



**Wisconsin Intensive
Summer Language Institutes**
UNIVERSITY OF WISCONSIN-MADISON

Intensive Portuguese (PORTUG 301 and 302)

Institution Name: University of Wisconsin–Madison

Credits: Portuguese 301 and Portuguese 302 are separate 4-credit courses. Students who complete both courses will earn a total of 8 credits.

Course Designations and Attributes: Core GenEd - Humanities & Arts; Level - Advanced; L&S Credit - L&S Liberal Arts and Science.

Course Description: Grammar, conversation, and reading. Equivalent of PORTUG 101.

Requisites: SPANISH 226, FRENCH 228, or ITALIAN 311. Not open to students with credit for PORTUG 101 and 102.

Meeting Time and Location: 8:30 a.m. - 1:30 p.m. (CDT), [REDACTED]

Instructional Modality: Remote and synchronous

Instructor Contact Info: Karol Faria do Valle, MA student in Portuguese, Department of Spanish and Portuguese Email: [REDACTED]

Office hours: TBD

Course Learning Outcomes

Portuguese 301 and Portuguese 302 form an intensive Portuguese sequence designed for students with prior experience in Spanish or another Romance language. Each course carries 4 credits. Portuguese 301 covers the first half of *Português para principiantes*, a free, openly licensed online text developed at UW-Madison, and is equivalent to PORTUG 101 and PORTUG 102. Portuguese 302 covers the second half of the same textbook, continues the intensive Portuguese sequence for students who have completed Portuguese 301 or Portuguese 102, and is equivalent to the third and fourth college semesters of Portuguese.

Taken together, Portuguese 301 and Portuguese 302 represent an intensive two-course sequence totaling 8 credits. Portuguese 301 introduces students to the foundations of Portuguese, while Portuguese 302 expands and deepens that work at the intermediate level.

During the four weeks of Portuguese 301, students will quickly learn to apply Portuguese grammatical structures they may have already encountered in another Romance language. They will develop a vocabulary base and pronunciation skills appropriate for a first-year Portuguese student. During the four weeks of Portuguese 302, students will expand and deepen this work, continuing to develop vocabulary, pronunciation, and communicative skills appropriate for an intermediate Portuguese student. Together, these courses provide speakers and students of other Romance languages with an exciting, fast-paced

environment for learning Brazilian Portuguese.

Our focus will be on the grammatical structures needed to communicate in Portuguese. We therefore strive for maximum use of Portuguese in the classroom. To focus on the practical use of language in class, students will be expected to regularly learn vocabulary and verb conjugations, as well as read ahead on new grammar topics that will be necessary for in-class activities and discussions.

The goal of this sequence is to give students the linguistic and cultural tools to:

1. Learn, understand, and use fundamental Portuguese grammatical structures, including agreement patterns such as gender and number, subject/verb agreement, and noun/adjective agreement; verb tenses in the indicative mode, including present, different forms of the past, future, and conditional; and, especially in Portuguese 302, more sustained work with the imperative and subjunctive modes.
2. Deploy basic and intermediate communicative strategies in Portuguese to address a range of topics. In Portuguese 301, students will learn to talk about themselves, their families, their homes and cities, daily activities, sports, the arts, the environment, travel and vacation, food, clothing, work and business, and means of communication. They will also learn to express themselves in the past tense, engage in narratives about childhood or past experiences, and talk about future expectations and the conditions needed to achieve their goals. In Portuguese 302, students will expand these communicative strategies to discuss topics such as art and its various media, the environment, travel and vacation, work and business, and means of communication. They will also learn to use the subjunctive mode in the past, present, and future to give advice, orders, suggestions, and express related communicative functions.
3. Acquire information about contemporary culture and habits in Brazil and throughout the Portuguese-speaking world.
4. Develop cultural awareness about the societies where Portuguese is spoken.
5. Develop linguistic awareness about how Portuguese functions and how it differs from students' native language and/or other Romance languages they know.

