

PORTUGUESE 101 SYLLABUS
(Excerpts relative to Intercultural Learning)

General Objectives:

Portuguese 101 is a first-semester, elementary-level university course. After this course, students are expected to have acquired basic skills in Portuguese for common situations and a better understanding of Brazilian and Lusophone cultures. This course is designed to help students to learn to speak, listen, read, and write in Portuguese at beginning level. The course is taught entirely in Portuguese. Learning in the targeted language can offer several advantages. Here are some of the key benefits:

- It provides an immersive environment for language learning. Students have more opportunities to practice and develop their language skills as they engage in authentic communication with the instructor and their peers.
- It exposes students to different cultures and perspectives. They gain a deeper understanding of the target language's associated cultures, fostering intercultural competence and promoting global awareness.
- Learning in the targeted language enhances cognitive skills such as problem-solving, critical thinking, and creativity. It challenges students to think in new ways, adapt to different linguistic structures, and make connections across languages.
- It also exposes students to diverse perspectives and alternative ways of thinking. It helps to develop a broader worldview, fostering tolerance, empathy, and an appreciation for different cultures and ideas.

Intercultural Objectives:

The Portuguese curriculum includes a systematic development of intercultural competence skills as outlined in the Purdue Intercultural Competence (IC) rubric, adapted from the AAC&U Intercultural Knowledge and Competence VALUE rubric. There will be two IC activities with related assignments to complete on Brightspace and that are part of your Portfolio. Your performance will be assessed based on completion and progression of assignments, complexity of your observation and overall effort, not per your stage on the IC VALUE rubric.

Intercultural competence development is intrinsic to language learning, but it is not an automatic outcome of language learning or of study abroad immersive programs. Scholars agree that the most effective approach to developing the ICC is to teach it intentionally and to offer learners opportunities to practice it and reflect on their experiences. In order to help you in your intercultural learning, this course comprises two intercultural activities in which you will actively practice intercultural skills throughout the semester.

Understanding the portfolio

A portfolio is a continuous assessment required for the conclusion of this course. It refers to an ongoing collection of a student's work samples over the semester. Each portfolio is individual and will be curated by the student on BrightSpace. It will include different genres of activities, such as written reflections, short videos, photo/audio diaries, drawings, etc. Part of these activities will be designed exclusively to assess Intercultural Knowledge and Competence, which is defined as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."¹

Here are some key reasons why a student's portfolio continuous assessment is important in this course:

- The Portuguese portfolio allows for a comprehensive assessment of an individual's abilities and provides a more accurate representation of skills, knowledge, growth, and progress over time. It demonstrates an authentic type of assessment that reflects the real-life context in which language and cultural knowledge and skills will be utilized.
- A portfolio continuous assessment promotes personalized learning by allowing students to reflect on their own progress and track their development over the semester. It also encourages self-reflection, self-assessment, and self-directed learning, empowering individuals to take ownership of their growth. By documenting their progress over time, students will be able to see how they have grown and developed, identify areas where further development is needed.
- The Portuguese portfolio weights 10% of the final grade. Portfolios provide a holistic evaluation that recognizes an individual's abilities beyond linguistic skills. The evaluation of one's portfolio will also take into account communication, critical thinking, and creativity—all aspects being considered from the perspective of engagement and progress over the semester. At the end of the semester, each portfolio will receive its individualized feedback in a scheduled meeting between student and instructor. Instructors of following semesters will analyze the available portfolios in order to assist further development.

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| IC Learning Outcomes: |
| <p>Greetings (Chapter 1)</p> <p>Outcomes: <i>Verbal and non-verbal communication; Openness</i></p> <p>Goals:</p> <p>Students will "identif[y] some cultural differences in verbal and nonverbal communication" and will be "aware that misunderstandings can occur based on those differences" while learning to "negotiate a shared understanding" (<i>AAC&U VALUE Rubric for Intercultural Knowledge and Competence</i>)</p> <p>Students will "begin to initiate and develop interactions with culturally different others" and "begin to suspend judgment in valuing her/his interactions with culturally different others" (<i>AAC&U VALUE Rubric for Intercultural Knowledge and Competence</i>)</p> |
| <p>Assessment:</p> <p>Written reflection</p> |
| Leisure hours (Chapter 3) |

¹ Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

Outcomes: *Knowledge of cultural worldview frameworks*

Goal:

Students will “demonstrate partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices” (*AAC&U VALUE Rubric for Intercultural Knowledge and Competence*)

Assessment:

