



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: PORT

Course Title: Intermediate Portuguese

Year: 2025

Course and Section #: 2020G 01

Credits: 4

Course Description

Continuation of PORT 2010. Includes remaining grammar and language concepts, literature and cultural readings. Emphasizes literary readings, conversational exchanges as well as creative writing. Lab access fee of \$12 applies.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Sônia Homolka, MA

Student Learning Outcomes

1	Participate in dialogues, read and write at the Intermediate Mid proficiency level.
2	Implement correct grammar and a broad vocabulary in speaking and writing on a variety of topics at an Intermediate Mid proficiency level.
3	When speaking or writing in Portuguese, incorporate the subjunctive mood in paragraphs, as appropriate to Intermediate Mid proficiency levels.
4	Discuss in Portuguese stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
5	Interpret sophisticated literary texts at an Intermediate High proficiency level.
6	Interrelate knowledgeably, reflectively, and respectfully within the context of Portuguese-speaking cultures at an Intermediate Mid proficiency level.
7	In Portuguese, evaluate how one's own cultural values compare with those from different backgrounds.

Course Materials and Texts

Plural: Português Pluricêntrico. Eugênia Fernandes; Leonardo de Oliveira Silva; Camila Almeida; and Tatiana Mello

Available at <https://pressbooks.pub/plural/>

Course Requirements

Course Assignments, Assessments, and Grading Policy

How to succeed in this class:

- 10%:** Every day you come to a face-to-face class, be on time, and come prepared to actively engage with the material and talk with your colleagues in the target language. Come with a positive attitude, ready to contribute, and bring your curiosity and energy;
- 10%:** Textbook specific homework. Every Friday, submit on Canvas 1 handwritten front and back page on Canvas (converted to .pdf so I can easily comment on it). Do it to get credit for workbook exercises, any assignment the teacher asked you to do, like writing a paragraph, bringing something like a picture, or online research, notes on music or movie specifically from the textbook. Late homework, submitted on Canvas, is accepted with per day penalty.
- 10%:** Your own community exploration weekly engagement. Every Friday, submit on Canvas one 50m activity where you used Portuguese, such as working with the tutor (required once a month minimum <https://www.uvu.edu/lang/lab/>), conversing with a friend, listening to and singing songs, reading, watching movies (search Brazilian movies on Netflix, for example), joining events at UVU's Brazilian Club or the community at large, going to restaurants, talks, museums, etc. Late homework, submitted on Canvas, is accepted with per day penalty.
- 30%:** Show me how much you can do in Portuguese, as you take your tests. First and third tests are written, and you can use a 3x5 cheat sheet; the second is oral, a dialogue in groups chosen at random on the day of the test. The tests follow the American Council on the Teaching of Foreign Languages' Benchmarks (https://www.actfl.org/global_benchmarks).
- 20%:** The textbook brings many elements from the Portuguese speaking world for you to explore. You'll expand your research on these singers, writers, or a cultural events beyond what the textbook brings, and present about it on the last month of the semester. Your classmates will ask you questions, so be prepared to answer. In preparation for this, you'll be asked to do mini-presentations throughout the semester; use these as a learning step.
- 20 %:** Your final evaluation will consist of one Power Point presentation about a cultural aspect of a Portuguese language country. With your research on a Portuguese-speaking country, you will write a 3-page essay about what you learned from your research.

GRADING SCALE

A = 100-94	A- = 93.9-90	B+ = 89.9-87	B = 86.9-84	B- = 83.9-80	
C+ = 79.9-77	C = 76.9-74	C- = 73.9-70	D+ = 69.9-67	D = 66.9-64	D- = 63.9-60
F = 59.9 and below					

Required or Recommended Reading Assignments

From the textbook

General Description of the Subject Matter of Each Lecture or Discussion

Semana	Conteúdo	Tarefas
1	Review: Present, past and future tenses by discussing a person's life stages, family origin and customs, gender and race in Brazilian society through oral stories.	
2	Unidade 9 – Clothing, self expression, stereotypes, representation. Who's Rita Von Hunty and how her drag queen/philosopher performances influence Brazilian society. Bio fabric: what it is, where it comes from.	
3	Unidade 9 – Fashion and the global economy Stereotypes related to sizes in clothing Capulana as Mozambican cultural identity.	
4	Unidade 10 - The job market for speakers of Portuguese Degrees (a look at universities abroad), habilities & skills according to Economic World Forum.	Teste 1
5	Unidade 10 – Around the lusophone world: informal work, minimum wage, invisibility, discrimination. Job interview. Reflections of what could have been done differently (past subjunctive). Hypothetical careers.	
6	Unidade 11 – Biodiversity in the lusophone world: animals, plants, geography.	
7	Unidade 11 – Environmental threats and conservation. Had done, textual connectors.	
8	Unidade 12 – Lusophone legacy: language and the human experience. (presente subjunctive) Music and dance as cultural expressions.	Teste 2, Oral
9	Unidade 12 - Calendars and cultural celebrations.	
10	Spring Break 😊	Spring Break 😊
11	Unidade 13 – Body and exercise. What is well being. Olympic and paraolympic games and athletes.	
12	Unidade 13 – Cultural relevance of the body, exercising, athleticism. Passive and active voice.	
13	Unidade 14 – Travel and cultural exchanges. Historic and cultural sites in lusophone countries. Indicative vs subjunctive	Teste 3
14	Unidade 14 – Mobility in lusophone countries. If I were... and other complex structures using subjunctive mood.	
15	Unidade 15 – Inclusion in language, linguistic prejudice, multilingualism in lusophone countries. Future subjunctive.	

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17 Cultural presentations

Required Course Syllabus Statements

Generative AI

The Portuguese program recognizes that Artificial Intelligence and Natural Language Processing Tools are largely accessible to students and will be used by many in higher education for the foreseeable future. However, the skills taught in the humanities are unique. We aim to educate students to skillfully participate in global communities, interacting with cultural competence and understanding, with insights on that culture's language and peoples, and to foster the thoughtful application of each of these skills in students' personal and social development. Research has not yet determined what bearing the use of AI tools in the classroom will have upon the successful acquisition of these skills.

Therefore, at this time, online learning support platforms (like ChatGPT or Google Bard or others) may not be used for course assignments except as explicitly authorized by the instructor. Any assignment or content composed by any resource other than the student (whether human or digital) must be attributed to the source through proper citation. Unacknowledged use of online learning support platforms is a form of scholastic dishonesty and will be treated as such.

(adapted from the UVU's Department of Philosophy and [ACTFL's World-readiness standards for learning languages](#)[Links to an external site.](#)[Links to an external site.](#))

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.