Term Information

Effective Term	Summer 2021
Previous Value	*Summer 2013*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Update description, add DL modality, update pre-requisites (eliminate quarter term numbering), objectives and goals, and submit more specific course topics.

What is the rationale for the proposed change(s)?

Offer more flexibility in teaching and student scheduling.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

More flexibility in scheduling may result in higher enrollment and more efficient time-to-graduation for students.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Portuguese
Fiscal Unit/Academic Org	Spanish & Portuguese - D0596
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5501
Course Title	Portuguese for Spanish Speakers I
Transcript Abbreviation	Port Fr Span Spk 1
Course Description	Rapid introduction to Portuguese language intended for students with at least high intermediate-level Spanish skills. Undergraduate and Graduate students with high-intermediate to advanced language skills in other Romance Languages may seek instructor permission to enroll.
Previous Value	*Rapid introduction to Portuguese language intended for students with at least High Intermediate-level Spanish skills.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: Spanish 3401, 3403, 3413, or 3404, or equiv, or permission of instructor.
Previous Value	*Prereq or concur: Spanish 3401, 3403, or 3404, or equiv, or permission of instructor.*
Exclusions	Not open to students with credit for Portuguese 1101.01, 1102.01, 1103.01, or equiv.
Previous Value	Not open to students with credit for Portgese 1101.01 (101), 1102.01 (102), 1103.01 (103.01), 104.01, or 501, or equiv.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0904
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral
Previous Value	*Freshman, Sophomore, Junior, Senior, Masters, Doctoral, Professional*

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Foreign Language
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Communicate orally in Portuguese at the Novice High or Intermediate Low level of proficiency according to the ACTFL framework and guidelines
	• Comprehend written texts belonging to assorted sociocultural contexts, within Intermediate and Advanced sublevels according to the ACTFL framework and guidelines, and produced in diverse linguistic modalities (e.g. Brazilian, European, etc)
	• Produce written texts within the Intermediate sub-levels according to the ACTFL framework and guidelines
	• Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language
	• Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying
	• Critically discuss topics related to cultures, citizenship, identities, languages, professional/academic lives
	• Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own

Previous Value

Content Topic List	• Portuguese language: Greetings and introductions within assorted formal, semi-formal and informal settings; personal, professional, academic, and sociocultural information; professions, career paths, academic careers; workplace, around campus & home
	• Varieties of Portuguese Language within the Portuguese-speaking world, including phonetic and phonological representations of the Portuguese language across and within Portuguese-speaking countries
	• Grammar: Verbal conjugations; tense, aspect and modality; genitive construction, countability, definiteness, gender and number of nouns; degrees of comparison using adjectives
	• Syntactic and semantic relationships within the language
	• Critical comprehension and production of language in terms of intended meaning and expressed meaning
	• Sociocultural criticality: Family relationships; identities and representations of indigenous peoples; professions and their status within society; body image and (mis)/(under)representation

Previous Value

• *Portuguese Language*

• *Grammar*

• *Pronunciation*

Sought Concurrence No

Attachments

• Port5501Syllabus2019.pdf: Syllabus

  (Syllabus. Owner: Sanabria,Rachel A.)

• PORT 5501.docx: Tech assessment

  (Other Supporting Documentation. Owner: Sanabria,Rachel A.)

• FINALPort5501Syllabus2021 (1).docx: DL syllabus

  (Syllabus. Owner: Sanabria,Rachel A.)

