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### **LAN 115.02: Second Year Portuguese, Part I**

Course credit hours: 3  
Course days and time: M-R: 11:00 – 11:50

Course section: 001  
Course location: STV 232

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**Required Readings:** (*Nota bene*: It is your responsibility to have the text by Monday, August 26)

Jouët-Pastré, Clémence M.C., et al. (2013). *Ponto de Encontro*. Second edition. Upper Saddle River, NJ: Pearson Prentice Hall.

**Student learning outcomes; Part of your learning experience will include:**

- master the basic verbal structures
- increase vocabulary
- gain a greater understanding of the Portuguese-speaking world
- develop speaking, listening, writing, and reading skills necessary for success in second-year learning and beyond

**Course structure: (see Page 7 for a Course Overview)**

The course is divided into three parts. The first part is dedicated to a review of first-year Portuguese. The second part treats the final five chapters of the text. The third part consists of an examination.

**What this course promises you:**

An opportunity to learn basic as well as more advanced grammatical structures. In addition, the student will have ample time to practice speaking and listening skills in class.

## Ways to fulfill these promises:

In order to fully succeed in your exploration of Portuguese and take command of your own learning, you must take responsibility for your own learning and participate as an active learner. Language-learning is an exciting and challenging experience; each and every class will be thoroughly enriched when we are all active learners. To realize these goals, you will need to be a critically-thinking student. To do this, you must be willing to do the following:

First, you must be willing to **read** the assigned pages before going to class; without reading the material, the class will seem stale and unneeded. If you bring to class your questions, doubts, experiences, comments, and thoughts on the reading, the class will be a lively, thought-provoking environment. Reading is an integral aspect to the success of learning the material throughout the course.

Second, you must be willing to **speak** in class, both in small- and whole-group work; by *actively* participating, we all enhance the learning atmosphere of the class and gain a greater command of the material.

Third, you must be willing to **write** in complete sentences and in paragraph form, use appropriate linguistics vocabulary, and offer a clear, deep explanation for the topics we treat. By doing this, I am able to fully assess just how far you have advanced in your learning.

Fourth, you must be willing to **listen** with a careful ear to lectures and your colleagues' comments, questions, and observations. By doing so, you will improve your comprehension of both the language and the material in question.

Fifth, you must be willing to **problem-solve**. A vital part of critically-thinking comes from solving problems and gaining a deeper understanding of the material; this way, there is less rote-learning and more active learning, which helps us retain information longer.

Sixth, you must be willing to maintain **professionalism**. Part of my job is to ensure that each student comes to an ideal learning atmosphere so that s/he can truly and wholly benefit from the classroom experience. In short, it is always good to treat others as you want to be treated.

Finally, to maximize your learning experience, you must be willing to work with **technology**. You will need to be able to access the course website on ReggieNet and complete the online activities. These activities aid you in your quest to gain greater command of your own learning of the subject matter.

In sum, by combining these seven components of learning, it is a 'win/win' situation for all of us: by developing these abilities, you 'win' in that you advance as a critically-thinking student and show you that you are serious about your college education and that you respect and value learning, each other, and the professor. I 'win' by helping you advance these abilities to the fullest extent possible, which will help to both succeed in the course and outside of college in all of your future endeavors.

## The pro-active student:

In this course you must properly budget your time and anticipate problems. Please see my policies in this syllabus regarding email, homework, and scheduled office hours. You must address any questions or concerns you have at least two days in advance of any deadline; this is especially relevant for Thursday deadlines.

## Ways for the student and professor to understand the nature and progress of the student's learning:

### 1. Homework and Quizzes (45%)

For all of us to succeed, we must always come prepared. You are responsible for reading *only* the pages assigned in the text before class, among other qualifications. You will need to explicitly read the instructions and make sure you know what is asked of you. All homework is collected at random and is graded on the degree to which you complete the assignment and show excellence. Though collected at random, always feel free to turn an uncollected homework assignment in to me for feedback. Keep in mind that you are asked to look over the assignments well before-hand and attend office hours if you have any questions; failure to turn in an assignment due to not understanding it does not constitute a valid excuse and will result in a zero for that assignment. Homework will be assigned at the end of each class for the following class.

With regard to quizzes, to ensure in-depth reading for each class session, I give 'pop' quizzes in two formats: written and oral; in the former, a quiz is given out at the beginning of class, with no make-ups; in the latter, a student is called on at random and is expected to summarize the reading material for that day; do not forget, you cannot use the text, but you can use all the notes you like for the oral quiz! For the written quiz, you will be given 15 minutes (starting from the time I pass out the quiz to the whole class; if you arrive late, you will simply have less time) to complete the quiz. Part of the challenge of the quiz is to complete the answers in the time allotted. It is your responsibility to manage your time and appropriately answer the questions within the timeframe given. After the 15 minutes have passed, I will collect all quizzes.