Learning Outcomes

By the end of Portuguese 301, students will be able to understand and use most Portuguese structures in the indicative mode. They will have developed their aural, oral, writing, and reading skills on basic, familiar topics and will have been exposed to relevant cultural information about Brazil and other Portuguese-speaking contexts.

By the end of Portuguese 302, students will be able to understand and use most Portuguese structures in both the indicative and subjunctive modes. They will have developed their aural, oral, writing, and reading skills on basic and more complex familiar topics and will have expanded their cultural knowledge of the Portuguese-speaking world.

ACTFL/NCSSFL Can-Do Statements

This course sequence is informed by the ACTFL Proficiency Guidelines and the NCSSFL-ACTFL Can-Do Statements. The Can-Do Statements help students understand what they are learning to do with Portuguese in interpretive, interpersonal, presentational, and intercultural communication.

Because language development varies from student to student, the Can-Do Statements below should be understood as course goals and self-reflection tools rather than guaranteed outcomes or official ACTFL proficiency ratings.

Portuguese 301: Can-Do Goals

By the end of Portuguese 301, students will work toward the following goals:

Interpretive Communication

- I can understand the main idea and some details in short written and spoken texts on familiar topics such as family, daily routines, food, housing, university life, travel, and personal interests.
- I can understand simple questions, statements, and instructions in Portuguese when the context is familiar.

Interpersonal Communication

- I can ask and answer simple questions about myself, my family, my daily activities, my preferences, and familiar situations.
- I can participate in short conversations using words, phrases, simple sentences, and emerging strings of sentences.

Presentational Communication

- I can write short messages and simple paragraphs about familiar topics.
- I can give brief spoken presentations describing people, places, activities, personal experiences, and course-related cultural topics.

Intercultural Communication

- I can identify and describe some cultural practices, products, and perspectives from Brazil and other Portuguese-speaking contexts.
- I can make simple comparisons between Portuguese-speaking cultures and my own cultural experiences.

Portuguese 302: Can-Do Goals

By the end of Portuguese 302, students will work toward the following goals:

Interpretive Communication

- I can understand the main ideas and some supporting details in connected written, spoken, and audiovisual texts on familiar and course-related topics.
- I can interpret information about topics such as art, media, the environment, travel, work, business, and communication.

Interpersonal Communication

- I can participate in conversations on familiar and course-related topics using strings of connected sentences.
- I can express opinions, preferences, suggestions, advice, doubts, emotions, and hypothetical

situations with increasing control.

- I can narrate and describe events in present, past, and future time frames with increasing accuracy.

Presentational Communication

- I can write more developed paragraphs and short compositions on familiar and course-related topics.
- I can present information, opinions, and cultural observations using connected sentences and emerging paragraph-length discourse.

Intercultural Communication

- I can investigate and reflect on cultural practices, products, and perspectives in Brazil and other Portuguese-speaking communities.
- I can compare cultural perspectives across Portuguese-speaking contexts and my own cultural background with increasing depth.

How Credit Hours are Met by the Course

Portuguese 301 and Portuguese 302 are separate 4-credit courses. For each course, students meet the UW–Madison credit standard by completing at least 180 total hours of student engagement with course learning activities, consistent with the university standard of at least 45 hours of learning activities per credit.

These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities.

Required co-curricular programming will take place on Fridays and is part of the student engagement expected for the course. Friday programming may include lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement by engaging students in teaching, learning, and assessment through direct instruction, regular feedback on student work, information about course content, and weekly facilitation of course-related discussion. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities.

Course Overview

These courses are intense and fast-paced, requiring discipline, will, and dedication. We will focus primarily on Brazilian Portuguese, though I will also share relevant information about other varieties of Portuguese whenever helpful. To enrich our learning experience, we will watch a variety of short films, feature films, and documentaries. These visual materials will serve as a springboard for discussions and

a deeper appreciation of Lusophone cultures. Additionally, we will participate in diverse cultural activities that will bring the language and its contexts to life. You can check what we have done in the past on our [Instagram](#) and [website](#).