Comments

- 10.22.20: Please attach the GE assessment plan for the online version of the course. *(by Haddad,Deborah Moore on 10/22/2020 05:40 PM)*

- The attached DL syllabus reflects changes recommended in the tech assessment. *(by Sanabria,Rachel A. on 10/19/2020 05:25 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	10/20/2020 03:40 PM	Submitted for Approval
Approved	Podalsky,Laura	10/20/2020 03:58 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/20/2020 04:07 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/22/2020 11:44 AM	ASCCAO Approval
Submitted	Sanabria,Rachel A.	10/22/2020 04:29 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	10/22/2020 04:30 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	10/22/2020 05:40 PM	College Approval
Submitted	Sanabria,Rachel A.	10/22/2020 10:21 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	10/22/2020 10:22 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2020 08:16 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/23/2020 08:16 AM	ASCCAO Approval

Portuguese for Spanish Speakers Syllabus

[PORTGSE 5501] [Summer 2021]

Course Information

- **Course times:**
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Michele Saraiva Carilo
- **Email:** saraivacarilo.1@osu.edu
- **Office location:** https://osu.zoom.us/my/saraivacarilo (Passcode: Brasil)
- **Office hours:** Tuesdays and Thursdays from 2 p.m.- 3 p.m.
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email.**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Rapid introduction to Portuguese language intended for students with at least High Intermediate-level Spanish skills.
Spanish 3401, 3403, 3413 or 3404, or equivalent, or permission of instructor.
Not open to students with credit for Portuguese 1101.01, 1102.01, 1103.01, or equivalent.

Course Description

Portuguese 5501 is a Portuguese course designed for graduate and undergraduate students with an intermediate/advanced level of Spanish and skills to take 3400+ level courses in Spanish. Students will have the opportunity to develop their skills through activities focused on pronunciation, writing, listening comprehension, and reading. In this course, a contrastive perspective between Spanish and Portuguese will be adopted so as to allow us to analyze various Portuguese linguistic and cultural aspects. To achieve this goal, Portuguese will be the

language almost exclusively used in our classes. While Spanish will be used to illustrate the contrastive nature of this course, some explanations will be elaborated in English.

DURING SYNCHRONOUS CLASSES VIA CARMENZOOM, there should be:
(a) active and critical participation to increase speaking opportunities to all students while different viewpoints can be shared, explained, justified, understood, and, ideally, respected;
(b) collaboration with classmates to create a learning community based on trust and teamwork;
(c) sharing of knowledge about Portuguese speakers' ethnic, cultural, ideological, and social diversity (both as native speakers and additional language speakers).

BEFORE SYNCHRONOUS CLASSES VIA CARMENZOOM, students are expected to:
(a) have completed the tasks and assignments proposed via CarmenCanvas;
(b) have studied the materials and resources suggested by the instructor and published on CarmenCanvas;
(c) have worked collaboratively through discussions and/or chat on CarmenCanvas and/or CarmenZoom, when applicable.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Communicate orally in Portuguese at the Novice High or Intermediate Low level of proficiency according to the ACTFL framework and guidelines;

- Comprehend written texts belonging to assorted sociocultural contexts, within Intermediate and Advanced sublevels according to the ACTFL framework and guidelines, and produced in diverse linguistic modalities (e.g. Brazilian, European, etc);

- Produce written texts within the Intermediate sublevels according to the ACTFL framework and guidelines;

General Education Expected Learning Outcomes

As part of the Foreign Language Courses category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Students demonstrate basic communicative skills (e.g., listening, speaking, reading, and writing) in a language other than their native language;

- Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying;

- critically discuss topics related to cultures, citizenship, identities, languages, professional/academic lives;

- Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

This course fulfills these learning outcomes by providing students with opportunities to…

- develop relevant vocabulary for communication within assorted daily contexts (e.g. university, workplace, family, international experiences);

- study grammar structures and language resources which enable the development of expression and comprehension of written and oral texts belonging to varied sociocultural contexts;

- critically discuss topics related to cultures, citizenship, identities, languages, professional/academic lives;

- comprehend and produce written texts belonging to everyday life (e.g. texting, informal e-mails, social media posts) and academic life (e.g. formal e-mails, comments on online learning platforms, chat box on Zoom);

- comprehend and produce oral texts belonging to everyday life (e.g. voice message, informal videocall, lives in social media) and academic life (e.g. discussions, short presentations in group and individually, roundtable);

- comprehend written and oral artistic texts produced in the Portuguese language (e.g. poems, music, short-stories, chronicles, comics);

- use and expand digital literacy to explore, comprehend, and produce cultural content for the promotion of intercultural interactions.

