



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: Advanced Portuguese LH

Year: 2025

Course and Section #: 3050-002

Credits: 3

Course Description

For non-native Portuguese speakers with a basic mastery of Portuguese. Overviews basic Portuguese grammar with special emphasis on major concepts. Overviews Luso-Brazilian literatures and cultures. May be delivered hybrid.

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: Sonia Homolka

Student Learning Outcomes

1	Produce written and oral texts with proper use of moods, tenses, argumentative connectors, and advanced vocabulary.
2	Interpret advanced literary texts in Portuguese.
3	Compare cultural differences and similarities among Portuguese speaking regions and the USA.
4	Identify tools to improve writing in Portuguese, such as accent marks, dictionary, thesaurus, translation, as well as online resources for continued advanced reading and listening in Portuguese.

Course Materials and Texts

(ebook) *Gramática Ativa 2 - versão brasileira (Acesso por 36 meses)*

Isabel Coimbra | Olga Mata Coimbra | Lamartine Bião Oberg | Alice Ferreira Fernandes Lescat

Course Requirements

Course Assignments, Assessments, and Grading Policy

Key assignments - save the dates!:

30% Tests: Written portion in class, oral (if any) uploaded on Canvas

5% BREVES Apresentações culturais: Save your date in your own calendar; 5 min

10% Produto:

10% Exam/Texto Final:

Other Assignments:

10% Quizzes de Leituras. Generally speaking, on Tuesdays the class will discuss a literary texts (interpretation and cultural development). To encourage you to come prepared, there'll be easy, brief quizzes on these readings from the Portuguese world – there's no makeup for those, as the main goal is the discussion.

5% - Atividades orais de recontar (geralmente nas quintas) Thursdays you'll practice your oral skills by retelling articles, audios and videos (pre-planned + presentational oral production). A variety of activities, such as light readings, music, short movies, other oral activities will accompany these (spontaneous interpersonal oral activities).

10% - Frequência e qualidade da participação

10% - Participação na comunidade

10% - Caderno com sumários das leituras e exercícios do Gramática Ativa 2

Required or Recommended Reading Assignments

Selected short stories, poems, novels as well as articles from a variety of popular magazines and videos from educational programs and popular media. See below.

General Description of the Subject Matter of Each Lecture or Discussion

Janeiro 2025

- **Terça-feira (7/1)**
 - Syllabus, apresentações, placement
 - Discussão da Leitura: Sexa, Luís Fernando Veríssimo
 - Gramática: Concordância de gênero e número
- **Quinta-feira (9/1)**
 - Apresentação: Línguas: vidas em português
<https://www.youtube.com/watch?v=JBmLzbjmhhg> (primeiros 10-11min, até Saramago)
 - Recontar: <https://guiadoestudante.abril.com.br/redacao/>
 - Gramática: Presente e passado do indicativo (ficha); GA1 e GA31 (imprimir)
- **Terça-feira (14/1)**
 - Apresentação:
 - Recontar: <https://forum.pt/ensino-superior/estudantes>
 - Gramática: GA2, GA8, GA29
- **Quinta-feira (16/1)**

- Apresentação: Portugal, como se formou, principais lugares que mostram sua origem
- Discussão da Leitura: Zap
- Gramática: GA3, 4
- **Terça-feira (21/1)**
 - Apresentação: Como e onde o português (língua) se espalhou no mundo
 - Discussão da Leitura: Família é
 - Gramática: GA 5, infinitive GA27
- **Quinta-feira (23/1)**
 - Apresentação: - Brasil, principais ciclos econômicos
– Breve linha do tempo do Brasil até 1900
 - Recontar: https://almanaquebrasil.com.br/category_historias-do-brasil/ ou <https://super.abril.com.br/historia/>
 - Gramática: GA 6 e 7
- **Terça-feira (28/1)**
 - Apresentação: Introdução aos países lusófonos na África
 - Discussão da Leitura: O paraíso
 - Gramática: Revisar Presente do Subjuntivo GA9
- **Quinta-feira (30/1)**
 - Apresentação: Portugal, costumes (celebrações e comida)
 - Recontar: <https://comidacomhistoria.com.br/categoria/gastronomia/> ou <https://travelmagg.sapo.pt/>
 - TESTE 1: Escrito em classe, oral no Canvas

Fevereiro 2025

- **Terça-feira (4/2)**
 - Apresentação:
 - Discussão da Leitura: O menino maluquinho
 - Gramática: PASSADO
- **Quinta-feira (6/2)**
 - Apresentação: Regiões do Brasil: Nordeste (história e Geografia)
 - Recontar: TBD
 - Gramática: Conjugação passado do subjuntivo e GA15
- **Terça-feira (11/2)**
 - Apresentação: Regiões do Brasil: Norte (história e geografia)
– Regiões do Brasil: Centro-Oeste (história e geografia)
 - Discussão da Leitura: Um avô no meio do caminho
 - Gramática: GA 8 e 9
- **Quinta-feira (13/2)**
 - Apresentação: Regiões do Brasil: Sudeste (história e geografia)
 - Recontar: <https://www.youtube.com/@comerhistoria/videos>
 - Gramática: Revisar casos do presente do subjuntivo, passado para o passado do subjuntivo;
- **Terça-feira (18/2)**
 - Apresentação: Regiões do Brasil: Sul (história e geografia) -
 - Discussão da Leitura: BIIIN, em Feliz Ano Velho,
 - Gramática: GA 14
- **Quinta-feira (20/2)**