Course Website and Digital Instructional Tools

- SIPI Website: <https://wisli.wisc.edu/sipi/>
- PORTUG 301 Canvas Page: [REDACTED]
- PORTUG 302 Canvas Page: [REDACTED]
- Zoom classroom link: [REDACTED]

Required Textbook, Software, and Other Course Materials

- Online Textbook: Português para principiantes. <https://wisc.pb.unizin.org/portuguese/>

Homework and Other Assignments

- Monday and Tuesday homework must be submitted by Wednesday at 11:59 p.m.
- Wednesday, Thursday, and Friday homework must be submitted by Friday at 11:59 p.m.
- Any larger assignments (readings/reactions to short stories, presentations, etc.) will be given in advance, with multiple reminders before their due date.
- All homework and assignments will be shared with the class via Canvas, and their respective answers must also be submitted through the Canvas platform unless otherwise instructed.

Exams, Quizzes, Papers, and Other Major Graded Work

- Quizzes: Weekly quizzes will generally be held on Fridays unless otherwise announced. In the course calendar, these quizzes are identified as Prova I, Prova II, and Prova III. Exact times may vary depending on WISLI programming and course needs.
- Content: Each Prova will cover all topics studied during the week.
- Final Exam: The final exam for each course will be held on the last Friday of each course, as indicated in the course calendar. The final exam will focus primarily on material covered in that course but may include cumulative topics necessary to demonstrate students' developing Portuguese proficiency.
- Presentations: individual and/or group presentations will begin during the first week of instruction. Grades on presentations will count toward the individual student's oral production grade.
- Homework make-up policy: homework will be graded upon completion. Full credit (100%) is awarded for on-time submissions; late submissions will receive 50%.
- Make-up quizzes and exams: any Provas or presentations missed due to absence will receive a grade of "0" until the Prova or presentation is made up. Students should attempt to make up for any missed quizzes or presentations as soon as possible, as we cover a lot of new material quickly during SIPI. All quizzes or presentations must be made up within one calendar week of the missed assignment, or by the last day of class instruction, in consultation with the instructor.

General Guidelines for Exam Proctoring

Quizzes and exams may be administered online and may require Honorlock or another approved proctoring procedure. Students' willingness to comply with required online proctoring procedures, if used, is a condition of enrollment in this course.

During quizzes and exams, students may not use notes, online dictionaries, translation tools, generative AI tools, or any other unauthorized materials unless explicitly permitted by the instructor. Assessments must reflect each student's own current ability in Portuguese. If proctoring is required, students will receive instructions in advance.

Course Schedule/Calendar

Note: SIPI 2026 runs from June 15 to August 7, 2026. PORTUG 301 is scheduled as the first four-week course in the sequence, from Monday, June 15, to Friday, July 10, 2026.

Note: Professor Letícia Barbosa will lead the first two days of class, June 15 and June 16. The course instructor, Karol Faria do Valle, will begin teaching on June 17.

Note: the Week 1 panel, "The Value of Studying Portuguese Language and Culture," is currently scheduled for Friday, June 19, 11:00 a.m.-12:30 p.m. Students should follow WISLI instructions for this event.

The schedule, grammar points, vocabulary, and cultural activities may change depending on the needs of the class, instructor, or WISLI events.

