

Instructor: Pedro Lino
Classroom: NAC 5/123
Email: pdasilvalino@gradcenter.cuny.edu
Class meets on Monday, Wednesday, and Friday from 9:30 am to 10:54 am

PORT 12300 is the first semester of a three-semester language sequence (PORT 12300, PORT 12400, and PORT 22600). PORT 12300 focuses on the development of the basic modalities of speaking, listening, reading, and writing in the Portuguese language. It is also an introduction to Lusophone culture. This course is designed for students with NO prior study of the Portuguese language.

Course Description:

Did you know that the reach of the Portuguese language goes far beyond Brazil and Portugal? Six countries in Africa list Portuguese as an official language: Angola, Cape Verde, Equatorial Guinea, Guinea-Bissau, Mozambique, and São Tomé & Príncipe. Portuguese is also spoken in East Timor and even in an autonomous territory in China called Macao, where it holds a heritage status.

As a Romance language, Portuguese is particularly close to Spanish. The two languages also share a corresponding grammatical system. Interestingly, Portuguese is not too far from English either. While English is not a Romance language, it has more in common with Portuguese than you might realize.

Course Learning Outcomes:

After completing this course, students should be able to:

1. Recognize the target language sound system.
2. Have simple conversations with others in the target language using basic target language grammar and common expressions in the present tense.
3. Respond appropriately to simple questions in the target language. Understand and follow basic oral and written directions.
4. Produce original short dialogues during pair/group activities and role-playing. Ask simple questions with proper intonation and provide general information about familiar topics in the present tense.
5. Develop an understanding of the cultures and customs of different Lusophone countries.

Key Features:

1. Music at the Heart: Learn Portuguese through captivating songs, exploring diverse genres like bossa nova, samba, MPB, funk, and more.
2. Interactive Activities: Analyze lyrics, sing along, create playlists, and discuss cultural themes in music.

3. **Authentic Experience:** Connect with native speakers through music videos, interviews, and live performances.

Materials:

1. [BBC Languages - Portuguese](#): BBC Languages provides a variety of resources, including audio and video lessons, as well as cultural insights to help reinforce language learning.
2. [Brazilian National Library Digital Collection](#): Explore digitized materials, books, and documents in Portuguese from the Brazilian National Library's digital collection. It offers a glimpse into the literary and historical aspects of the language.
3. [Digital Dialects - Portuguese Games](#): Digital Dialects provides free-to-use language games for learning phrases, numbers, useful vocabulary, spelling, and grammar in Portuguese.

In addition, we will use the following OER (Open Educational Resources):

1. <http://www.oercommons.org/courses/portuguese-communication-exercises/view> (Podcasts using everyday speech in Portuguese).
2. <http://www.oercommons.org/courses/l%C3%AAdngua-da-gente/view> (A series of brief video clips with native Portuguese speakers).
3. https://www.oercommons.org/courses/ta_falado (This is a great resource for those already familiar with some Spanish, as it builds on comparisons between the two languages).

Subjects: We will cover basic expressions and vocabulary, alongside present and simple past tenses.

To do well in this course, you must actively participate in **class** and complete and submit all **assignments, including quizzes, exams, homework, compositions, and presentations.**

Classes will be held on Mondays, Wednesdays and Fridays (9:30 am - 10:54 am). If you cannot attend a class or meet an assignment deadline, please send me an e-mail.

Class Participation and Attendance (10%): Class participation **in Portuguese**, attendance, and punctuality are mandatory and count as part of your course grade. Students are expected to participate actively and purposefully in our live sessions. Students are responsible for informing themselves about missed material and any assignments due for the next class ahead of time. Please check Blackboard often for announcements, syllabus updates, and the schedule. You can always contact me if you have questions via email: at **pdasilvalino@gradcenter.cuny.edu** or during my office hours.

Quizzes: Interactive music: Assess listening comprehension and vocabulary acquisition (15%) There will be **three** quizzes on the grammar and vocabulary covered in class and on the homework assignments. Quizzes should take approximately 20 minutes and will be based on songs on Spotify/YouTube.

Oral Exams/presentations (10%): Two five-minute group presentations on cultural material covered in a particular class.

Midterm Exam (20%): The Midterm requires students to put out a playlist of their favorite lusophone songs and a brief written presentation on their analysis.

