

# LANG 355: Language Travel Course: Azores

Spring 2020

Global Languages & Literatures Department

<b>Professor and Travel Leader</b>	Dr. Fernanda Ferreira
<b>Required Texts</b>	<ul style="list-style-type: none"><li>• <i>In Pursuit of their Dreams: a history of Azorean immigration in the United States</i> (Williams 2007) – on reserve at Maxwell Library.</li><li>• <i>Speak with Courage: 50+ insider strategies for presenting with confidence</i> (McDermott 2014) – on reserve at Maxwell Library.</li><li>• Handouts provided by the professor.</li></ul>
<b>Office Location</b>	Tillinghast Hall 332
<b>Pre &amp; Post - Travel Meetings</b>	Mondays or Thursdays (TBA)
<b>Office Hours</b>	Mondays, 2:00 - 3:00 PM (GLBTA Pride Center RCC 109) Wednesdays, 2:00 - 3:00 PM (Tillinghast Hall 332) And by appointment
<b>Office Phone</b>	(508) 531 2298
<b>Email</b>	<a href="mailto:fferreira@bridgew.edu">fferreira@bridgew.edu</a> ; I will respond in 1-2 business days. This is the best way to contact me.

<b>Course Description</b>	<p>This is an embedded travel, <u>Spring Semester course</u>, which incorporates an overseas trip during Spring Break, March 6 – 13, 2020. The group will stay at affordable hotels in the island of São Miguel. They will attend culture and literature classes at the University of the Azores. While there, the group will be fully immersed in the language and culture of the autonomous region, taking tours to historic sites and having focused instruction on language and culture. Some of the activities for the course include sharing traditional Azorean food, a visit to the local outdoor market, a workshop at the ceramics factory and a visit to a volcanic site. Students will be able to interact with local Azoreans in these locales. Students are expected to engage in daily conversations, either with</p>
---------------------------	--

	<p>Azoreans or during the campus lectures provided by Dr. Fernanda Ferreira and guest speakers from the University of the Azores. Dr. Ferreira will guide students as they engage in the understanding of language and culture in the Azores. Students are also going to be able relate to the Azorean community that continue to maintain their linguistic and cultural values here in New England.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will be able to experience the cultural manifestations of life in the Azores, such as local cuisine, main street market, and tea and pineapple plantations.</li> <li>• Students will be able to engage in daily speaking activities and complete self-reflective entries, in response to continuous feedback from the instructor.</li> <li>• Students will be able to interact with locals at a basic linguistic level, especially at the local restaurants and markets.</li> <li>• Students will be able to identify issues that they would like to focus on for their final reflection paper and oral presentation.</li> <li>• Students will be able to show that they reflected on the topics discussed by completing an oral presentation in a formal setting, with guidance from the instructor.</li> </ul>
<b>Course Assignments</b>	<ul style="list-style-type: none"> <li>• READINGS. Students will be required to complete selected readings before the trip to gain familiarity with Azorean language and culture.</li> <li>• PRE-TRAVEL MEETINGS. Since this is a spring semester course, students will have two face-to-face meetings before travel where they will go over the reading assignments and plans for the trip. At least one face-to-face meeting will happen after trip. Students are encouraged to visit the surrounding Portuguese community.</li> <li>• FLIPGRID. Students will record at least five reflections (before, during and after travel) regarding the travel course. After sharing those reflections on Flipgrid, they will also comment on their classmates' posts in order to practice their speaking skills.</li> <li>• BLACKBOARD. Information posted online will be an essential component of the course. The reading material and will serve as an important foundation for their experiences in the Azores.</li> <li>• ORAL PRESENTATION. After returning from the trip abroad, students will meet with instructor for engaged classroom discussions and will complete a short presentation on a topic of their choice, with guidance from the instructor.</li> </ul>