☞ One aspect of my teaching philosophy is to view a cross-section of your learning across a 16-week semester. To assess your work optimally, I understand that you either might miss an assignment or quiz for a variety of reasons, or simply have an off day. As such, I drop the lowest homework and quiz scores (1 in each category). In return, I only ask that you review the syllabus in detail and fully understand the policies, goals, and philosophy in this course.

### 2. Class Participation and attendance (45%)

*Active* participation across 16 weeks is crucial for the success of both the student's learning and the class atmosphere. With regard to active participation, you must be willing to be well-prepared, actively participate in in-class activities and engage in thought-provoking discussion. Your participation is also dependent on always speaking Portuguese, especially in small-group work, and the overall quality of your Portuguese. Note that complacency and side conversations are considered as well. In short, simply attending does not constitute active participation. Keep in mind that you must sign the attendance sheet to be considered present that day. If you arrive late, you must still sign the sheet and mark yourself late. Every two times late equals one absence; please be punctual. I give a weekly score out of 10 points (5 points for each class session) that is based on your class participation; see rubric for details. 'Late' is if you arrive after the time the class begins and I have begun class.

#### Attendance policy:

You are expected to attend all classes. You are allotted **four** unexcused absences for personal reasons (e.g. weddings, funerals, religious observations, job interviews, sick family member). All unexcused absences after the second one will result in a lowering of the student's overall participation grade by 10% for each absence. **\*\*Read the course schedule carefully during the first week of class\*\*** -- Any trips, vacations, holidays, and non-emergency doctor appointments must be made so that they do not interfere with your attendance in this course; they are not excused absences. It is the student's responsibility to change his/her schedule around the course as his/her absence would result in a zero otherwise. After the **sixteenth** unexcused absence, the student will fail the course.

An excused absence is defined as i) *the individual student's verifiable* health emergency or serious illness, ii) officially-sanctioned and sponsored university travel, documented from an appropriate university official, or iii) a required court appearance, documented by an appropriate official. When an excused absence arises, the student must notify the professor within 24 hours; failure to do so may result in an unexcused absence. The student must show original proof of the emergency on his/her first day back to class (e.g. doctor's note) in person, along with any work missed. If you will miss more than three university class days, you must contact the Office of the Dean of Students, 438-2008.

### 3. Examination period (10%)

10% of the grade will be based on the examinations that you take in class. The percentage is based on effort and not actual points.

**Grading Scale:** (wording adapted from University of Minnesota grading policy)

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|---|----------|---|
| A | 90-100   | Represents achievement that is outstanding relative to the level necessary to meet course requirements.   |
| B | 80-89    | Represents achievement that is significantly above the level necessary to meet course requirements.   |
| C | 70-79    | Represents achievement that meets the course requirements in every respect.   |
| D | 60-69    | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.   |
| F | 59-below | Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, (2) was not completed, or (3) the student had more than 8 unexcused absences. |

\*The following includes a list of standard operating procedures for the course. In general, I ask you to treat the class, me, and your colleagues in a respectful manner; know the general standard operating procedures for the class; stay mindful of the attendance policy; and use email in the way defined in this syllabus. Many of the standard operating procedures in this course will help you with your future courses as well. Thank you for your cooperation in making this class a total success!

### Course policies:

1. Please do not ask the professor when items will be handed back. Items will be returned when corrected.
2. As a courtesy to others, please refrain from cell phones, text-messaging or disruptions of any kind during the class and my office hours. Please turn off all such devices before arriving. If one goes off by accident, please turn it off quickly. Given that this is a discussion-based course in a second language, I do not allow laptops in class.
3. I kindly request a one-month minimum advance notice for letters of recommendation, commencing from the time that I have received all appropriate signatures and documents, and we have met in person. All requests for letters of recommendation must be made both in person and in print (i.e. an email). I do not write letter of recommendation if the student does not waive their right to view the letter.
4. I maintain a 24-hour policy on all graded material: I do not discuss a graded item with a student until 20-24 hours after having turned it back.

