Bridge Program
for Advanced Language Learning

LIT SUU U 🐾 🐢 W

PORTUGUESE 3118:
Pop Culture in the Portuguese-Speaking World

Teachers:	Institution	Email:
High school teacher		
University partner teacher		

IMPORTANT: Students and a parent or guardian are asked to read and initial each section of this disclosure document, sign on the last page, and return the signed document to instructors. This is the first assignment of the year and will count for course credit.

Course Description

This course explores ways that popular media and entertainment reflect and shape how Portuguese speakers view themselves, their community, and their own and other cultures. Students will explore the historical contexts and perspectives of popular media as cultural products and practices.

Students will develop interpersonal, interpretive, and presentational communication skills as they read and view authentic texts and learn to speak and write in a detailed, organized way about events and experiences in various time frames, confidently handle routine situations with unexpected complications, and share their point of view in writing and discussions on some complex cultural and historical issues.

Learning Outcomes

Students who successfully complete this course will be able to:

- Describe the significance of cultural products, practices, and perspectives of popular media from the Portuguese-speaking world.
- Narrate events from human experience in popular media and in their own lives; analyze cultural perspectives in the stories and experiences of others.
- Compare cultural similarities and differences of the Portuguese-speaking pop-culture and the learners' own culture.
- Articulate a position on cultural comparisons of products, practices and perspectives with clarity and cohesion.

University Credit

This is a university-level, concurrent enrollment course, meaning that students simultaneously enroll in a high school course and a university course, for which they may earn credits toward a Portuguese major or minor at a state university. In order for the course to count toward a major or minor, students must earn a grade of C or higher.

Important: Regardless of whether students earn a C or higher, once they are enrolled in the university course, their course grade will be listed on their university transcript and factored into their university grade point average. It is therefore in students' interest to put forth their best

effort in the course. Students who complete assignments honestly and submit them on time generally earn grades that will enhance both their high school and university GPA.

If students choose to transfer out of the high school course during the year, they will also need to drop the university course. Instructors can provide information on how to do this.

STUDENT INITIALS: _____ / PARENT INITIALS: _____

Learning Management System

Per state policy, course assignments and grades are posted in the **university Canvas platform**. Instructors are also required to input grades in the high school learning management platform, and they make a valiant effort to reconcile grades between the two very different platforms; but students and parents should be aware that the "official" grades are those posted in the **university Canvas platform**.

Students should regularly check assignments as well as their their grades on Canvas, since their grades in this university Canvas course impact both their high school GPA and their university GPA and are recorded on their high school and university transcripts.

In keeping with provisons of the Family Educational Rights and Privacy Act (FERPA), teachers will not send parents progress reports about students via email. Parents should periodically ask their students to show them their grades in Canvas. Parents do not have access to log into the university Canvas course, but they can and should ask students to periodically show and discuss their progress with them. Additional information about FERPA is available at https://advising.utah.edu/release-of-information/index.php.

In order to support full access to the course materials on Canvas, it will be necessary for students to bring their charged Chromebook to class daily.

STUDENT INITIALS: _____ / PARENT INITIALS: _____

Attendance, Late Work, and Make-up Work

This course is a language communication and content course. Absence from class means that students miss communication, collaboration, and feedback which cannot be replicated via an individual assignment. For this reason, we ask that families refrain from scheduling vacations on academic school days. Instead, do schedule vacations during the numerous district vacation days open to all families. Please support your student's success in this class and college readiness expectations now while they are in high school.

Students are responsible for learning what is covered during a missed class by checking with the instructors and on the university Canvas course. Policies for makeup work are as follows:
- Unless they have an excused absence, students are expected to submit work by the due date.
- Makeup work for absences must be submitted no later than 10 school days after the date of absence.
- In the case of unexcused absences, a minimum of 10% will be deducted from students' score for late work.
- Late work will not be accepted beyond the final due date of each quarter. If students know they will be out of town during the last days of a quarter, it is their responsibility to communicate with their instructors and complete any work they will miss (including the final unit project and vocabulary quiz) before going out of town.

- In the case of highly unusual circumstances including non-academic emergencies, the student should email <u>both instructors</u> and may include the parent/guardian in the email.
- If parents have concerns, they should talk with their student and refer to these guidelines first, and then should email <u>both instructors</u> with questions or concerns.