How This Online Course Works

Mode of delivery: This course is 100% online. Students are required to attend two 30-minute synchronous sessions per week which will be pre-scheduled according to students' availabilities. Students must log in to Carmen daily in order to complete tasks and access learning materials.

Pace of online activities: This course is divided into **four modules** (one every two weeks) that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to <u>Ohio State bylaws on instruction</u> (go.osu.edu/credithours), students should expect around 1 hours per week on synchronous sessions (classes via CarmenZoom), 1 hour per week on student-student interaction (e.g. via CarmenZoom, Forum or Discussion on CarmenCanvas), 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity (including during the synchronous sessions) and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: at least once per week
  You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Synchronous sessions**: two 30-minute sessions per week
  All live, scheduled events for the course are mandatory.

- **Participating in discussion forums**: two or more times per week
  As part of your participation, each week you can expect to engage in interactions with your classmates, at least twice, as part of our substantive class discussion on the week's topics. Those interactions will be conducted both orally, via CarmenZoom or Recoding Apps, and in writing, via Forum and/or Discussion Tab.

THE OHIO STATE UNIVERSITY

College of Arts and Sciences
Department of Spanish and Portuguese

Course Materials, Fees and Technologies

Required Equipment

- **Computer:** Tablet or Smart Phone: Current Mac (OS X 10.10+) or PC (Windows 7+); iPhone/Android;

- **Internet:** High-speed internet connection;

- **Webcam:** built-in or external webcam, fully installed and tested

- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- [Install the Duo Mobile application](go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

- [Recording a slide presentation with audio narration and recording, editing and uploading video](go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: [go.osu.edu/it](go.osu.edu/it)

- **Phone:** [614-688-4357 (HELP)](614-688-4357)

- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

ACADEMIC SUPPORT

1. Student Academic Services:

The Ohio State University reflects its commitment to excellence in teaching and learning, research, creative activity, and outreach and engagement through an extensive inventory of academic services available to all students. For detailed information regarding university-sponsored academic programs and services, please call (614) 292-6961, go to artsandsciences.osu.edu/academics/current-students.

2. Student Services:

The Student Service Center provides each OSU student convenient access to all pertinent information regarding the payment of tuition and fees, financial aid, matters concerning course registration, grades and more. Students may visit the lobby of the Student Academic Services Building (located at 281 W. Lane Avenue, Columbus, OH. 43210), call (614) 292- 0300, or toll-free at (800) 678-6440, or go to http://ssc.osu.edu for more information.

3. Academic Advising:

Advising is critical to academic success at Ohio State. Often serving as the main point of contact between students and the university, advisors help create academic plans that meet your educational and career goals. Advising for students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum. Go to http://advising.osu.edu/welcome.shtml for more information.

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
A. Homework published on CarmenCanvas	28%
1. Contextualized Grammar Tasks	7%
2. Specific Grammar Tasks	7%
3. Text Interpretation Task	
3.1 Written	7%
3.2 Oral	7%
B. Participation and collaboration (class & Carmen)	10%
1. Active and critical participation in discussions	
1.1 Whole group	5%
1.2 Small groups	5%
C. Formal written production	12%
1. Formal Production I	6%
2. Formal Production II	6%
D. Formal Summative Assessments	50%
1. Two Partial Quizzes	5% + 5% = 10%
2. Two Oral Exams (Midterm & Final)	4% + 6% = 10%
3. Two Written Exams (Midterm & Final)	12% + 18% + 30%

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Formal Writing Production

Description: Two individual written productions related to the topics and content which are divided into the four modules. Each production will require students to write a text (1) from a certain locus of speech; (2) to predetermined interlocutors; (3) with a clear communicative purpose; and (4) within a specific text format.