<b>Course Grade</b>	Attendance and Participation, 50% Final Reflection Paper, 15% Oral Presentation, 15% Flipgrid and Peer Discussions, 30%
<b>Estimate of Expenses</b>	<ul style="list-style-type: none"> <li>• Airfare Boston-Azores: \$ 1100 (round trip)</li> <li>• Field Trips to Lake Fogo, Sete Cidades and Furnas: \$ 350</li> <li>• Accommodations- Hotel (breakfast included, double occupancy), 80/night, \$ total, 700</li> <li>• Food-(cash) \$500</li> <li>• Events/Activities-(cash) \$ 200 for various trips</li> <li>• Ground Transportation \$300 (vans or taxis)</li> <li>• Total Estimated Expense: <b>3,150</b></li> </ul>

### ***Final Reflection Paper and Oral Presentation***

Once the trip and the class meetings are completed, students will write a final reflective paper about an aspect of Azorean culture and identity that they have explored. This paper should be based on their self-assessment and travel experiences, and have a particularly comparative focus. Topics can be varied, but the approach that students take should be focused. Some themes that students may explore are the concepts of nationalism and identity as they relate to Azorean economy, politics, music, language or culture. Based on their reflections, they will do a presentation on the topic in order to develop their speaking skills. The instructor will provide guidance on presentation styles and rubrics for this assignment.

Students are encouraged to develop themes of transnational identity, immigration, language loss and cultural maintenance. They should be able to describe what it means to be an Azorean or Portuguese American, and to what degree they maintain their cultural identity. Students are encouraged to explore the issues that Azoreans are mostly preoccupied with, as they experience loss of linguistic and cultural norms when they immigrate to the United States. They should be able to relate to the site visits to local communities in New England. Students will explore the general influence of their chosen topic associated with language, culture and how they might influence future generations.

### ***Fluency in Portuguese***

Students are not required to be fluent in Portuguese, but they are expected to have taken at least one semester, or the equivalent of **LAPO 101**. Students will attend culture classes in English at the University of the Azores, taught by Dr. Ferreira and assisted by peers at that institution. This fundamental linguistic knowledge will help students meet their basic needs and help to enhance their overall experience. Students are highly encouraged to utilize some type of language-learning software to gain more fluency and familiarity with the vocabulary.

## ***Undergraduate Research Symposium and ATP International Research Grants***

Students are strongly encouraged to present the results of their research in the Azores to fellow BSU students and faculty members at the Undergraduate Research Symposium held in the spring semester. Those students who are interested in conducting research on a larger-scale can receive financial support from the BSU Office of Undergraduate Research in the form of a grant from the Adrian Tinsley Program and will be mentored by BSU faculty during the process. See the OUR website for more information.

### ***Tentative Schedule***

#### ***Pre-travel Campus Meeting 1***

Introduction to the course, language assessment, review of literature, introduction to Flipgrid and Blackboard assignments.

#### ***Pre-travel Campus Meeting 2***

Lecture and discussion based on readings. Topics include sociolinguistic and immigrant communities, language loss versus language maintenance, fishing industry and others. It is very important for students to determine the topics that they would like to concentrate on before the overseas travel.

#### **OVERSEAS TRIP – Spring Break, March 6 – 13, 2020.**

Day 1 – Travel by plane from Boston-Ponta Delgada (Azores)

Day 2 – Visit the University of the Azores, meet with representatives. Portuguese language & culture lesson

Day 3 – Morning lecture, afternoon **Mercado da Graça** walking tour, language practice.

Day 4 – Day trip to **Lake Fogo** and the town of **Rivera Grande**.

Day 5 – Morning lecture at the University of the Azores, afternoon free.

Day 6 – Visit to **Sete Cidades & Lagoa de Fogo**

Day 7 – Morning lecture at the University of the Azores, afternoon free

Day 8 – Visit to **Furnas** – Eat meal prepared in volcanic soil

Day 9 – Departure –Travel Ponta Delgada - Boston

#### ***Post-travel Campus Meeting 3***

*Focused analyses of overseas travel and sharing of reflections with entire class.*

#### ***Post-travel Campus Meeting 4***

*Final Presentations and tentative visit to New Bedford location.*

## ***COURSE POLICIES***

**E-mail:** Be sure to activate and use your BSU email account for this class. You are responsible for any and all email communications sent by the professor to your BSU e-mail account per the University's [E-mail as an Official Means of Communication to Students](#) policy: "The University provides a BSU user account and e-mail address to all matriculated BSU students and uses e-mail as an official means of sending information to students."

