

PRDV 75530 Portuguese for Middle and High School Educators

Spring 2026 – Remote Instruction (Synchronous)

Instructor: Juliana Silva, MA

Class Times: Mondays 6:00 to 8:00 pm

Email: jsilva22@framingham.edu

Office hours: By appointment.

Virtual classroom:

Meeting ID:

This is a two-graduate credit course: One Semester Hour of Graduate Credit = 45 contact hours. Therefore, students enrolled in a two-semester-hour credit graduate course should expect about 90 contact hours of work in total.

Course description

Designed to develop practical Portuguese language skills for middle and high school educators. The course focuses on the specific language needed to address middle and high school students' routines, needs, and situations. The course explores practical approaches and techniques for learning Portuguese for a specific purpose. Through this course, students develop Portuguese cultural competency to interact effectively with students and their families. The material is presented thematically, and the activities used to reinforce language development are hands-on and based on various activities during a typical day at an American middle and high school.

Course objectives

After completing this course, participants can produce language aligned with the daily routine of middle and high school students.

At the end of this course, educators will be able to:

- Use of relevant commands in the classroom in Portuguese
- Produce and understand chunks of Portuguese, allowing them to perform their jobs in the classroom.
- Produce and understand Portuguese vocabulary related to their daily middle and high school routines.
- Ask students and their families relevant questions.
- Apply their understanding of Portuguese in situations regarding the school setting.
- Conduct their professional duties with increased cultural awareness of Lusophone populations.

Course expectations

Portuguese for Educators is a remote and synchronous course. Therefore, it is crucial for students to be somewhat autonomous and organized in their learning process.

- Be present
- Complete all assignments and follow all deadlines.
- Take all exams.
- Attend all Zoom virtual classes
- Participate and engage in activities with the instructor and with classmates.

- Review Canvas constantly and make sure you understand the work you are supposed to do. The instructor is always willing to clarify assignments.
- Maintain contact with the instructor via email in case of any questions, absences, or concerns.
- Schedule office hours in case of questions and/or concerns.

Attendance

Due to the nature of language learning in general, attendance on Zoom is **mandatory**. It is understood that an extenuating circumstance (such as an illness) may occasionally prevent attendance. Students will be allowed a total of **two unexcused absences** during the semester. These days cover illness, weddings, funerals, job interviews, etc. Starting with the **third unexcused** absence, *regardless of the reasons for the first two*, **one percentage point will be subtracted from the final calculated course grade** for every absence. Three instances of late arrivals and early departures (of 15 minutes or greater) from class will also count as an absence. **Be prompt!** The instructor will take attendance at the beginning of class.

This policy will have no exceptions unless the student provides documentation explaining the circumstances for missing classes. Official documented excuses are verifiable: doctor’s notes and bills, hospital bills, religious holidays (with prior notification), and university-sponsored and official athletic excuses. A note not meeting the above-stated requirements is not an official excuse. The instructor reserves the right to verify any excuse, particularly in excessive absence.

Late assignments

The make-up of any non-exam materials (homework, essays, etc.) **will be accepted only with an official excuse and on time, according to the instructor’s discretion. Students cannot take make-up exams without an official excuse.** It is always acceptable to turn in work early if you know you will be absent on a particular day.

Portuguese For Middle and High School Educators (Tentative Schedule/subject to updates)

Class Meetings and Class Dates	Topics & Language Focus	Cultural / Pedagogical Focus	Class Content
Class 1 - 01/19	<i>Introdução ao curso e saudações</i> – Greetings, introductions, classroom phrases.	Understanding classroom culture in Portuguese-speaking countries.	Introduction to the course syllabus. Greetings; Introduce yourself in Portuguese
Class 2 - 01/26	<i>Conhecendo os alunos</i> – Personal information, professions, basic verbs (<i>ser, estar, ter</i>).	Building relationships with students; school hierarchy in Brazil and Portugal.	Getting to know the students
Class 3 - 02/02	<i>Falando sobre a rotina escolar</i> – Daily activities, telling time, days of the week.	Comparing school routines: U.S. vs. Brazil.	Talk about daily schedule and classroom commands
Class 4 - 02/09	<i>Hora do recreio</i> – Vocabulary for recess,	Cultural aspects of school lunch and break times.	Time to go to recess