Photo-food diary and Written reflection

| Evaluation procedure | <u>%</u> |
|---|-----------------|
| 3 Chapter Exams (5% each) | 15% |
| MyPortuguese Lab Activities | 20% |
| Group Conversations (2 of 3 – drop the lowest grade: 6% each) | 12% |
| 2 Participation and attendance (7.5% each) | 15% |
| Portfolio + Intercultural Activities | 10% |
| 2 Listening / writing activities (5% each) | 10% |
| Student presentation | 10% |
| Final Exam | 8% |
| <u>Total</u> | 100% |

COURSE ASSIGNMENTS – PORTUGUESE 101 – FALL 2023 - DAYS OF CLASS: MWF

| WEEK | DATE | ACTIVITIES | MyPortugueseLab SAM Homework |
|------|--------------|--|--|
| 1 | AGOSTO 22 | Orientation and Apresentações | |
| | 24 | - Lição preliminar Primeiros passos - Saudações e despedidas | Alfabeto page 10 - MPL: SAM OP-01, 03, 04, 05, 26, 28 |
| | 26 | - Cumprimentos | - Cognatos page 12 - ICC Portfolio: Reflection post - Pronúncia: Sílabas tônicas e acentos |
| 2 | 29 | - O que há na sala de aula - Expressões úteis na sala de aula | - Study numbers (0-99) on page 16 MPL: SAM OP- 06, 07, 08, 12, 13, 14, 29, 30, 31, 32 - Pronúncia: As vogais |
| | 31 | - Números, meses do ano e dias da semana - Horas | - MPL: SAM OP-16, 18, 21, 23, 27, 42, 45 - Pronúncia: Vogais nasais |

| | | | |
|----|---------------|--|---|
| 11 | 31 | - Numbers above 100 - Some uses of por and para | - MPL: SAM 03-19, 38, 39, 21, 22, 40, 41 |
| | NOVEMBRO 2 | - Encontros | - MPL: SAM 03-23 - ICC Portfolio: photo-food diary and reflection post due |
| | 4 | Encontros Horizontes Group conversation 2 due today Review exam 3 - HW | PRACTICE TEST 3 Síntese grammatical 3 |
| | 7 | Exam 3 (Brightspace) Due at 11:59pm | Search about “O nordeste do Brasil” |

Chapter 1: First steps | Primeiros passos

Activity 1: Greetings | Cumprimentos

Outcomes: Verbal and non-verbal communication; Openness.

Taught as Introduction.

Assessed: Indirect, Direct

Signature artifact: role-play and reflection

Objective:

This class plan is intended to introduce: greetings; feelings; vocabulary of relationships, indefinite articles, possessive pronouns. The two latter ones will be formally introduced in later chapters.

Instructions

• Before class:

1. At home: Students should watch the video: "Politeness (verbal/nonverbal communication, pragmatics)" and "Greetings From Around the World | Travel Channel"
2. Optional reading: article "15 International Greeting Rituals Americans Should Adopt."
3. In a Discussion forum on BrightSpace, students should share if they identify themselves as individual- or group-orientated and which greetings from the videos/article they have previously used. If none was ever used, which one(s) they would use, when and why.
4. Classmates must comment on each others' posts using arguments related to their understanding of personal space and politeness.

• In class (50 minutes):

5. In class: Read and discuss the article: How do you think Brazilians greet?
6. Role-play step one: 2 classmates will act out how they would greet different people in their own culture. They will have to take into account the formality or informality of the situation, power relations, closeness, affection, among others.
7. Role-play step two: now the same classmates will greet according to what is expected in Brazilian culture based on the article previously read. They will have to consider that greetings are different depending on the Brazilian region/state. Instructor will project a map to facilitate the understanding of Brazilian geography.
8. Debrief moment. In English, students will be asked to share an oral reflection. Sample questions:
 - How did it feel to practice greeting the way you usually do it?
 - How did it feel to greet the way they do it in Brazil?
 - What kind of emotions has this role-play provoked in you?
9. Group activity: Study abroad program situation. A greeting situation will be given. Students will act like an emoji (options on slides) according to their reaction. Then, they will have to act based on how they think Brazilians would react to their reaction.

IC ASSIGNMENT

Goals: This assignment is intended to help you process what you have learned in class, to give you an opportunity to deepen your reflection on what you've learned, and to help you increase your **Openness**. The AAC&U Rubric for Intercultural Knowledge and Competence defines Openness as the ability to initiate and develop interactions with culturally different others and to suspend judgment in valuing their interactions with culturally different others. (*AAC&U Rubric*).

Grading: There is no right or wrong answer in this type of assignment. Credit for this assignment will be awarded according to the following criteria: Completion (thoroughness of your answers and Effort (your effort in developing the skill). The credit will be part of your **Portfolio** (10% of your final grade).