Academic integrity and collaboration:
Written assignments, including discussion posts, should be original work. In formal written assignments, rubrics with specific criteria to each individual assignment should be followed. Peer-review will be required in order to encourage students to have a peer to proofread your assignments before you turn them in. Instructor's feedback might also require further revision or rewriting.

Formal Summative Assessments

Description: Two quizzes related to modules 1 and 3. **Two oral exams**: (1) **Midterm** (in groups of three or four) comprising content and topics related to modules 1 and 2; and (2) **Final** (individually) comprising content and topics related to the entire course. **Two written exams**: (1) **Midterm** comprising content and topics related to modules 1 and 2; and (2) **Final** comprising content and topics related to the entire course.

Academic integrity and collaboration:
Quizzes and written exams are "open-book assessments" - which means, students are allowed to consult the course's materials and personal notes. However, external materials (including, but not limited to, websites, translators, dictionaries) are not allowed to be used during formal summative assessments. Students will be required to sign an Academic Integrity Promise before taking each quiz/exam and any transgression can be considered misconduct.

Late Assignments

Late submissions will be accepted; however, there will be a penalization of 10% of the points for each day after due date. Please refer to Carmen for due dates.

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **two days**.]

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

- **Writing style**: Students are encouraged to participate in class discussions via Carmen. For those interactions, less formal modalities of Portuguese are acceptable. For written assignments for which more formal writing styles are required, students should refer to the rubrics for specifics regarding levels of formality.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm does not always come across online.

- **Citing your sources**: When we have academic discussions, please cite your sources to support and justify your perspectives. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion and/or essay-like answers to assignments.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on Ohio State's Title IX website (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the OIE website (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them.

We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

For student services offered on the OSU main campus please visit http://ssc.osu.edu
Students, call (614) 292-0300 Toll-free: (800) 678-6440 to reach SSC.

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Accessibility Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- Collaborative course tools

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Points	Topics, Readings, Assignments, Due Dates
5/12-14		Module 1 ***Content:** Alphabet; Personal and Possessive Pronouns, Articles, Numbers, Expressions of Time (hour, day, month, year), Family, Nationalities, Colors. ***Presentation of Content:** Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions).
5/17-21		Module 1 ***Content:** Greetings; Introductions, Prepositions (em, por, de), Prepositions + Articles, Conjunctions (mas, ou, e), Present Tense (Presente do Indicativo). ***Presentation of Content:** Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions).
5/24-28		Module 2 ***Content:** Reflexive Pronouns; Adjectives (comparisons), Vocabulary related to University and life on campus, Present Progressive (gerúndio), Academic Year organization (seasons), Clothing. ***Presentation of Content:** Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions). **Quiz 1 on Module 1: 05/27** **Formal Written Production 1: 05/28**
6/1-4		Module 2 ***Content:** Agreement (gender, number, degree); Past Tense (Pretérito Perfeito), Vocabulary related to human body, Vocabulary related to food and eating habits, Expressions of Future (precisar + verbo, ir + verbo, ter que + verbo).

		*Presentation of Content: Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions). **Midterms (written and oral) on Modules 1-2: 06/03**
6/7-11		Module 3 ***Content:** Pronomes Oblíquos; Impersonal Verbs, Infinitive as Subject, Vocabulary related to (1) professions and career paths, (2) working place, and (3) housing and accommodation. ***Presentation of Content:** Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions).
6/14-18		Module 3 ***Content:** Indirect/Polite Questions, Past Tense (Pretérito Imperfeito), Differences between Past Tenses (Pretérito Perfeito vs Pretérito Imperfeito), Expressions of expectations, wishes, recommendations, and requirements, Vocabulary related to Hobbies. ***Presentation of Content:** Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions). **Quiz 2 on Module 3: 06/17**
6/21-25		Module 4 ***Content:** Demonstrative Pronouns, Tag Questions, Passive Voice (Present and Past tenses previously studied), Vocabulary related to Vacations and Holidays. ***Presentation of Content:** Materials on CarmenCanvas, elicitation during synchronous sessions, video classes. ***Practice of Content:** Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions).