	food, and leisure; expressions with <i>gostar de</i> .		
Class 5 - 02/16	Revisão: rotina e horário escolar.	Reflection on cultural communication in school environments.	Midterm 1: Role-play – “A day at school.”
Class 6 - 02/23	<i>Atividades depois da escola</i> – Talking about after-school programs, sports, and clubs.	Extracurricular life in Lusophone schools.	After-school activities; vocabulary expansion.
Class 7 - 03/02	<i>Comandos e instruções na sala de aula</i> – Imperatives; giving directions to students.	Classroom management and engagement.	Practice: classroom instructions and commands.
Class 8 - 09/02	<i>O aluno na enfermaria</i> – Health vocabulary; using <i>precisar de</i>	Health and safety communication in school.	Midterm 2: Role-play – “Student at the nurse’s office.”
03/16 – 03/21	Spring Break	Spring Break	Spring Break
Class 9 - 03/23	<i>Como organizar uma excursão</i> – Field trip vocabulary; permission requests.	Planning and communicating about field trips.	How to go on a field trip and Writing a permission slip in Portuguese.
Class 10 - 03/30	<i>Falando com os pais</i> – Formal and informal communication; expressing concerns.	Parent–teacher relationships in Lusophone contexts.	Dialogue: “Conversando com os pais.”
Class 11 - 04/06	<i>Comunicação escolar e feedback positivo</i> – Expressing praise, encouragement, and feedback.	Positive communication with students and families.	Create teacher comments in Portuguese (report card comments).
Class 12 - 04/13	<i>Planejamento de aula e vocabulário da escola</i> – Lesson-related expressions; classroom objects.	Exploring Lusophone education systems	Create a mini lesson plan in Portuguese.
Class 13 - 04/20	<i>Reunião pedagógica e comunicação entre professores</i> – Vocabulary for meetings and collaboration.	Professional communication and teamwork.	Simulate a short staff meeting in Portuguese
Class 14 - 04/27	<i>Avaliação e encerramento do curso</i> and Final projects	Reflection on language use in real contexts and Final projects	Final reflection and discussion: <i>How will I use Portuguese in my school?</i> Final projects

Students will have access to lessons on Canvas, which will be uploaded periodically as we progress through them. There will not be a textbook for the course.

Course requirements

Classroom practice: students will actively participate in class by doing role-plays with their colleagues in practically every class. Be ready to participate.

Students will record videos individually to show the targeted language for every lesson and post them on Canvas. Taking the time to prepare the videos effectively is the key to success in the course. Students are expected to work 3 hours per week outside of class to master the content of the videos.

The two midterms consist of a pair assignment in which students show they can use the language to perform 2 topics in their daily routine at Pre-K. One student plays the student, and the other plays the instructor. Then, the roles are reversed. They will record videos of their responses.

The final project will be a complete in-class performance of their middle and high school routine in Portuguese, in which the instructor will play the middle/high school student and the student the middle/high school teacher. This will be during the last two class meetings of the semester.

Grading Criteria	Percentages
Participation	10%
Homework	20%
Midterm 1	20%
Midterm 2	20%
Final Project	30%

Framingham State grading scale

Letter Grade	Points
A	100-95
A-	94-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	73-70
F	69-0