STUDENT INITIALS: _____ / PARENT INITIALS: _____

Excessive Absences

Per Bridge Program policy, more than four absences per term are considered "excessive absences." Missing more than four classes per term will trigger a required meeting with the student, parents/guardians, high school teacher, and a high school counselor or administrator

STUDENT INITIALS: _____ / PARENT INITIALS: _____

Grading

Grades will be calculated using the following scale:

		Letter grades will be assigned using the university scale:			
Writing assignments	25%	A	93 - 100 %	C	73 - 76 %
Pratcie activities on Canvas	15%	A-	90 - 92 %	C-	70 - 72 %
		B+	87 - 89 %	D+	67 - 69 %
End-of-unit vocabulary quizzes	10%	B	83 - 86 %	D	63 - 66 %
Unit final projects	40%	B-	80 - 82 %	D-	60 - 62 %
Participation and use of Portuguese in class	10%	C+	77 - 79 %	F	0 - 59 %

Each of these categories is explained below.

Writing assignments: On most class days, students will work on some type of assignment designed to provide writing practice in Portuguese to help them progress toward the Advanced level. Depending on the assignment, assignments are generally due either at the end of class or at the beginning of the following class.

Because this is a university-level class, students will be assigned periodic homework and will be expected to complete some work out of class, including portions of unit projects.

Practice activities on Canvas: Students will frequently complete short activities on Canvas, designed to practice specific language structures that are targeted in class. Students may repeat each activity as many times as they wish until they earn a perfect score. Only the score from the last attempt will be recorded.

Unit projects: Each unit will culminate in a final project, consisting of both a written component and an oral presentation. Students will work on these projects throughout each unit. Projects will be completed in multiple drafts, with opportunities for students to incorporate feedback from instructors in order to improve the quality of content and use of Portuguese in the final draft.

Grading will attend to both the process and the final product, with points awarded for initial as well as final drafts. It is important that students submit each draft by the due date in order to receive and incorporate feedback.

End-of-unit vocabulary quizzes: Throughout each unit, students will be expected to compile a numbered list of 50 new vocabulary words of the students' choice. It is suggested that students focus on words that come up in readings and writing assignments related to unit theme. For each word, students should write the English translation and the part of speech (noun, verb, adjective, adverb, preposition). At the end of the unit, students will be quizzed on a sample of 20 of these words .

Participation and use of Portuguese in class: Much of students' Portuguese language development will take place as they participate in class activities and make an effort to speak in Portuguese. Students' participation and use of Portuguese will count for 10% of their course grade. Instructors will explain in class how this grading category will be assessed.

     For excused absences (i.e., absences excused by the school or parents), participation points will be left blank in Canvas so as not to count against the student's grade. For unexcused absences, a zero will be entered for participation on the corresponding day(s). Participation points for unexcused absences may not be made up.

STUDENT INITIALS: _____ / PARENT INITIALS: _____

GENERAL POLICIES

Use of cell phones
Students may not use cell phones during class unless indicated by the instructors for pedagogical purposes. If a student chooses to violate this rule, the phone may be taken away and returned at the end of class. In the case of repeated offenses, the phone will be sent to the office and a parent/guardian will have to retrieve it.

Use of electronic translation and artificial intelligence applications
An important goal of this course is to improve students' Portuguese writing skills. These skills are developed as students work to express their ideas in Portuguese. The use of electronic translation applications (such as Google Translate) or artificial intelligence applications (such as ChatGPT) undermines this process and deprives students of opportunities to learn. Although students are encouraged to use electronic tools such as dictionaries, **the use of electronic devices to translate or generate written texts or portions of texts is prohibited.** Students who are found to have made inappropriate use of these devices on an assignment will be asked to rewrite the assignment, and may, at the instructors' discretion, receive a zero on that assignment.

University instructors in the classroom
University instructors may not at any time be alone with the students in the classroom unless they have a current K-12 teaching license. If not, both instructors must always be present in the classroom.