		Formal Written Production 2: 06/25
6/28-7/2		Module 4
		*Content: Future (Futuro do Presente), Vocabulary related to Celebrations and Festivals (common across the Portuguese-speaking world).
		*Presentation of Content: Materials on CarmenCanvas, elicitation during synchronous sessions, video classes.
		*Practice of Content: Context-informed and communicative-based written and oral tasks and assignments (on CarmenCanvas and during synchronous sessions).
		Finals (written and oral) on Modules 1-4: 07/01

PORTUGUÊS 5501: PORTUGUÊS PARA FALANTES DE ESPANHOL

Professor: Lúcia Helena Costigan
Sala de aula: Hagerty Hall 071

Horário: W/F-11:10AM-12:30PM
Escritório do professor: Hagerty Hall 246
E-mail: costigan.2@osu.edu
Horário de atendimento: quarta-feira 12:45 às 1:30PM (ou com hora marcada)

DESCRIÇÃO DO CURSO

Português 5501 é um curso de português para estudantes de graduação e pós-graduação que tenham um nível intermediário/avançado de espanhol e cujo conhecimento lhes permita realizar cursos de nível 3400+ nesse idioma. Ao longo do curso, será adotada uma perspectiva contrastiva com o espanhol para a análise de vários aspectos linguísticos e culturais do português. Os alunos terão a oportunidade de desenvolver suas habilidades mediante atividades de pronúncia, escrita, compreensão auditiva e leitura. Para tanto, o idioma utilizado na maioria das aulas será o **português,** embora também se use o espanhol para ilustrar o caráter contrastivo do curso e o inglês para algumas explicações.

OBJETIVOS DO CURSO

O curso de Português 5501 proporcionará aos alunos:

(i) as ferramentas básicas necessárias para se expressar na língua portuguesa, partindo-se do conhecimento de espanhol que já tenham adquirido;

(ii) prática intensa, tanto oral quanto escrita, dos aspectos mais difíceis, importantes e específicos da língua portuguesa para falantes de espanhol;

(iii) várias oportunidades de pôr em uso as habilidades linguísticas adquiridas em sala de aula.

PRÉ-REQUISITOS

Os pré-requisitos do curso de Português 5501 são: habilitação para aulas de nível 3400+ de espanhol; e/ou equivalente; ou fazer parte do programa de pós-graduação em espanhol; ou permissão do instrutor. Este curso também está disponível para falantes nativos de espanhol mediante matrícula regular ou créditos adquiridos por exames de proficiência.

MATERIAIS DO CURSO

Este curso adotará os seguintes livros e materiais didáticos:

Eberlein, O.F. Lima, Emma et all, 2018. *Novo Avenida Brasil 1: Curso básico de português para estrangeiros. Livro texto + Livro de exercícios*. Rio de Janeiro: Editora Pedagógica e Universitária Ltda. (Required)

Bizon Cossi, Ana Cecília, Elizabeth Fontão, Leandro Rodrigues Alves Diniz. 2019. *Mano a Mano: Pronúncia e gramática em português como língua estrangeira*. London/New York: Routledge (Provided to the students on a weekly basis)

O desse livro, outros materiais didáticos serão distribuídos aos alunos em sala de aula ou serão colocados no website do curso na plataforma Carmen (http://carmen.osu.edu). Recomendam-se também alguns manuais de consulta para auxiliar os alunos no estudo do português tanto neste curso quanto em cursos futuros. Segue abaixo uma breve seleção:

PERINI, Mário. 2002. *Modern Portuguese: A Reference Grammar.* New Haven/London: Yale University Press.

Simões, Antônio R. M. 2008. *Pois não: Brazilian Portuguese course for Spanish speakers, with basic reference grammar.* Austin, TX: University of Texas Press.