Port 301

First Week

June 15 - 19

Date / Session	Topic
15 (manhã)	Aula com a professora Letícia Barbosa; Introductions + General Course Information and Orientation
15 (tarde)	Aula com a professora Letícia Barbosa; Preliminary Lessons
16 (m)	Aula com a professora Letícia Barbosa; Preliminary Lessons + Lesson 1
16 (t)	Aula com a professora Letícia Barbosa; Lesson 1
17 (m)	Primeira aula com a instrutora do curso: Karol Faria do Valle; Lesson 1
17 (t)	Lesson 2
18 (m)	Lesson 2
18 (t)	Lesson 3 / Relatorio I
19 (m)	Revisão / Prova I
19 (t)	The Value of Studying Portuguese Language

	and Culture (panel), 11:00 a.m.-12:30 p.m.
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Second Week

June 22 - 26

Date / Session	Topic
22 (m)	Lesson 4
22 (t)	Lesson 4
23 (m)	Lesson 4
23 (t)	Lesson 5
24 (m)	Lesson 5
24 (t)	Filme/cultura
25 (m)	Lesson 6
25 (t)	Lesson 6 / Relatórios
26 (m)	Revisão / Prova II
26 (t)	11:00 am Language Practice Tables

Third Week

June 29 - July 3

Date / Session	Topic
29 (m)	Lesson 7
29 (t)	Lesson 7
30 (m)	Lesson 8
30 (t)	Lesson 8
1 (m)	Lesson 8
1 (t)	Filme/cultura
2 (m)	Lesson 9
2 (t)	Lesson 9 / Relatórios
3 (m)	Revisão / Prova III
3 (t)	TBD WISLI Research Symposium

Fourth Week

July 6 - 10

Date / Session	Topic
6 (m)	Lesson 10
6 (t)	Lesson 10
7 (m)	Lesson 10
7 (t)	Lesson 11

8 (m)	Lesson 11
8 (t)	Filme/cultura
9 (m)	Lesson 12
9 (t)	Revisão e apresentação final 301 (vídeo)
10 (m/t)	8:30 am Final Exams

Port 302

First Week

July 13 - 17

Date / Session	Topic
13 (m)	Revisão curso 301
13 (t)	Lição 13 (Comparativos e Superlativos)
14 (m)	Lição 13 (Imperativos)
14 (t)	Lição 14 (Datas, Tudo vs. Todo, Doer)
15 (m)	Lição 15 (Presente do Subjuntivo: formas e usos)
15 (t)	Filme/Cultura
16 (m)	Lição 15 (Presente do Subjuntivo: Usos)
16 (t)	Lição 15 (Presente do Subjuntivo vs. Presente do Indicativo) – Relatórios
17 (m/t)	Asynchronous Review/Study Day (Prova I)

Second Week

July 20 - 24

Date / Session	Topic
20 (m)	Lição 16 (Partes da casa, Particípio)
20 (t)	Lição 16 (Voz passiva)
21 (m)	Lição 16 (Exclamações e Advérbios) + Lição 17 (Haver)
21 (t)	Lição 17 (Expressões de tempo com Fazer e Haver)
22 (m)	Lição 18 (Por vs. Para; Expressões idiomáticas com Fazer)
22 (t)	Filme/Cultura
23 (m)	Lição 19 (Pretérito mais-que-perfeito; Usos de Mesmo)
23 (t)	Lição 19 (Usos de Ficar, Modos de viagem) / Relatórios: A minha casa

24 (m/t)	Revisão/ Prova II/ 11:00 am Language Practice Tables
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Third Week

July 27 -31

Date / Session	Topic
27 (m)	Lição 20 (Subjuntivo e frases adjetivas)
27 (t)	Lição 20 (Quem... dera) + Cultura
28 (m)	Lição 21 (Futuro do Subjuntivo)
28 (t)	Lição 21 (Futuro do subjuntivo vs. Futuro do indicativo)
29 (m)	Lição 22 (Passado do subjuntivo)
29 (t)	Filme + Cultura: “Vó, a senhora é lésbica?” (Polesso, 2015)
30 (m)	Lição 22 (Frases com “se”)
30 (t)	Lições 21 e 22 (Revisão do Presente, Futuro e Passado do Subjuntivo). Relatórios: A minha família
31 (t)	Revisão/ Prova III/ 11:00 am Intercultural Learning Session