Final Exam (20%): The day, time, and place of the final exam will be determined by the Registrar. The Final Exam will be similar in format to in-class and homework exercises

Sources for quizzes, assignments, and homework include:

1. Spotify Playlists:

- Beginner Portuguese with Music:
<https://open.spotify.com/album/578xpT7YZILvgV3dz0LP03>
- Bossa Nova Essentials:
<https://open.spotify.com/playlist/37i9dQZF1DWWgccrbg3zbJ>
- Samba Hits!: <https://open.spotify.com/artist/7wFw8VVSRRHWSDRyaCsPUTQ>
- MPB: The Best of Brazil:
<https://open.spotify.com/playlist/37i9dQZF1DX9FSYmdU9mbT>
- Modern Funk Carioca:
<https://open.spotify.com/artist/1OTeF2Mzigxa5QP8IF0dg6>

2. YouTube Channels:

- Bossa Nova Cafe: https://m.youtube.com/watch?v=OJj_UVPOPDg
- Música Brasileira Hoje:
<https://m.youtube.com/channel/UCZcEjhnoRwde42RasCNf4ZA>

Rio Rhythms: <https://www.youtube.com/watch?v=OW8NBiYn5HQ>

Grade scale:

Grade	Test Scale	Grade	Test Scale
A+	97-100	B-	80-83
A	95-96	C+	77-79
A-	90-94	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69

F: 0-59.9

Health and Wellness Services <https://www.cuny.cuny.edu/health-wellness>

AccessAbility|Counseling|Student Health|Emergency Grants|Gender Resources|Marshak Science Building, Room J-15

Benny's Pantry: The campus food bank

Students who find themselves experiencing difficulties obtaining food every day or who lack a stable and safe place to live are urged to come to Benny's pantry for assistance (<https://www.ccnycuny.edu/bennysfoodpantry>). Benny's pantry is located on the ground floor of the North Academic Center (NAC) and is open to anyone within the CUNY community (students, staff, faculty) in need of support. The pantry is open from 10 am to 6 pm and is self-serve. Additional emergency support for financial, health, and housing needs is also available through Benny's. Please contact Dee Dee Mozeleski at dmozeleski@ccny.CUNY.edu or Charles Ramirez @cramirez@ccny.CUNY.edu for additional details. Other resources:

Food insecurity: [Supplemental Nutrition Assistance Program](#)

Gender-based harassment or violence: [Office of Diversity and Compliance](#)

Housing insecurity: [Healthy CUNY](#)

Financial insecurity: [Petrie Student Emergency Grants](#)

CCNY Sexual Misconduct

Policy: <https://www.ccnycuny.edu/safety/title-ix-sexual-assault-policy>

Anyone of any gender, sexual orientation, religious affiliation, citizenship status, race, class, or educational level can suffer from sexual harassment, including sexual violence. CCNY's goal is to help you understand what sexual harassment means and let you know that there are people at CUNY and in the community who can help if you or others experience it. The college wants to make sure you understand your rights as a student, CUNY's policies, and other issues related to sexual harassment and assault. Please click on this link for more information: <http://www1.cuny.edu/sites/title-ix/campus/the-city-college/>

Student conduct:

Academic dishonesty will not be tolerated. All work must be your own. **Students caught cheating on exams or quizzes will receive an F in the course.**

CUNY Academic Integrity Policy:

According to the CUNY Policy on Academic Integrity, a student who plagiarizes may incur academic and disciplinary penalties, including failing grades, suspension, and expulsion. The following are some examples of **plagiarism**:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person's ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the source;
- Failing to acknowledge collaborators on homework and laboratory assignments;
- **Internet plagiarism** includes; submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. A complete copy of the CUNY Policy on Academic Integrity may be downloaded at: <http://www1.cuny.edu/upload/academicintegrity.pdf>

CCNY Spring 2024 Academic Calendar:

<https://www.ccnycunyu.edu/registrar/spring-2024-academic-calendar>

Aula	Chapter	Objective	Synchronous Activities	Assignments
Aula 1	Capítulo Preliminar	Syllabus overview. Introduce yourself, greet others, and say goodbye. Share information about the Portuguese language and where it is spoken.	Enfoque Cultural: <i>O mundo lusófono. O que você sabe sobre ele?</i> Vocabulário em contexto: <i>As apresentações e saudações</i> <i>Língua</i>	
Aula 2	Capítulo Preliminar	Introduce yourself, greet others, and say goodbye. Spell names and addresses.	Vocabulário em contexto: <i>As saudações, despedidas e expressões de cortesia.</i> <i>O alfabeto.</i>	Homework: Garota de ipanema, song