Youtube.com (Músicas)
Um bom dicionário bilíngue português <-> espanhol.

REQUISITOS DE AVALIAÇÃO

- **Presença e Participação-** Além de estar presente em todas as aulas o aluno deverá participar ativamente das aulas com perguntas e respostas sobre o material estudado.
- **Tarefas ou Deveres de Casa-** Haverá tarefas ao longo do curso e o/a estudante deve se preparar para entregá-las *na aula seguinte,* sempre que o professor não der instruções para o contrário. Muitas vezes as tarefas terão o formato de respostas a exercícios, quizzes, breves parágrafos ou pequenos ensaios sobre um tema relacionado ao tópico das aulas.
- **Redações** - Haverá duas (2) redações cujo propósito será o de melhorar a habilidade de escrita em português dos alunos. Os temas serão relacionados com os materiais discutidos em sala de aula. Ambas as redações devem ter de 2 a 3 páginas, ser redigidas em um processador de texto (e.g. MS Word), em fonte Times New Roman, tamanho 12, espaço 1.5 entre linhas e devidamente identificadas com o nome do/a aluno/a.
- **Provas** - Haverá três (3) provas ao longo do semestre. O objetivo das provas é assegurar que os alunos estejam estudando o material do curso de maneira contínua. As duas primeiras provas envolverão somente o material estudado desde a última prova, mas a terceira prova terá conteúdo cumulativo e abrangerá tópicos gerais do curso. Não será possível a reposição dessas provas sem documentação oficial por escrito (e.g. um atestado médico, etc.).

- **Apresentação oral** - Durante os últimos dias do curso, os alunos farão uma apresentação oral sobre um tópico de pesquisa com respeito à língua e/ou à cultura dos países de língua portuguesa. O tema da apresentação ficará à escolha dos alunos, desde que se relacione com a natureza do curso. Logo, podem ser considerados aspectos linguísticos, geográficos, históricos, sócio-políticos, musicais etc. Cada apresentação será avaliada quanto ao seu conteúdo, à clareza e ao uso da língua portuguesa. Além de fazer a apresentação, cada grupo deve entregar *uma descrição de uma ou duas páginas sobre o projeto* até o dia **08 de novembro**.
- **Presença e participação** - É imperativo que o aluno assista a *todas* as aulas do curso, sem exceção. Caso precise faltar, é responsabilidade **DO ALUNO** adquirir as anotações e as tarefas das aulas com os colegas ou o com o professor. Qualquer falta além de três (3) não devidamente justificadas reduzirá a nota final do aluno em um (1) ponto percentual por cada falta.

PORCENTAGEM DE NOTAS

10%	Presença e participação
30%	Tarefas
20%	Redações
30%	Provas
10%	Apresentação oral da pesquisa cultural

ESCALA DE NOTAS

PONTOS	NOTA
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-80	C+
73-77	C
70-72	C-
68-69	D+
65-67	D
64,9 or below	E

RECURSOS ONLINE

Podem-se encontrar na internet vários recursos para a prática da língua portuguesa. Segue abaixo uma breve sugestão de sites úteis:

Gramática, prática auditiva, etc.:

http://www.llas.ac.uk/materialsbank/mb059/begonline.htm
http://www.laits.utexas.edu/orkelm/ppe/intro.html

Notícias e outros assuntos em geral:

http://www.terra.com.br
http://g1.globo.com
http://www.uol.com.br

Dicionário:

http://www.priberam.pt/dlpo/

REPOSIÇÃO DE TAREFAS

Caso precise faltar a uma aula em que se deve entregar uma tarefa, o aluno deverá enviá-la por e- mail ao professor até às 23h59 do mesmo dia (ou seja, 00h01 será considerado tarde) ou entregá-la à secretária do departamento em HH298 e pedir-lhe que coloque a tarefa no escaninho do professor.