- Apresentação: Ritmos da lusofonia: fado, história e exemplos
 - Recontar: <https://www.nacionalidadeportuguesa.com.br/tradicoes-portuguesas/>
 - Ou <https://artsandculture.google.com/project/wonders-of-portugal?hl=pt-BR>
 - TESTE 2: Escrito em classe, oral no Canvas
- **Terça-feira (25/2)**
 - Apresentação: Ritmos da lusofonia: bossa nova, história e exemplos
 - Discussão da Leitura: Felicidade Clandestina
 - Gramática: Futuros + do Subjuntivo (conjugação)
 - **Quinta-feira (27/2)**
 - Apresentação: Carnaval: origem no mundo, modos de celebrar na lusofonia/Brasil
 - Recontar: <https://portalcarnaval.com.br/>
 - Apreciar: [A Felicidade Vinicius de Moraes](#)
 - Gramática: GA17
- Março 2025**
- **Terça-feira (4/3)**
 - Apresentação: Carnaval: como funcionam as escolas de samba e a diversidade do carnaval de rua hoje no Brasil
 - Ritmos da lusofonia: outros (selecione 2 entre kuduro, frevo, MPB)
 - Discussão da Leitura: Conto de verão 2. Bandeira branca, do Luís Fernando Veríssimo ou <https://cronicabrasileira.org.br/cronicas/5881/carnaval-antigo-recife>
 - Gramática: GA14
 - **Quinta-feira (6/3)**
 - Apresentação: Ritmos da lusofonia: samba, origem e variedades
 - Recontar: (selecione Afronta!) <https://www.youtube.com/playlist?list=PLg--ZI6rwn5n1c7tLqxfZjbaYHyFy6NWe>
 - Gramática:GA15
 - **Terça-feira (11/3): Spring Break**
 - **Quinta-feira (13/3): Spring Break**
 - **Terça-feira (18/3)**
 - Apresentação: Arte na lusofonia: Arquitetura (escolha 2: azulejos em Portugal, influência moura na arquitetura, arquitetura modernista no Brasil)
 - Discussão da Leitura: Auto da Compadecida (trecho)
 - Gramática: GA16
 - **Quinta-feira (20/3)**
 - Apresentação: Arte na lusofonia: Pintura Paula Rego em Portugal e Tarsila do Amaral no Brasil
 - Recontar: <https://saude.abril.com.br/> ou <https://saudebemestar.com.pt/> ou Ou <https://artsandculture.google.com/project/wonders-of-portugal?hl=pt-BR>
 - Gramática: GA25
 - **Terça-feira (25/3)**
 - Apresentação: População indígena no Brasil
 - Discussão da Leitura: Nós: uma antologia da literatura indígena
 - Gramática: GA33
 - **Quinta-feira (27/3)**
 - Apresentação: São João: origem e tradições hoje. Exemplos de Campina Grande e outros.
 - Recontar: <https://revistaraca.com.br/> , <https://www.geledes.org.br/>
 - Gramática: GA38

- TESTE 3: Escrito em classe, oral no Canvas

Abril 2025

- **Terça-feira (1/4)**
 - Apresentação: Revolução dos cravos em Portugal: contexto, por quê.
 - Discussão da Leitura: Era uma vez o 25 de abril, Foi bonita a festa pá
 - Gramática: Particípio
- **Quinta-feira (3/4)**
 - Apresentação: Ditadura e democracia no Brasil de 1900 a hoje: linha do tempo e restrições à cidadania.
 - Recontar: <https://revistagalileu.globo.com> (clique qualquer dos tópicos)
 - Gramática: Voz Passiva
- **Terça-feira (8/4)**
 - Apresentação: Preocupações e soluções do meio-ambiente (environment)
 - Discussão da Leitura: Trecho de Ainda estou aqui
 - Gramática: Contraste Presente e Passado do Subjuntivo
- **Quinta-feira (10/4)**
 - Apresentação: Invenções originadas em países que falam português
 - Recontar: <https://super.abril.com.br/> e clique em ciência ou saúde ou tecnologia ou <https://portalvozes.com/category/vozes-do-amanha/>
 - Gramática: Contraste Passado e Futuro do Subjuntivo
- **Terça-feira (15/4)**
 - Apresentação: migrações na/da lusofonia hoje
 - Discussão da Leitura: TBD
 - Gramática: Contraste SE presente, passado, futuro
- **Quinta-feira (17/4)**
 - Apresentação: 3 maiores indústrias na lusofonia
 - Recontar: <https://vocesa.abril.com.br/>
 - Gramática: revisar
- **Terça-feira (22/4): último dia de aula**
 - Revisão

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 specialty dedicated space for meditation, prayer, reflection, or other forms of religious expression.