**Blackboard:** This syllabus and all other course materials are available on the Blackboard site. Check it regularly for announcements and additional useful information. The URL for Blackboard at BSU is <http://blackboard.bridgew.edu>.

**Makeups:** There are *no extra credit assignments or makeups allowed*, with the exception of critical emergency circumstances (i.e. student has been hospitalized) with documented proof. If an emergency should occur, please contact the professor immediately by email ([fferreira@bridgew.edu](mailto:fferreira@bridgew.edu)) or voicemail (508-531-2298) and explain the nature of the emergency. Decisions will be made on a case-by-case basis.

**Late Homework Assignments:** *It is your responsibility to turn in your assignment on time without being reminded.* All assignments are due on the due date stated in the weekly schedule, unless otherwise specified. Any assignment submitted after that time will receive a penalty of 10% per week, but the total penalty will not exceed 50% of the points available for the assignment.

**Accommodations for Students with Disabilities:** Bridgewater State University is committed to ensuring equal academic opportunities and inclusion for students. In accordance with BSU policy, the professor is available to discuss appropriate accommodations that you may require as a student with a disability. Requests for accommodations should be made during the drop/add period so that proper arrangements can be made. Students should register with the Disability Resources/ADA Compliance Office in the Maxwell Library Academic Achievement Center (508-531-1214) for disability verification and determination of reasonable academic accommodations.

### **Academic Integrity Policy:**

Each student in this course is expected to abide by the Bridgewater State University's [Academic Integrity and Classroom Conduct](#) Policy. Any work submitted by a student in this course for academic credit will be the student's own work.

At Bridgewater State University, academic honesty is expected of all students; plagiarism and cheating are not condoned and are subject to academic penalty, which may result in a failure for the course in which the violation took place. A violation may result in a reduced grade, suspension, or dismissal from the university. Academic misconduct includes, but is not limited to, plagiarism, cheating, and dishonest practices.

The Department of Global Languages and Literatures defines plagiarism in written assignments as submitting work that contains another author's words and/or ideas without proper acknowledgment (i.e. specific and complete bibliographic references for all direct quotes and paraphrased statements derived from outside sources). Studying with fellow students may help you to understand the assignments, but all written work is to be yours and yours alone. Work copied from another student is a form of plagiarism. Students who hand in written work containing plagiarized material will be penalized by receiving a failing grade (zero points) for the assignment.

### **Student Resources**

<i><u>Blackboard</u></i>	<a href="http://blackboard.bridgew.edu">http://blackboard.bridgew.edu</a>
<i>IT Home Page</i>	<a href="http://it.bridgew.edu">http://it.bridgew.edu</a>
<i>Tutoring Central</i>	<a href="https://my.bridgew.edu/departments/TutoringCentral/SitePages/Home.aspx">https://my.bridgew.edu/departments/TutoringCentral/SitePages/Home.aspx</a>
<i>Counseling Center</i>	<a href="https://my.bridgew.edu/departments/CounselingCenter/SitePages/Home.aspx">https://my.bridgew.edu/departments/CounselingCenter/SitePages/Home.aspx</a>
<i>Sexual Misconduct and Relationship Violence</i>	<a href="https://my.bridgew.edu/departments/affirmativeaction/SitePages/Sexual%20Misconduct%20and%20Relationship%20Violence.aspx">https://my.bridgew.edu/departments/affirmativeaction/SitePages/Sexual%20Misconduct%20and%20Relationship%20Violence.aspx</a>

### ***Background on Course Instructor and Travel Leader***



**Dr. Fernanda Ferreira** is a native speaker of Portuguese and has lived in New England for the past 17 years. Her area of expertise is Portuguese and heritage language learner education. She is particularly interested in the maintenance of Portuguese in the region and the connections between first, second and third generation Portuguese speakers. In the cultural events planned for this Travel Course, she intends to offer students a sociolinguistic view of some of the cultural experiences and teach basic Portuguese to the participants. One of the goals of the tour is to explore how culture and traditions help maintain the ancestral language in the surrounding Portuguese communities.