Fourth Week

August 3 - 7

Date / Session	Topic
3 (m)	Lições 23 e 24 (Talvez, conjectura, frases adverbiais, possibilidade)
3 (t)	Cultura + Apresentações Finais I
4 (m)	Lição 28 (Infinitivo pessoal e impessoal)
4 (t)	Lição 30 (Interrogativos, conjunções relativas)
5 (m)	Lição 26 (Expressões com dar, diminutivos)
5 (t)	Filme/Cultura
6 (m)	Lições 27 e 29 (Presente perfeito, presente perfeito do subjuntivo, verbos irregulares)
6 (t)	Apresentações Finais II/ Revisão e conclusão do curso
7 (m/t)	8:30 am Final Exams

Co-curricular Program Schedule

Required co-curricular Friday programming is as follows:

Friday, June 19	11:00 am	Global Professionals Panel Sessions
Friday, June 26	11:00 am	Language Practice Tables
Friday, July 3	TBD	WISLI Research Symposium

Friday, July 10	8:30 am	Final Exams
Friday, July 17	–	Asynchronous Review/Study Day
Friday, July 24	11:00 am	Language Practice Tables
Friday, July 31	11:00 am	Intercultural Learning Session
Friday, August 7	8:30 am	Final Exams

Grading

This course is graded based on homework, oral reports, quizzes, exams, attendance (including punctuality), and participation according to the following grade breakdown:

Category	Percentage
Participation, attendance, and engagement	10%
Homework	25%
Quizzes (announced)	25%
Oral production (accent, speaking ability, use of target language, presentations, etc.)	10%
Final Exam	30%

Grade Scale

Score	Grade
92-100	A
89-91	AB
83-88	B
80-82	BC
71-79	C
65-70	D
0-64	F

* Final grades are not curved, nor are there separate grading requirements for graduate students.

* The same grading categories and grade scale apply separately to Portuguese 301 and Portuguese 302.

* Grades are not cumulative. While students are participating in a single eight-week program, they are enrolled in two distinct courses.

WISLI Program Policies

Attendance Policy

Students may miss one class per course without penalty; a second absence may result in a full-grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

Tardiness Policy

Tardiness is defined as arriving more than 5 minutes late to the start of class, as well as the time immediately following scheduled breaks. **Excessive tardiness** is defined as arriving more than 10 minutes late to class. Tardiness in excess of 30 minutes will be considered a half- or full-day absence. In instances of repeated tardiness:

- **Three instances of tardiness** will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.
- **Three instances of excessive tardiness** (arriving more than 10 minutes late but less than 30 minutes late) will be counted as a half-day absence.
- **Repeated tardiness in excess of 30 minutes** will be subject to the WISLI absence policy.
- **Continued tardiness or excessive tardiness** may result in further penalties or dismissal.

WISLI understands that unforeseen circumstances can occur. Please notify the course instructor of any tardiness or absences as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and these tools should be used responsibly and in alignment with UW-Madison expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#).

For this course, students may use online dictionaries, grammar references, and generative AI tools only as learning supports, not as substitutes for their own language production. These tools may be used to review vocabulary, clarify grammar explanations, practice examples, or study independently.

Students may not use generative AI tools, translation software, or automated writing tools to complete, translate, write, rewrite, or substantially revise homework, written assignments, quizzes, tests, exams, oral scripts, discussion posts, compositions, presentations, or any other graded work, unless the instructor gives explicit permission for a specific activity. When permission is given, students must use the tool only in the way described by the instructor.

The work submitted for this course must represent the student's own current ability in Portuguese. Students should not submit Portuguese that was generated, translated, rewritten, or substantially corrected by AI or translation software.

Students who are unsure whether a particular use of technology is allowed should ask the instructor before using it. Misuse of AI, translation software, or automated writing tools may be treated as a violation of academic integrity.

Additional information on UW-Madison policy regarding the use of generative artificial intelligence is available here: <https://conduct.students.wisc.edu/artificial-intelligence/>

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
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