assignments

- Homework and assignments scheduled for Friday, Monday, and Tuesday must be submitted by Wednesday at 11:59 p.m. Similarly, tasks designated for Wednesday and Thursday should be turned in by Friday at 11:59 p.m.
- All homework and assignments will be shared with the class via Canvas, and their respective answers must also be submitted through the Canvas platform.

### Exams, Quizzes, Papers and Other Major Graded Work

- **Quizzes and exams:**  
**Frequency:** Quizzes will be held every Friday.

**Content:** Each quiz will cover all topics studied during the week.

**Final Quiz:** The final quiz is cumulative, encompassing all topics covered throughout the course.

- **Presentations:**

**Oral presentations:** Presentations will happen once per week, starting in the first week of the course. More information can be found on Canvas.

**Video presentations:** Presentation will be done in groups or individually. Students will choose a vocabulary or cultural topic and present the topic in a video. This is a one-time activity.

**Evaluation:** All the above presentations will count towards your oral production grade.

- **Homework and Make-Up Policies:**

**Homework:** Homework will be graded upon completion. Full credit (100%) is awarded for on-time submissions, late submissions will receive 50%.

**Make-Up Quizzes and Exams:** Students have a window of one week to retake any missed quizzes, starting from the day the quiz was missed.

## General Guidelines for Exam Proctoring

Portuguese 301 will have a digital format of assessment for quizzes and final exams. These assessments will be conducted through the Canvas platform, utilizing a tool called Atomic Assessment. All students will have from 12:00 pm-2:00 pm to take quizzes and final exams. The quizzes and final exams will all be proctored by Honorlock.

## Course Schedule/Calendar

\*The schedule may change depending on the needs of the class and the instructor

### First Week

#### June

16 (manhã/morning) Introductions + General Course Information and Orientation

16 (tarde/afternoon) Preliminary Lessons

17 (m) Preliminary Lessons + Lesson 1

17 (t) Lesson 1

18 (m) Lesson 1

18 (t) Lesson 2

19 (m) Lesson 2

19 (t) Lesson 3

20 (m) Lesson 3 (presentation)

20 (t) Review + Quiz 1

### Second Week

#### June

23 (m) Lesson 4

23 (t) Lesson 4

24 (m)	Lesson 4
24 (t)	Lesson 5
25 (m)	Lesson 5
25 (t)	Lesson 5
26 (m)	Lesson 6
26 (t)	Lesson 6 (presentation)
27 (m)	Lesson 6
27 (t)	Review + Quiz 2

### **Third Week**

#### **June-July**

30 (m)	Lesson 7
30 (t)	Lesson 7
1 (m)	Lesson 8
1 (t)	Lesson 8
2 (m)	Lesson 8
2 (t)	Lesson 9 (presentation)
3 (m)	Lesson 9
3 (t)	Review + Quiz 3
4 (m)	Dia da Independência (no class)
4 (t)	Dia da Independência (no class)

### **Fourth Week**

#### **July**

7 (m)	Lesson 10
7 (t)	Lesson 10
8 (m)	Lesson 10
8 (t)	Lesson 11
9 (m)	Lesson 11
9 (t)	Lesson 12
10 (m)	Lesson 12
10 (t)	Lesson 12
11 (m)	Review (video presentation)
11 (t)	Review + Final Exam

## Grading

This course is graded based on homework, oral reports, 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.

## Wisconsin Intensive Summer Language Institutes (WISLI) Attendance Policy

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student's final grade. Please see your Institute's policy and the grade rubric in the course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class. All WISLI programs follow UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term. If a student misses class, it is their responsibility to make up any missing work and instructors are not required to create make-up exams for absences. Students should communicate with their instructor early and often.

WISLI attendance policies align with UW-Madison guidelines: <https://osas.wisc.edu/guide/class-attendance/>.

### **What is an excused absence:**

- Title IX accommodation: Sexual assault, dating/domestic violence, stalking, and sexual harassment
- Title IX accommodation: Pregnancy or parenting students
- Disability-related accommodations
- Victim of crime
- Mental health concerns
- A significant death
- Illness, injury, or hospitalization: if the student needs to miss more than 3 days of classes due to illness/injury/hospitalization, they will be required to show documentation.
- Cultural, religious, and ethnic observances

### **What is an unexcused absence:**

- Students should note that any absence not covered by an excuse should prompt them to directly contact the faculty or instructors to discuss possible accommodations in the classroom. It's important to communicate with them, even for unexcused absences, as decisions about accommodations should take into account the specific circumstances of the student and the legitimate academic requirements of the class, its intended learning goals, and the instructor's needs.

For COVID-19 related questions, please see the UW-Madison COVID-19 Response:  
<https://covidresponse.wisc.edu/faq/>.

These Portuguese course attendance policies align with UW-Madison guidelines:  
<https://doso.students.wisc.edu/guide/class-attendance/>.

### WISLI Technology Policy

There are many helpful online tools available to language learners and it is expected that these tools are used responsibly and in alignment with UW-Madison expectations of academic integrity. Do not use translation software such as Google Translate or AI tools such as Chat GPT unless your instructor directs you to use these tools for assignments or projects. And in these instances, these types of tools are only to be used in the manner permitted by the instructor. Ask your instructor for clarification if you have any questions about what is allowed.

Additional information on UW-Madison policy regarding use of generative artificial intelligence is available here:  
<https://conduct.students.wisc.edu/artificial-intelligence/>.

## **Academic Policies and Statements**

Institutional academic policies and statements are reviewed and updated annually, as needed. They currently include:

- **Academic Calendar & Religious Observances**  
<https://guide.wisc.edu/courses/#SyllabusCalendarReligiousObservances>
- **Academic Integrity Statement** – <https://guide.wisc.edu/courses/#SyllabusAcademicIntegrity>
- **Accommodations for Students with Disabilities** –  
<https://guide.wisc.edu/courses/#SyllabusAccommodations>
- **Course Evaluations** – <https://guide.wisc.edu/courses/#SyllabusCourseEvals>
- **Diversity & Inclusion Statement** – <https://guide.wisc.edu/courses/#SyllabusDiversityInclusion>
- **Mental Health and Well-Being Statement** – <https://guide.wisc.edu/courses/#MentalHealth>
- **Privacy of Student Records & the Use of Audio Recorded Lectures Statement** –  
<https://guide.wisc.edu/courses/#SyllabusFERPA>
- **Students' Rules, Rights & Responsibilities** –  
<https://guide.wisc.edu/courses/#SyllabusStudentsRightsResponsibilities>
- **Teaching & Learning Data Transparency Statement** – <https://guide.wisc.edu/courses/#SyllabusTLData>

Read the details of each policy and statement below:

## **Syllabus Statements:**

### **Academic Calendar & Religious Observances**

## [Academic Calendar & Religious Observances](#)

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

### **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 [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### **Accommodations for Students with Disabilities**

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 of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student 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](#))

### **Course Evaluations**

UW-Madison students have the opportunity to evaluate the courses they are enrolled in and their learning experiences through course evaluations. Most instructors use a [digital course evaluation tool](#). In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

### **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.

### **Mental Health and Well-Being Statement**

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit [uhs.wisc.edu](https://uhs.wisc.edu) or call University Health Services at (608) 265-5600 to learn more.

### **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 courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they 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 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.

### **Students' Rules, Rights & Responsibilities**

[Rights & Responsibilities](#)

### **Teaching & Learning Data Transparency Statement**

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View the university's full [teaching and learning data transparency statement](#)