STUDENT INITIALS: _____ / PARENT INITIALS: _____

UNIVERSITY OF UTAH POLICIES *(information required on all course syllabuses; policies vary by university)*

The Americans with Disabilities Act
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. You may also use this online contact form, or email info@disability.utah.edu , for assistance. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access. CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Contact Information for Title IX Coordinator. Sherrie Hayashi, Title IX Coordinator; (801) 581-8365; fax (801) 585-5746, sherrie.hayashi@utah.edu; 135 Park Building, Level 1 OEO Suite

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Academic Honesty and Plagiarism
In order to ensure that the highest standards of academic conduct are promoted and supported at the university, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. Students who engage in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the university, or revocation of the student's degree or certificate. More specific sanctions may be provided by the partner university. Even unintended plagiarism is plagiarism. For more information about plagiarism, access the website: https://campusguides.lib.utah.edu/c.php?g=237735

Extra help: We want you to succeed! If you feel that you need extra help during any quarter, please ask. We recommend that you make an appointment or email us about your concerns, and we will address your situation immediately.

STUDENT INITIALS: _____ / PARENT INITIALS: _____

COURSE OVERVIEW

Unit 1: Social Media

Essential questions
- How do I express my cultural identities through social media?
- How do social media express and shape individual and group identities in the Portuguese-speaking world and the U.S.?
- How do social media influence how we communicate?
- How does social media use affect individuals and human relationships?

Objectives - Students will be able to:
- Compare and contrast various aspects of social media use in Brazil and the U.S.
- Communicate online with a Brazilian student partner regarding their use of social media
- Identify the themes and supporting details of crônicas, informational articles and videos
- Prepare a recorded TED Talk and a blog post
- Set goals for moving from Intermediate to Advanced and reflect periodically on their progress

Unit Project
- **Oral component:** TED Talk on the five most important things that Brazilians should know when interacting with Americans on social media, accompanied by a PowerPoint
- **Written compontent:** Blog post on the same topic

Unit 2: Music

Essential questions
- In what ways do the musical genres of the Portuguese-speaking world express their people's values and describe their experiences?
- What aspects of national identity are represented in music in Portuguese-speaking countries?
- How are social and political issues as well as historical moments reflected in music and vice versa?

Objectives - Students will be able to:
- Summarize the history of Brazilian music and identify different Brazilian musical genres
- Discuss representations of Brazilian national identity in music
- Discuss the use of music for political purposes
- Identify themes and supporting details from informational articles and videos
- Assemble and present an audio folio with historical and social commentary on specific songs
- Set goals for moving from Intermediate to Advanced and reflect periodically on their progress

Unit project
- **Oral component:** Record and present an audio folio featuring two Brazilian songs, with audio commentary on the historical and social context for each song
- **Written component:** Written script to accompany each song of the audio folio, explaining how it reflect some aspect of Brazilian history

Unit 3: Cinema

Essential questions
- How has Brazilian cinema evolved over the years?
- How is Brazilian cinema received throughout the world and within Brazil?
- How does film portray and influence how different countries see each other?
- How are national and gender stereotypes reflected in film? What are the consequences of these portrayals?
- How does film tell people 's stories and experiences?

Objectives - Students will be able to:
- Summarize the evolution of Brazilian cinema over the years
- Discuss portrayals of nationalities and stereotypes in film
- Identify themes and supporting details from informational articles and videos, as well as films and shorts
- Write a persuasive essay and a film review in cohesive paragraphs with minimal errors
- Give oral presentations on stereotypes in films and on a Brazilian short film
- Set goals for moving from Intermediate to Advanced and reflect periodically on their progress

Unit project
- **Oral component:** "Festival de curtas"- oral presentation in pairs on of a review of a Brazilian short film, chosen by each pair of students, to convince classmates to watch it
- **Written component:** Critical review of a Brazilian short film, written individually

Unit 4: Street Art

Essential questions
- What is urban art? How and why did it originate and evolve?
- How do we differentiate between street art and vandalism?
- How can urban art provide a voice for the speechless?
- Is there a difference between museum art and street art? Does street art belong in private spaces such as museums or homes?
- How does art change cities? How do cities change art?

Objectives - Students will be able to:
- Identify the main idea and supporting details from informational articles and videos
- Summarize the history of graffiti in the world and in Brazil
- Discuss how urban art can provide a voice for the speechless
- Articulate their opinion on the differences between art and vandalism
- Prepare and present a portfolio of urban art with a critical review of each piece, with minimal errors
- Reflect on their progress in moving from Intermediate to Advanced

Unit project
- **Oral component:** Presentation of portfolio with three works of urban art
- **Written component:** Written text to accompany each portfolio artifact