Aula 3	Capítulo Preliminar	Identify and describe people. Cognates. Identify classroom objects. Tell where people and things are in the classroom. Use numbers.	<i>Singular forms of ser</i> Vocabulário em contexto: <i>O que há na sala de aula?</i> <i>Estar + location</i> <i>Onde é que está?</i> <i>Using numbers</i>	Homework: Chega de Saudade, song
Aula 4	Capítulo Preliminar	Express dates (week, months). Listen to and respond to	Vocabulário em contexto: <i>Os meses do ano e os dias da semana</i>	Homework: Gostava tanto de você, song

		classroom expressions and requests.		
Aula 5	Capítulo Preliminar	Express time and schedule. Useful expressions.	<i>Que horas são? Horário</i> <i>Expressões úteis na sala de aula</i> <i>Horários</i>	Homework: Cit of God, movie Study for Quiz # 1
Aula 6	Capítulo 1: A universidade	Talk about studies, campus, and academic life.	Quiz # 1: Capítulo Preliminar Vocabulário em contexto: <i>Os estudantes e os cursos</i> 1-1 to 1-5 Vocabulário em contexto: <i>A vida dos estudantes</i> 1- 6 to 1-10	

Aula 7	Capítulo 1: A universidade	Talk about studies, campus, and academic life. Talk about academic life and daily occurrences.	Vocabulário em contexto: <i>A vida dos estudantes</i> 1-6 to 1-11 <i>Subject pronouns</i> 1-12 to 1-13 <i>Present tense of regular –ar verbs</i> 1-14 to 1-16	
Aula 8	Capítulo 1: A universidade	Talk about academic life and daily occurrences.	<i>Present tense of regular –ar verbs</i> 1-16 to 1-20	Homework: Somos tão jovens, album

Aula 9	Capítulo 1: A universidade	Specify gender and number.	<i>Specifying gender and number</i>	
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		Combining words: contractions. Express location and states of being.	<i>Contractions:</i> <i>Expressing location and states of being</i>	
Aula 10	Capítulo 1: A universidade	Ask and answer questions. Listening and speaking. Some regular -er and -ir verbs.	<i>Interrogative words</i> <i>Situações</i> <i>Cultura: A universidade</i> <i>Present tense of some regular -er and -ir verbs</i> <i>Para conversar</i>	Homework: Choose a movie and review it
Aula 11	Capítulo 1: A universidade	Reading and writing.	<i>Horizontes: São Paulo e Rio de Janeiro</i>	Composition # 1 Escreva: <i>Minhas aulas este semestre</i> Study the questions on the handout for the oral exam.
Aula 12			Oral exam	Composition # 1 (Minhas aulas este semestre)
Aula 13	Capítulo 2: Entre amigos	Describe people, places, and things. Identifying colors.	Vocabulário em contexto: <i>Meus amigos e eu</i>	Homework: Não existe amor em SP, song

			Vocabulário em contexto: <i>As descrições</i>	
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Aula 14	Capítulo 2: <i>Entre amigos</i>	Describe people, places, and things. Express origin and possession. Describe what someone or something is like.	Vocabulário em contexto: <i>As descrições</i> Vocabulário em contexto: <i>De onde são?</i> <i>Adjectives</i>	
Aula 15	Capítulo 2: <i>Entre amigos</i>	Talk about where and when events take place. Describe what someone or something is like. Express emotions or conditions.	<i>Present tense of ser and ser and estar with adjectives</i>	
Aula 16	Capítulo 2: <i>Entre amigos</i>	Identify what belongs to you and others. Discuss the people, things, and activities you and others like and dislike.	<i>Possessive adjectives</i> <i>Situações</i> Idiomatic expressions with <i>estar</i>	Homework: Rio, movie
Aula 17	Capítulo 2: <i>Entre amigos</i>	Listening and speaking.	Para escutar: <i>Listening for specific information</i> A and B Para conversar: <i>Describe a person</i>	Homework
Aula 18	Capítulo 2: <i>Entre amigos</i>	Reading and writing.	Para ler: <i>Scan a text for specific information</i>	Escreva: Meu melhor

			Para escrever: (<i>Meu melhor amigo/minha melhor amiga</i>) <i>Horizontes: O Sudeste e o Sul do Brasil</i>	<i>amigo/minha melhor amiga</i> (Composition #2)
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Aula 18			<i>Revisão dos Capítulos Preliminar, 1 e 2</i>	Composition # 2 (<i>Meu melhor amigo/minha melhor amiga</i>)
Aula 19			Midterm Exam	
Aula 20	Capítulo 3: Horas de lazer	Describe free-time activities. Talk about places to visit. Describe free-time activities, Describe food.	Vocabulário em contexto: <i>Diversões populares</i> <i>Uma conversa por telefone</i> Vocabulário em contexto: <i>Para onde vamos?</i> Vocabulário em contexto: <i>A comida</i>	Homework: Capitães da Areia, book review