5. It is inappropriate to tell the professor what grade you want/expect/need from the class; this includes telling the professor the relevancy of this course to your studies (e.g. graduation schedule, minor completion, etc.). In addition, there is no need to tell the professor how you do in other classes and the grades you have received in previous Portuguese courses. There is no need to say that you are ‘concerned about your grade’ or you ‘want to do well’, as these are assumed. Any occurrence of these incidences will result in a warning, and then a lowering of the student’s professionalism grade of 10 percentage points for each incidence.
6. In an effort to begin class on time and respect your privacy, I kindly ask that you reserve non-content related questions for office hours. Please let me know if you cannot attend them and we can make an appointment.
7. Any student who needs to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853. You must notify me in the first week of class of any *documented* disabilities. Retroactive documentation or self-diagnosed disabilities are not valid.
8. All graded work must be submitted in person during the class time on the day that it is due and in print-out format. **\*\*No late work is accepted in this course, unless you have an excused absence and have consulted with the professor in a manner that is consistent in this syllabus. In the event of an excused absence, the homework is due on the first day the student returns.\*\*** You may turn in homework to me early in class, if you know you will miss a following class. All work in this class not handed in to me in class (e.g. sent through email, put in my box, or slid under my door) will automatically result in a zero, unless you consult with me before-hand and we mutually agree to use that forum.
9. Any cheating or plagiarism will result in no credit for the assignment or exam in question. I will refer all cases of academic dishonesty to Community Rights and Responsibilities (CRR).

**The following policies pertain to email:**

10. No graded or ungraded (e.g. drafts or assignments in progress) work will be accepted as an attachment in electronic mail format, unless agreed upon by the professor before-hand. Email is not an acceptable medium through which the professor is expected to review/correct drafts.
11. Please do not expect to receive an immediate response to an email query; I will probably get back to you within 1-2 school days. This is particularly relevant around due dates. Emails within two school days of due dates might not be answered and it is the student’s responsibility during that time to consult with colleagues and/or utilize course information found on ReggieNet.
12. In general, email should be used for very brief questions or doubts concerning course subject matter. Email is not an acceptable medium through which the professor is expected to give lengthy, detailed answers to intricate, ambiguous questions or concerns. Also, remember to maintain a professional tone to your emails. In general, you should address the person to whom you are writing and avoid strong tones (e.g. excessive question/exclamation marks, all caps, etc.).

**Office hours:**

Part of our job description is to hold office hours; I encourage you to attend them in this class and in your other courses. This is especially relevant to us because it gives you a chance to express yourself in English (or Portuguese, if you like) and get individual attention. Please stop in if you have any questions or concerns. I would also be happy to go over any graded material with you and offer verbal feedback on it; take note that I generally do not provide a lot of feedback on actual assignments and exams, but I do enjoy going over them with you. There is no need to sign up, but just **knock and make your presence known if I am with another student**. If you cannot make the times allotted, feel free to email me and we can try and set up another time. Due to meetings and grading, I do not hold office hours during Finals week.

### **Level of *spoken* Portuguese expected in this course:**

Learning a language takes a long time and a lot of dedication. I am a non-native speaker, so I know how hard it is. Please remember that, though I do grade partial participation on your accent or how good your Portuguese is, I also consider your production and your attempt to improve.

### **Level of Portuguese comprehension expected in this course:**

In terms of comprehension, I expect you to have the Portuguese skills necessary to comprehend what is asked of you and complete the tasks in Portuguese. It is the student's responsibility to carefully read all instructions and successfully carry out all tasks.

### **A concluding remark:**

Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at [Counseling.IllinoisState.edu](http://Counseling.IllinoisState.edu) or by calling (309) 438-3655.

## **A General Overview of Our Journey This Semester**

### **Part 1: Introduction to the course**

Week 1	Introductions to each other and the course
Week 2	Appendix 1: Syllable stress and written accents
Week 3	Appendix 2: Verb charts

### **Part 2: Textbook chapters**

Weeks 4 - 14	Chapters from the text
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### **Part 3: Final exams**

Weeks 15-16
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**Programa *tentativo* do curso**

<i>Semana</i>	<i>Lição</i>
1/	Introdução e Introdução ao curso (em inglês) fazer: Student profile form, ver: Professor's website
2/	Appendix I: Syllabic stress and written accents
3/	Appendix II: Verb charts
4/	Lição 10: A comida
5/	Lição 11: A saúde e os médicos
6/	Lição 11: A saúde e os médicos
7/	Lição 12: As férias e as viagens
8/	Lição 12: As férias e as viagens
9/	Lição 13: O meio ambiente
10/	Lição 13: O meio ambiente
11/	Lição 14: A sociedade
12/	Lição 14: A sociedade
13/	Lição 15: A ciencia e a tecnologia
14/	Lição 15: A ciencia e a tecnologia
15/	Thanksgiving Break
16/	Exame oral
	Exame escrito
Finals/ TBA	A clausura

\* = we do not meet that day

Final grades will be available only through [my.illinoisstate.edu](http://my.illinoisstate.edu).