GRADING CRITERIA FOR HOMEWORK ASSIGNMENTS, MIDTERMS, AND THE FINAL EXAM

COMPLETION OF THE TASK		
Completed the task with little or no problem. Completely comprehensible. No help needed. Maintained a very active attitude during the whole assignment.	14	13
Completed the task satisfactorily. Would be understood by a sympathetic interlocutor. Needed some vocabulary and information to complete the task. Somewhat active.	12	11
Completed the task with some difficulty. Would be able to make him/herself understood by a very sympathetic interlocutor accustomed to interacting with non-native speakers. Needed many vocabulary words and help from the interlocutor and/or instructor to communicate their own ideas. Somewhat passive during the task	10	9
Had problems completing the task. I would probably not have succeeded if my partner were not an English speaker in an exam situation. Needed a lot of help from the interlocutor and/or instructor. Passive attitude.	8	
CONVERSATION DYNAMICS		
Connected ideas. Obviously comfortable speaking Portuguese. Natural turn-taking.	12	11
Choppy sequence. Reticent, and slightly longer pauses in turn-taking.	10	9
Disjointed sequence. The listener had to make a lot of effort to understand.	8	7
Short answers with no sequence. The conversation was more dependent on the help of the listener than on the speaker.	6	
CLARITY OF MESSAGE and VOCABULARY USED		
Ideas are completely clear, well-developed, to the point, and communicated logically. Used vocabulary needed for task effectively with no errors and was able to create meaning with it. Maintained Portuguese throughout the conversation.	12	11
Ideas mostly clear, developed and to the point, and mostly showed mastery of vocabulary needed for task with some errors. However, at times the conversation lacked logical sequence and/or speaker struggled for needed vocabulary.	10	9
Little development or ordering of ideas is apparent; speaker had difficulty and made errors with vocabulary needed for task.	8	7
Ideas confusing, not well-stated, and/or poorly communicated. Frequent errors with vocabulary needed for task and/or vocabulary was inadequate to the task. Communication broke down; speaker lapsed into English very often.	6	
GRAMMAR		
Showed mastery of the grammar needed for task completion. Very few errors overall (i.e., subject-verb agreement, noun-adjective agreement, use of ser/estar, etc.). Appropriate use of register (i.e., appropriate level of formality, etc.).	12	11
Showed limited mastery of the grammar needed for task completion. Some agreement errors were evident, but these generally did not interfere with the communication of the message. Mostly appropriate use of register.	10	9

Demonstrated little mastery of the grammar needed for task completion. Numerous agreement errors, including errors that interfered with the communication of the message. Inappropriate use of register.	8	7
No mastery of the grammar is needed for task completion. Errors constantly interfered with the communication of the message. Apparent unawareness of appropriate register.	6	

My commitment to cultivate an antiracist classroom

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historical practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.

Diversity of voices and minds strengthens our ability to solve problems and ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone’s potential.

FSU notice of non-discrimination and diversity

Framingham State University is committed to a non-discrimination policy, equal opportunity, diversity, and affirmative action. The University provides educational, working, and living environments that value the diverse backgrounds of all people. Furthermore, the Massachusetts Civil Rights Act ("MCRA," M.G.L. c. 12, §§ 11H, 11I, 11J) protects the rights of all residents and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The MCRA protects the right to attend school, live peacefully, and enjoy other basic rights.

Academic honesty policy

Students are responsible for reading and understanding the academic honesty policy. Examples of academic dishonesty include but are not limited to, plagiarism, cheating, and aiding and abetting dishonesty. An example of plagiarism would be to submit a written sample, which in part or whole is not entirely the student's work without attributing the source. Cheating includes allowing another person to do your work, such as a composition or workbook, and to submit the job under one's name. Any work submitted for a grade **MUST** be the student's work. If it turns out you are solely using translation software for any assignment, you will be penalized 50% (You will only receive credit for the content presented, not the language used). If you are unsure what is appropriate when completing an assignment, seek help and talk to me. More information is here: [University Academic Policies \(framingham.edu\)](http://UniversityAcademicPolicies(framingham.edu).

Special needs/accommodations

Sometimes, students need support for courses, such as clarification on a topic, assistance with writing, or study skills. The Center for Academic Success and Achievement (CASA) is designed to provide you with that help. Peer tutoring, academic tutoring, and life coaching are all available there. Framingham State University offers equal opportunities to all qualified students, including those with disabilities. The University

is committed to making reasonable accommodations as necessary to ensure that its programs and activities do not discriminate or have the effect of discriminating based on a disability. For further information or to register for services, please visit the website at <https://www.framingham.edu/academics/center-for-academic-success-andadvising/> or contact LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu. If you need accommodations for this course, please present your documentation confirmation to me by the second week of the semester so that I may know how to accommodate you early.

Whittemore Library

Whittemore Library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full text. All databases accessed from off-campus require you to log in before being able to search. Follow these simple directions: Go to <http://www.framingham.edu/wlibrary>