

Citizenship Project Proposal
Name
Spanish and Portuguese

Collaboration is essential to professional academic work and is something I both enjoy and strive to incorporate in my teaching, service, and research. There are several citizenship-related goals and projects that I would like to finish by February of 2018.

The biggest project I intend to undertake is also the most rewarding. In the Fall Semester of 2017, I will be working in collaboration with a colleague of mine to coordinate the teaching of an introduction to literature course. We have already started to plan and create a packet for this class and intend to develop and share teaching materials and methods throughout the semester. We will meet regularly to discuss how to improve the course. This will allow us to learn from one another as well as collaboratively resolve any issues that might arise.

Additionally, I intend to continue my weekly meeting with the members of my writing group. We share drafts of our work with one another and provide feedback throughout the writing process. Not only does this meeting help improve my writing skills, it also makes me a better editor and forces me to read with a more critical eye. What is more, it introduces me to new ideas and texts of which I would otherwise would not be aware.

Another activity I intend to continue as my schedule permits is attending weekly fitness activities with some of my colleagues. This builds camaraderie and collegiality while providing a brief respite from daily stresses.

Finally, I have plans to work on a collaborative academic project. This will involve a colleague in my department as well as one at Miami University of Ohio as we write an article centered on the use of theater as pedagogical tool based on our combined experience over the years. This project will not only strengthen my relationships with colleagues in my field, but will also contribute to the larger fields of literature and pedagogy.

These activities will enhance my teaching, scholarship, and citizenship while building important relationships with colleagues both at BYU and elsewhere.

Course Development Project Grant Proposal
Name
Spanish and Portuguese

In Fall 2017, I will be teaching a civilization and culture class focused on Portugal (Portuguese 346R). I am planning on having four food workshop days throughout the semester where the students and I explore a food that is representative of that country and actually make that food together in the Foreign Language Activity Center. Our first endeavor will be *pasteis de nata* (also known as *pasteis de Belém*), one of the most iconic and beloved foods produced in Portugal. The most famous of these pastries has been made continuously in a restaurant near Lisbon using a recipe unchanged since 1837. This is the direct result of the political revolution of 1820, which led to radical social change, including the closing of convents and monasteries in 1834. The production of the *pasteis*, once carried out by members of religious orders, became widely commercialized and profitable. Today, tourists and Portuguese nationals alike enjoy this sweet dish.

I am applying for the Course Development Project Grant in order to cover the cost of ingredients and materials for these activities. Participation in these events will greatly enhance not only the students' experience in the class, but also their understanding of the culinary aspects of Portuguese culture and how they relate to Portuguese history and national identity, as well. Food is one of the most important elements of any culture and is often our first interaction with another culture. I believe that by studying Portuguese food, its ingredients, and its origins, the student will be better able to understand and appreciate Portugal and its cultural offerings. Thank you for your consideration.

Course Development Project
Name
Spanish and Portuguese

Portuguese 339: Introduction to Portuguese and Brazilian Literature

The purpose of this course is to help undergraduate students develop compassion and critical thinking by exposing them to the literature of the Lusophone world as a way of helping them become “students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives,” as stated in the mission statement of the College of Humanities.

The culminating assessment for this course will be a final exam with an essay component. This exam will test the students’ knowledge of literary genres, terms, and interpretation.

As determined by the Department of Spanish and Portuguese, the learning outcomes of this course are as follows: describe literary genres; apply tools of literary interpretation; and write about literature. We will achieve these outcomes through reading, writing about, and discussing literary works (including poetry, prose, and theater) in Portuguese.

Throughout the semester, students will complete a variety of assignments designed to help them meet these course objectives. These include homework (readings, worksheets, etc.), creative assignments (poetry readings, theater performance, etc.), a reading journal, literary analysis essays, and participation in partner, group, and class discussion.

Some of this material, such as the reading journal and the literary analysis essays, will be submitted through Learning Suite. Other assignments, such as the poetry reading and the theatrical performance, will be done in class. In order to evaluate these assignments, I will employ rubrics available to the students ahead of time. I will also ask the students to complete a mid-semester evaluation in order to improve the course, as well as create a measurement by which to assess my teaching.