Tips: Aim to be detailed, thorough, honest, and insightful in your answers. Write in complete sentences in English. Aim to have at least 200 words for all of your submission.

Reflection Assignment Questions:

- What differences have you noticed in the way people greet (touching, kissing, personal space, anything they've observed). What have you learned about nonverbal language in different cultures?
- How and why do greetings change according to other cultural differences (not only national cultures, but culture understood more broadly: think about gender, sexuality, age, etc.)
- Would you be able to adopt this different style of greeting (why yes/ why no)?
- What kind of changes to your usual behavior would you have to make to be able to greet this way?
- What is the role of openness in intercultural communication?
- How can you apply what you have learned in a "real life" situation? When traveling abroad?

Chapter 3: Leisure time | Horas de lazer

Activity 2: Dining Halls | Restaurante Universitário

Outcomes: Knowledge of Cultural worldview frameworks; Openness.

Taught as Introduction.

Assessed: Indirect, Direct

Signature artifact: photo-food diary + reflection post

Objective: This class plan is intended to reinforce the following aspects: days of the week, time, numbers, verbs to express preference and habits, university life. It is intended to introduce: food items, food security, meals and meal times, university dining halls.

This activity will blend in class (two classes) and at home activities.

Instructions

• Before class, at home:

1. At home: Students should watch the video: "Cultural Worldview" and read slides about the Iceberg of culture.

• In class day 1 (50 minutes):

2. Lecture and discussion about the self-service system, cost of students, food items and meal times. In duos or trios: express preference and habits using present tense verbs and targeted vocabulary. Read and compare graphics that express different eating habits.

3. At home: watch video about the "Restaurante Universitário" Share your reflections on the questions on slide 11 in the Discussion forum on BrightSpace. Answer a classmate's comment saying whether you agree or disagree with them and why.

4. What are the similarities and differences between the university dining hall shown in the video and the one(s) you know?

5. In your opinion, what is most interesting and/or surprising aspect about this Brazilian dining hall?

6. Would you like to eat at this dining hall—why or why not?

7. Did you make any hypotheses about the Brazilian culture based on what you've learned from the video?

8. Would you like to learn more about it and where would you look for information?

• In class day 2 (50 minutes):

9. With a classmate, look at the weekly menu of the University of Brasilia dinning hall. Together, research the foods/ingredients you don't know and make a list. Discuss the following questions:

10. Por que você gosta desses alimentos e não daqueles alimentos?

11. O que o torna "nojento/pouco apetitoso"?

12. Se você fosse um/a aluno/a intercambista na UnB, estaria aberto/a a experimentar um novo prato que não parecesse apetitoso se fosse solicitado? Porque porque não?
 13. O que você diria para a pessoa que o oferecesse a você?
 14. Why do you like these foods and not those foods?
 15. What makes it "gross/unappetizing"?
 16. If you were a Study Abroad student in UnB, would you be open to trying a new dish that doesn't look appetizing if you were asked to? Why/why not?
 17. What would you say to the person who offered it to you?
- With printed copies provided by the instructor: individually answer the "Food Attitudes Survey."
18. The goal of this survey is to use of food attitudes and behaviors in determination of the personality characteristic of openness. This assessment measures participants' willingness to enjoy new foods as an important marker of openness and willingness to engage in friendship activities.
 19. After completion, students will talk about their answers in small groups, comparing and contrasting them.

IC ASSIGNMENT

Goals: This assignment is intended to help you process what you have learned in class, to give you an opportunity to deepen your reflection on what you've learned, and to help you increase your **Knowledge of Cultural worldview frameworks**. The AAC&U Rubric for Intercultural Knowledge and Competence defines Knowledge of Cultural worldview frameworks as the ability to demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. (*AAC&U Rubric*).

Grading: There is no right or wrong answer in this type of assignment. Credit for this assignment will be awarded according to the following criteria: Completion (thoroughness of your answers and Effort (your effort in developing the skill). The credit will be part of your **Portfolio** (10% of your final grade).

Tips: Aim to be detailed, thorough, honest, and insightful in your answers. Write in complete sentences in Portuguese and in English, depending on what is requested.

- At home: on your portfolio, post your photo-food diary. Include pictures of 3 to 5 lunches that you had in the past week. Make sure to tell (in Portuguese) the days and times, describe the food items and share your opinion regarding each meal using verbs to express preference in the Present tense.

Finally, include a brief reflection (at least 100 words) in English to share your opinion on:

- Considering the video you watched on "Cultural Worldview" and our discussions about the iceberg of culture: How do the food habits reported on your diary reflect deeper aspects of your own culture? How do Brazilian food habits reflect deeper aspects of their culture?