PORT100

Course Summary

Course : PORT100 **Title :** Introduction to Brazilian Portuguese
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course will expose the student to the fundamentals of Brazilian Portuguese. The student will learn basic vocabulary, verb conjugations and grammatical usage through workbook and listening exercises. The student will also learn about Brazilian culture through reading and listening exercises. Please note the technical specifications below. These are required to interface with the online version of Rosetta Stone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions. • The ability to download and install the speech component. • A working microphone installed on the computer for speech recognition. • Access to streaming media is also required and should be confirmed before registering for the class.

Course Scope:

As the American Council on the Teaching of Foreign Languages points out, in its Statement of Philosophy for its Standards for Foreign Language Learning in the 21st Century (1999): "Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language…"

Although not as widely used in the United States as Spanish, in today's dynamic global environment, the ability to communicate in Portuguese makes candidates for employment or promotion stand out to leaders in many fields, such as management, government service, the military, medicine, law enforcement, ecology, international trade and banking, communications and journalism, missionary work, science and technology, and the travel industry. Because communicative ability in a language affords direct access and genuine insights to the cultures, ideas, and ideals of foreign nations, studying Portuguese contributes in a unique way to students' education. Students interested in any work in Latin America will be wise to pursue Portuguese language study because Brazil is the second largest nation in the Western Hemisphere and the fifth largest nation in the world with a population of just over 200 million. The ability to communicate effectively in another language—especially when combined with a solid working knowledge of another field—can be both culturally and financially rewarding.

Our major focus is on learning to communicate appropriately in practical, culturally authentic contexts. Students acquire knowledge (e.g., vocabulary phrases, verb forms, and sentence patterns), practice and demonstrate comprehension (through listening or reading and then responding appropriately), and apply

what they have learned (through question and answer techniques which require them to speak or write, using correct vocabulary, verb forms and sentence structures). Students are also, to a limited extent, asked to use their Portuguese to engage in role-playing and solve problems (and thus engage in analysis, synthesis, and evaluation).

In these courses, students gradually add to their repertoire of vocabulary and communication skills, practice question-and-answer techniques, and apply what they learn in order to communicate and solve problems in practical situations. Both courses conclude with a general review and a comprehensive examination. In addition to preparing students for the examination, the review provides a retrospective overview which clarifies how the vocabulary, forms, culture, and conversational techniques learned in this course form a cohesive whole. The general review in Portuguese 100 shows how those topics relate to what will be studied in the continuation course, Portuguese 101.

Objectives

Students who successfully complete Portuguese 100 should be able to:

1. Listening Skills
Distinguish all the sounds of Portuguese important to meaning.
Comprehend brief sentences spoken within the framework of high-frequency vocabulary, grammatical forms, and sentence structures.
Interpret the meaning of unfamiliar words or phrases though logical guessing based on contextual clues.

2. Speaking Skills
Produce all the sounds of Portuguese and link sounds together in sentences with sufficient accuracy to communicate with sympathetic Portuguese speakers.
Use high-frequency vocabulary, grammatical forms, and sentence structures to converse in discreet sentences in the present tense on a range of familiar topics (including home and family, school, work, likes and dislikes, food, and sports) in
everyday situations (such as greetings, asking for directions, answering short questions, expressing basic needs and reactions, or exchanging information)

3. Reading Skills
Interpret non-technical, narrative Portuguese and recognize information written in the present and past tenses.
Recall meaning of words in sentences to accurately answer straightforward questions based on a reading passage.
Determine the meaning of unfamiliar words or phrases through logical guessing based on contextual clues.
Recognize errors in peer work.

4. Writing Skills
Create in Portuguese a brief paragraph about self, friends, and family without
committing major errors and with sufficient clarity to be understood by a sympathetic Portuguese-speaker.
After recognizing errors in peer work, students will be able to implement corrections to clarify mistakes.

5. Culture-related Skills
Compare and contrast basic knowledge of similarities and differences in the main
aspects of the varied cultures of Brazil and corresponding aspects of life in the United States.
Demonstrate basic knowledge of culturally conditioned behavior patterns (such as
formality or familiarity in addressing people, gestures used in greeting others, and table manners) and employ those patterns appropriately in the tasks of the course.

Outline

Week 1: LANGUAGE BASICS

Topics

Unit I, lesson one, going on to Unit I, lesson two: direct objects, people and animals

Learning Outcomes

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

See, hear, speak, and write using topics in a meaningful way

Required Readings

Professor's note, Read User guide (pp. 10-40), Read "Accents and Punctuation" (both documents in the "Notes" folder in the Resources link of e-classroom), Rosetta Stone Packet in Resources section, Forum #1 topic in Resources read Unit 1 Grammar Notes (found in Resources in the Notes folder)

Assignments

Take Syllabus/User guide quiz (click "Tests and quizzes" then "Syllabus/User Guide quiz");

RS Unit 1, lessons 1&2: Complete Unit I, lesson I (core lesson— diamond—and focused activities, which are the squares, that follow) Unit 1, lesson 2: Complete lesson 2 (core lesson— diamond—and focused activities/ squares that follow;

Begin compiling vocabulary lists. Begin compiling your weekly noun (30 nouns) and verb (10 verbs) lists with English and Portuguese translations.

Forums: Week 1 Introduction and Library.

Week 2: LANGUAGE BASICS Part 2

Topics

Continue review from Unit I lessons 1 and 2; continue to Unit I lesson 3: colors, sizes, pronouns, professions, questions and answers

Unit I, lesson 4: Numbers 1-6; clothing and quantities

Learning Outcomes

Demonstrate proficiency with Unit I, lessons 1-3 (quiz #1)

Apply thematic concepts to identify errors and make changes to peer's work

Remember meaning of words and sentence structures by choosing correct words on multiple choice quiz, recalling words to fill-in questions, and conjugate verbs correctly.

