SPA 433 Special Studies in Language and Applied Linguistics: 
*Spanish and Portuguese*

The Department of Languages, Cultures, and Communication  
Stephen F. Austin State University  
Spring 2020

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**Textbook:** *Pois Não: Brazilian Portuguese Course for Spanish Speakers*  
By: Antônio Roberto Monteiro Simões, University of Texas Press  

**Course Description:** SPA 433 will compare the language structures and sounds of Spanish and Brazilian Portuguese through written text, audio files, film and conversation. In addition, students will become familiar with basic ideas in Brazilian culture and traditions. Portuguese is very similar to Spanish. As students are required to have advanced knowledge of Spanish, this accelerated presentation of Portuguese language will provide students with the equivalent of one year of college Portuguese at the intermediate level.

**Course Objectives:** The Student Learning Outcomes (SLOs) indicate what students will be expected to know, or be able to do, by the end of the course:

1. Students will demonstrate knowledge of Portuguese grammar (232 level).  
   Assessments: Grammar Quizzes and Exams.  
2. Students will demonstrate an intermediate level of reading comprehension in Portuguese.  
   Assessments: Reading Quizzes and Exams.  
3. Students will demonstrate the ability to produce written and spoken Portuguese at the intermediate level.  
   Assessments: Audio podcasts, audiovisual podcasts, and scripts.  
4. Students will understand and explain cultural differences between Brazil, the United States, and other Spanish-speaking countries in Latin America.  
   Assessments: Audio podcasts, audiovisual podcasts, and film reviews.

**Program Learning Outcomes:**

1. Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language.  
2. Students will analyze and summarize authentic texts in the target language.  
3. Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language.
4. Students will apply critical thinking skills in comparisons of the cultures studied and their own.
5. Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language.
6. Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Quizzes</td>
<td>90 – 100 = A (Excellent)</td>
</tr>
<tr>
<td>10%</td>
<td>Film Reviews</td>
<td>80 – 89 = B (Above Average)</td>
</tr>
<tr>
<td>40%</td>
<td>Exams</td>
<td>70 – 79 = C (Average)</td>
</tr>
<tr>
<td>15%</td>
<td>Podcast 1</td>
<td>60 – 69 = D (Below Average)</td>
</tr>
<tr>
<td>15%</td>
<td>Podcast 2</td>
<td>0 – 59 = F (No grade)</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 90 – 100 = A (Excellent)
- 80 – 89 = B (Above Average)
- 70 – 79 = C (Average)
- 60 – 69 = D (Below Average)
- 0 – 59 = F (No grade)

**Attendance and Participation:** Students who miss more than two classes will see their final grade reduced by five points per additional unexcused absence. Class will begin at 9:30. Please do not arrive late. All cell phones must be off and put away during class.

**TENTATIVE COURSE SCHEDULE**

**Th Jan. 18** Introduction to course and textbook, pronunciation rules.

**HW:** *Pois Não* (PN) pp 1 – 34.

**Brazil Pod:**

https://coerll.utexas.edu/brazilpod/tafalado/pdf/tafalado_suppl_01.pdf
https://coerll.utexas.edu/brazilpod/tafalado/lesson.php?lt=suppl&p=02

In class: Samantica Lição 1 e 2

https://www.youtube.com/watch?v=nE70JrtaRoo&list=PL3814C1BD1F54E9C6

**T Jan. 21** -AR, -ER, and -IR verbs, stem changing verbs, GOSTAR, negatives.

**HW:** PN pp 35 – 65.

Brazil Pod:


In class: Samantica Lição 3, 4 e 5; Review of Homework

**Th Jan. 23 ****Quiz 1**, Gender and plurals,

**HW:** PN pp 66 – 86

In class: Samantica Lição 6, 7 e 8; Review of Homework

**T Jan. 28** Irregular verbs, present progressive,  
**HW:** PN pp 87 – 108  
https://coerll.utexas.edu/brazilpod/tafalado/lesson.php?p=05  

In class: Samantica Lição 9, 10, 11; Review of Homework

**Th Jan. 30 Film Review 1 due.** Irregular verbs, diminutives and augmentatives, numbers, interrogatives  
**HW:** PN pp 109 – 144.  
https://coerll.utexas.edu/brazilpod/tafalado/lesson.php?p=08

In class: Samantica Lição 12, 13, 14; Review of Homework

**T Feb. 4 ****Quiz 2**,** Irregular verbs, possessive adjectives and pronouns, numbers, interrogatives, spelling changes,  
**HW:** PN pp. 156 – 181.  

In class: Samantica Lição 15, 16, 17; Review of Homework

**Th Feb. 6** Preterite and Imperfect, telling time, days of the week, months, FAZER and HAVER, weather,  
**HW:** PN pp. 182 – 205.  

In class: Samantica Lição 18, 19, 20; Review of Homework

**T Feb. 11** Review for Exam  
**Th Feb. 13 ***EXAM I***  
Brazil Pod  
In class: Samantica Lição 21, 22, 23; Review of Homework

**T Feb. 18** Demonstratives, contractions, numbers, Introduction to subjunctive

**HW:** PN pp. 206 – 225.


In class: Samantica Lição 24, 25, 26; Review of Homework

**Th Feb. 20** Film Review 2 due. Discuss Exam 1, Body parts, Direct object pronouns,

**HW:** PN pp. 243 – 276.


In class: Samantica Lição 27, 28, 29; Review of Homework

**T Feb. 25** Subjunctive, present perfect, past perfect,

**HW:** PN pp. 277 – 306.


In class: Samantica Lição 30, 31, 32; Review of Homework

**Th Feb 27** Future and present, irregular verbs,

**HW:** PN pp. 307 – 337.


In class: Samantica Lição 33, 34; Review of Homework

**T March 3 ****Quiz 3****, PODCAST ASSIGNMENTS, Using the computer.


In class: Samantica Lição 35, 36; Review of Homework

**Th March 5** In class groups.

PODCAST 1

Please click on the audio file, then click on the link above it to see the audio script.

T March 10 Spring Break
Th March 12 Spring Break

T March 17 PODCAST 1 Meet in LRC.
Th March 19 PODCAST 1 Meet in LRC.

T March 24 ***PODCAST 1 DUE*** (posted online) Se passive, Reflexive verbs, past participles, negative words,


T March 31 Subjunctive and personal infinitive,
   HW: PN pp. 387 – 400.

TH April 2 Adjectives and adverbs, Imperfect and Future subjunctive,

T April 7 Review for EXAM 2, Assignment for Podcasts

Th April 9 – Easter Break

T April 14 ***EXAM 2***

Th April 16 PODCAST 2 In class groups.

T April 21 PODCAST 2 Meet in LRC
Th April 23 PODCAST 2 Meet in LRC

   Sat. April 25, 5:00 pm ***PODCAST 2 DUE*** (posted online) HW: Review and rank podcasts.

T April 28
Th April 30

Final Exam: May 8:00 – 10:30 am

Program Learning Outcomes for Majors:
1) Students will demonstrate the ability to engage in effective oral communication with native speakers of the target language.

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3) Students will write effective, original compositions demonstrating the ability to analyze, persuade and/or defend an opinion in the target language.

4) Students will apply critical thinking skills in comparisons of the cultures studied and their own.

5) Students will, if seeking teacher certification, demonstrate mastery of professional skills necessary to teach the target language.

6) Students will demonstrate mastery of linguistic and cultural skills necessary to pursue graduate study and/or careers.

**University Policies:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)