Aula 21	Capítulo 3: Horas de lazer	Plan your daily activities.	Talking about daily life. <i>Present tense of regular –er and –ir verbs</i>	
Aula 22	Capítulo 3: Horas de lazer	Expressing movement, intention and future actions. Expressing age, possession and obligation.	<i>Present tense of ir and ir + infinitive</i> <i>Present tense ter and ter + infinitive</i> <i>Cultura: A música e os concertos</i>	

Aula 23	Capítulo 3: Horas de lazer	Identify prices and dates. Express intentions Listening and speaking.	<i>Numbers above 100</i> <i>Situações</i> <i>Some uses of por and para</i> <i>Para conversar</i>	
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Aula 24	Capítulo 3: Horas de lazer	Reading and Writing.	<i>Para escrever: As próximas férias</i> <i>Horizontes: O Nordeste do Brasil</i>	Study for Quiz # 2. Escreva: As próximas férias (Composition #3)
Aula 25	Capítulo 4: A família	Talk about family members and their daily routines.	Quiz # 2: Capítulo 3 <i>As famílias</i> Vocabulário em contexto: <i>A família do Paulo</i> <i>Outros membros da família do Paulo</i>	Composition # 3 (As próximas férias)
Aula 26	Capítulo 4: A família	Talk about family members and their daily routines.	Vocabulário em contexto: <i>O que é que os parentes fazem?</i>	

Aula 27		Express opinions, plans, preferences, and feelings.	Present tense of stem-changing verbs: <i>e→i</i> and <i>o→u</i>	Homework: Os sertões, book review
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Aula 28	Capítulo 4: A família	Talk about daily activities and routines. Expressing when, where or how an action occurs.	<i>Adverbs</i>	
Aula 29	Capítulo 4: A família	Expressing how long something has been going on. The preterit of some regular verbs and <i>ir</i> .	Faz/Há with expressions of time <i>Situações:</i> <i>Cultura</i> <i>The preterit of regular verbs and ir</i>	Begin working on group presentation.
Aula 30	Capítulo 4: A família	Listening and Speaking.		Continue working on group presentation.
Aula 31	Capítulo 4: A família	Reading and Writing.	<i>Horizontes: O Norte do Brasil e o Amazonas</i>	Continue working on group presentation.

Aula 32			Group Presentation	Composition # 4 Study for Quiz # 3.
Aula 33	Capítulo 5: A casa e os móveis	Talk about housing, household items and domestic chores. Compare	Quiz # 3: Capítulo 4 <i>Vocabulário em contexto:</i> <i>A casa</i>	Homework: 5.1, 5.4.

		cultural and geographic information of different Lusophone countries.		
Aula 34	Capítulo 5: A casa e os móveis	Talk about housing, the home, and household activities.	<i>Vocabulário em contexto: As tarefas domésticas</i> <i>Vocabulário em contexto: Bem-vindos a Doce Lar</i>	O cortiço, book review

Aula 35	Capítulo 5: A casa e os móveis	Express ongoing actions.	<i>Present Progressive</i>	
Aula 36	Capítulo 5: A casa e os móveis	Describe physical and emotional states. Point out and identify people and things.	<i>Expressions with ter, estar com, and ficar com</i> <i>Demonstrative adjectives and pronouns</i>	
Aula 37	Capítulo 5: A casa e os móveis	Learning useful verbs.	<i>Present tense of dar, ler, ver e vir</i> <i>Cultura: O interior e o exterior das casas</i>	Agora, song
Aula 38	Capítulo 5: A casa e os móveis	Stating what you know.	<i>Saber and conhecer</i>	

		Some reflexive verbs and pronouns.	<i>Situações:</i> <i>Reflexive verbs and pronouns</i>	
Aula 39	Capítulo 5: A casa e os móveis	Listening and Speaking.		
Aula 40	Capítulo 5: A casa e os móveis	Reading and writing.	<i>Para escrever: A casa dos meus sonhos</i> <i>Horizontes: Brasília e o Centro-Oeste</i>	Escreva: A casa dos meus sonhos (Composition #5)
Aula 41			<i>Revisão</i>	Composition# 5 (A casa dos meus sonhos)
TBA			Final Exam	

- 2/12 - Monday: College Closed
- 2/19 - Monday: College Closed
- 2/22 - Thursday: Classes follow a Monday schedule
- 2/28 - Wednesday: Classes follow a Monday schedule
- 3/29-3/31 - Friday: No classes scheduled
- 4/22-4/30: Spring recess
- 5/16-5/22: Final examinations