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

Remember vocabulary and word order, create examples of adjectives and demonstrate adjective agreement

Required Readings
Assignments

RS Unit 1, lessons 3&4: Complete lessons 3&4 (core lesson— diamond—and focused activities/ squares that follow.

COMPLETE ALL OF UNIT 1 in Rosetta Stone.

Week 2: Noun and Verb List #1

Forums week 2: Grammar and Culture

Week 3: GREETING AND INTRODUCTIONS

Topics

Unit 2, lesson 1: family relationships, numbers 7-12 and ages

Unit 2, lesson 2: prepositions of place, family at home, location and ownership

Learning Outcomes

See, hear, speak, and write using topics in a meaningful way. Demonstrate proficiency with Unit 1- Unit 2,

lessons 1-2 (quiz#2)

Create sentences demonstrating ability to produce with thematic tenses and concepts Determine errors in grammar and vocabulary and suggest changes to peer work

Required Readings

Professor's note, Forum topic in Resources, Forums folder , read Unit 2 Grammar Notes (found in Resources in the Notes folder)

Assignments

Complete quiz #1 (click "Tests and Quizzes" link and find Quiz #1).

RS Unit 2, lessons 1&2: Complete core lessons 1&2 (diamond) and focused activities that follow (squares).;

Discussion Forum week 3: Grammar Forum for Week 3.

Continue Compiling Noun and Verb Lists. 30 nouns and 10 verbs each week.

Begin Compiling Adjective and Adverb Lists (see assignment instructions under Assignments)

Week 4: GREETING AND INTRODUCTIONS Part 2

Topics

Review; Continue Unit 2, lesson 3: Where are you from? Greetings and introductions

Unit 2, lesson 4: Clothing, colors, and physical attributes; physical states, conversational dialogue

Learning Outcomes

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

See, hear, speak, and write using topics in a meaningful way Create sentences demonstrating ability to produce with thematic tenses and concepts Determine errors in grammar and vocabulary and suggest changes to peer work

Required Readings

Professor's note Read my Forum posts for week 4 topic in Resources, Forums folder

Assignments

RS Unit 2, lessons 3&4: Complete core lessons 3&4 (diamond) and all focused activities that follow (squares).

Complete Quiz #2.

Culture Discussion Forum week 4.

Week 4: Noun and Verb List #2

Week 5: WORK AND SCHOOL

Topics

Unit 3, lesson 1: locations and times of day: when, but, before, and after; time of day greetings, numbers 13-20

Unit 3, lesson 2: Calendar terms, polite conversation, senses and seasons

Learning Outcomes

Demonstrate proficiency with Units 1 and 2-Unit 3, lesson 1 Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

Create sentences demonstrating ability to produce with thematic tenses and concepts Determine errors in grammar and vocabulary and suggest changes to peer work

Required Readings

Professor's note; read Unit 3 Grammar Notes (found in Resources in the Notes folder)

Assignments

RS Unit 3, lessons 1&2: Complete core lessons 1&2 (diamond) and all focused activities that follow (squares).

Culture Forum for week 5

Week 5 - Adjectives, Adverbs, and Talking About Yourself (Practice)

Week 6: WORK AND SCHOOL Part 2

Topics

Review; Continue Unit 3, lesson 3: Speaking languages; numbers 21-69; teaching and studying languages Unit 3, lesson 4: Waking up and washing up; why and because; grooming habits

Learning Outcomes

See, hear, speak, and write using topics in a meaningful way Demonstrate proficiency with Units 1-3 (quiz #3)

Required Readings

Professor's note, topic in Resources, Forums folder and my posts on the Discussion Forum

Assignments

RS Unit 3, lessons 3&4: Complete core lessons 3&4 (diamond) and all focused activities that follow.

Complete Quiz #3

Culture Discussion Forum Week 6 Submit Vocabulary Lists #3: (180 Nouns, 60 Verbs)

Week 7: SHOPPING

Topics

Unit 4, lesson 1: Have and need; buying, selling, and shopping; using landmarks to provide directions

Unit 4, lesson 2: Leisure and prefer activities; quantity comparisons and differentiation; currency and cost

Learning Outcomes

Discover vocabulary through picture association, hear and speak vocabulary, see and learn word order

See, hear, speak, and write using topics in a meaningful way

Required Readings

Professor's note; read Unit 4 Grammar Notes (found Resources in the Notes folder) read document in Resources for Week 7 Forum assignment

Assignments

RS Unit 4, lessons 1&2: Complete core lesson and focused activities in lessons 1&2

Week 7: Describe and Express Yourself in Portuguese

Week 8: SHOPPING

Topics

Review; Continue Unit 4, lesson 3: Materials and merchandise; weight and speed, young and old

Unit 4, lesson 4: Comparing and contrasting; size and preference

Learning Outcomes

Reinforce proficiency by seeing, hearing, speaking, and writing.

Apply grammar concepts to demonstrate ability to talk about self in various thematic tenses using remembered vocabulary Demonstrate proficiency with Units 1-4 (Quiz 4 and Final exam)

Required Readings

Professor's note Read my forum post

Assignments

RS Unit 4, lessons 3&4: Complete core lessons 3&4 and focused activities.

Complete Quiz #4

Submit Final Vocabulary Lists (240 Nouns and 80 verbs)

Final Discussion Forum assignments Complete Cumulative Review

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Evaluation

Grading:

Name	Grade %

Materials

Book Title: The RosettaStone materials will be provided via the classroom.

Author:

Publication Info: RosettaStone

ISBN: NTR

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50%***

of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be

accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.