RESTRIÇÃO AO USO DE APARELHOS ELETRÔNICOS

O uso de telefones celulares e/ou quaisquer outros aparelhos eletrônicos é estritamente proibido em sala de aula e afetará diretamente a nota de participação do aluno. Se o mesmo fizer uso desses aparelhos em dias de prova e exame final, serão descontados cinco (5) pontos da nota do aluno em tais avaliações.

CANCELAMENTO DE AULAS

Caso precise cancelar qualquer aula devido a uma emergência, o professor entrará em contato com os alunos por e-mail e, quando possível e necessário, colocará um aviso escrito em papel oficial do departamento na porta da sala de aula. Além disso, o professor entrará em contato com os alunos assim que possível após o cancelamento da aula para avisar-lhes sobre a tarefa e a preparação para a aula seguinte.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term

"academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs/osu/edu/info_for_students/csc.asp).

STUDENTS WITH DISABILITIES

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene to coordinate reasonable accommodations for students with documented disabilities. Office for Disability Services – http://www.ods.ohio-state.edu

CALENDÁRIO

Espera-se que os alunos leiam as páginas contidas no calendário e os materiais distribuídos em sala de aula e disponíveis na plataforma Carmen/Canvas **antes** de virem às aulas, para que possam participar devidamente das mesmas. Uma preparação adequada envolve a formulação de perguntas e comentários pertinentes que avançarão o aprendizado do aluno.

DATA	EM SALA DE AULA	DEVER DE CASA
Semana 1		
21 de agosto	Apresentação do curso Saudações/ Cumprimentos	Estudar: *Mano a Mano*-Unidade 1
23 de agosto	*Mano a Mano*-Unidade 1 Panorama das diferenças Fonético-fonológicas entre português e o espanhol Practicar Exercícios: *Mano a Mano,* 1,2,3,4	Estudar:*MM*-Unidade 1 Tarefa: Exercícios 1, 2, 3, 4
Semana 2		
28 de agosto	*Mano a Mano*- Unidade 1 Entregar tarefa NAB1-Lição 1-Conhecer pessoas Horas do dia	Estudar: Verbos regulares em ar Verbos irregulares: ir, poder, ter Completar: Exercícios NAB1, p. 64-65, 67-68
30 de agosto	NAB1- Lição 1-p. 4-6- Verbo ser,	Estudar: Números, expressões:

	Preposições+artigos, números Música: "Velha infância"	"lembrar-se de", "gostar de" Praticar expressões e horas do dia

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Semana 3

04 de setembro	NAB1-Lição 2, p. 7-10 Revisão: verbos regulares em ar Pronomes: demonstrativos, Possessivos	Estudar: Pronomes demonstrativos, possessivos, horas, p.8-10 Completar: Exercícios, p.67-68
06 de setembro	*Mano a Mano*- Unidade 2 NAB1-Lição 2, p.11-12 Revisão: poder, ter, ir Futuro imediato com afirmativas e negativas	Estudar: Verbos ir, ter, poder futuro imediato usando frases afirmativas e negativas Completar Exercícios, p.69-70

Semana 4

11 de setembro	NAB1-Lição 2, p.13-14 "Sugestões para o fim de semana" p.13, "Telefonemas" Comunicação na sala de aula", p.14	Revisar: "falsos cognatos" PN Completar exercícios p.71-72NAB1
13 de setembro		**Estudar para a Prova**
	Lições 1 e 2 NAB1-Falsos cognatos	

Semana 5

18 de setembro	**Revisão para a Prova # 1**	Estudar para a Prova
20 de setembro	**Prova #1** Lição 3- p. 15-17-"Comer e beber", lanchonete"	Estudar: "Cardápio", "Na Completar exercícios, p.73-76

Semana 6

25 de setembro	Correção da Prova Lição 3-p.18-19- Ouvir Música "Conversa de botequim" Completar exercícios p. 74	Estudar: "pedir informações"- 15-16 V Verbos terminados em -er.
27 de setembro	Lição 3-p.20-22- Verbos "querer" ser ou estar? Comidas e talheres **Preparar para escrever Redação n.1**	Estudar: Verbos querer, ser, estar Completar exercícios p. 74-75

Semana 7

02 de outubro	Lição 4- "Hotel e cidade"p.23-26	Estudar: Vocabulário, verbos 23-26 Completar exercícios p. 79-80 **Escrever Redação #1**
04 de outubro	Lição 4-27-29, Pron. possessivos dela, deles.., Comparação, verbos regulares e irregulares em -ir	Estudar: possessivos, verbos em -ir Completar exercícios p.81-82

Semana 8

| 09 de outubro | **Entregar Redação #1** | |
| 11 de outubro | Autumn Break-No class | Descansem e divirtam-se! |

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Semana 9

| 16 de outubro | Lição 4-p.30-32-Férias, viagens, **Revisão para Prova 2** | Estudar: p.30-32-Vocabulário sobre férias, trânsito..férias, trânsito, viagens etc. Completar exercícios p.83-84 **Estudar para a Prova n 2** |
| 18 de outubro **Prova .2** Liçao 5-p.33-42: "Moradia" Comprar, alugar, vender, 33-35 "Onde está?", p.36 | | Estudar: Vocabulário p.33-36 Completar exercícios p.85-86 |

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Semana 10

| 23 de outubro -**Corrigir Prova** Pretérito perfeito, verbos em -ar, -er, -ir p.36-38 | | **Entregar Redação 1-Revisada** Estudar vocabulário p. 36-38 Completar exercícios p.87-88 |
| 25 de outubro -"Como é a sua casa?" p.40-41 | | Completar exercícios p.89-90 |

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Semana 11

| 30 de outubro | Liçao 6-p.43-54-"O dia a dia" Atividades, rotinas, um dia diferente Pretérito perfeito-verbos <u>ser</u> e ir p.43, 44,45 | Estudar vocabulário p.43-45 Completar exercícios p.91-92 **Escrever Redação n.2** |
| 01 de novembro | Pret. perfeito-ter, estar, fazer p.46 Querer e poder-pretérito, | Completar exerrcícios p.93-94 **Entregar Redação #.2** |

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Semana 12

| 06 de novembro | Verbo irregular <u>Dar</u>-presente e pretérito perfeito, p.48 | Estudar Verbos, p 45-48 Completar exercícios, p.95-97 |
| 08 de novembro | **Entregar o rescunho da apresentação oral da pesquisa** | |

Semana 13

| 13 de novembro | Pronomes pessoais, p.48-49 | Completar os exercícios p. 98 |
| 15 de novembro | "Seis brasileiros" p. 50-51 "Poesia e arte brasileiras" 53-54 | Ler e completar as atividades das p. 50-52P **Entregar Redação #2-Revisada** |

Semana 14

20 de novembro	**Revisão para a Prova #3**	Revisão 1- p.55-58
	Apresentação oral da pesquisa	**Estudar para a Prova #3**
22 de novembro	**Prova #3**	

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Semana 15

| 27 de novembro | **Feriado-"Em preparação ao Dia de Ação de Graças"** |
| 29 de novembro | **Feriado -Não há aula** |

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| 04 de dezembro | **Apresentação oral da pesquisa** |

Felizes Férias!

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PORT 5501
Instructor: Michele Saravia Carilo
Summary: Portuguese for Spanish Speakers

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Zoom synchronous lectures • Carmen discussion boards
6.3 Technologies required in the course are readily obtainable.	X			All applications are either free or provided for free by OSU site license.
6.4 The course technologies are current.	X			All applications used are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links are provided to 8HELP for support.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Please include statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Please include statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links are provided to all 1st party tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
- Date reviewed: 10/15/2020
- Reviewed by: Ian Anderson

Notes: Just add the two statements and this should be good to go.

[a]The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.