Faculty Development Plan (2017)
Name
Department of Spanish and Portuguese

1. Self-assessment

1.1 Strengths, Skills, Competencies

I am extremely grateful for my position here at BYU and desire to use my strengths and skills to help further the mission of the university and support its aims of providing an educational experience that is intellectual enlarging, spiritually strengthening, character building, and that leads to lifelong learning and service. I believe that BYU has a unique mission to fulfill and I am humbled by the opportunity to be a part of that mission. I intend to rise to meet the challenge.

While earning my BA and MA at BYU as well as during my PhD program at Vanderbilt University, I participated in many play productions designed to promote early modern Iberian literature as well as explore theater from a production standpoint, something that rarely, if ever, occurs in the literature classroom. My unique training and background in theater production as well as my academic experience will allow me to create a rich classroom experience for my students. I love teaching and am dedicated to help my students learn and succeed, both in and out of the classroom. What is more, I can teach classes in both Spanish and Portuguese, as needed.

I also aim to produce important scholarship that make a significant contribution to my field of study and that brings to light previously unknown texts. I have conducted research in both Spain and Portugal and presented my findings both at conferences and through my publications. I believe that through my insights and hard work, I can help expand the literary canon of this time period by bringing unknown texts to the forefront through my scholarship.

Finally, I am very collegial and greatly enjoy working with my colleagues in order to support my department and college, particularly as I participate in the Curriculum and Assessment Committee. Before coming to BYU, I served on many committees at the department, college, and university level, and through these experiences, I found that I very much appreciate contributing to the overall success of the institution. I believe that my collegiality, my dedication to teaching and to my students, and my commitment to scholarship makes me a valuable addition to the department.

1.2 Interests, Opportunities

I am very interested in researching early modern Iberian religious texts that reveal how women of that time period simultaneously promoted their religious beliefs and affirmed the necessity of their position as female religious within the Church. I aim to integrate my research into my teaching as a way of exposing my students to unfamiliar texts as well as promote faith and show how secular and religious learning complement one another.

I have already had several important opportunities arise at BYU. I am currently an affiliate of Women's Studies, which brings me into contact with other colleagues interesting in issues particular to women. I am also the recipient of the Women's Research Initiative Grant, which I will use this summer to conduct research in both Spain and Portugal. This will not only provide me with material for future publications, but will also allow me to gather materials that I will employ in my classroom.

during the fall semester of this year. I have also been able to present at two important conferences in and present my research to other scholars in my field.

Additionally, I have been able to take advantage of the programs offered through the Center for Teaching and Learning, including workshops on course development and classroom observation through the SCOT program. These have greatly informed and changed my teaching for the better as I adjust to a new student population and teaching in a new language.

1.3 Areas to Develop

While teaching at my last institution, my heavy teaching and service load kept me from researching and publishing in the way that I intended to. There were also limited funds available for research and travel and the library collection and services were equally insufficient. On the contrary, BYU has offered me generous funding for research, an amazing library collection and services, and the support of my colleagues in the form of writing groups. These resources have completely changed my ability to publish. Since I have been at BYU, I have published one article, am currently revising another for resubmission, and will submit a third in June. I intend to continue to expand my research agenda as well as improve my ability to do quality research.

I also aim to improve my teaching. Switching languages and texts after four years in the profession has been challenging, but I know that I have improved over the course of two semesters and that I will continue to improve with each course that I teach. I plan on refining my course designs so that the course work and materials are both challenging and enlightening. Thankfully, my colleagues are excellent instructors and I am continually learning from, adopting, and adapting their methods to meet the needs of my students.

2. Professional Goals

2.1 Scholarship

Goals	Plans
Publish at least one article in a top tier journal per year	<ul style="list-style-type: none"> • Always have at least one project in one of the publishing steps (writing, revising, sent out for review) • Continue to actively participate in a weekly writing group • Schedule daily writing time • Actively read and explore articles and literary texts
Attend at least two conferences per year	<ul style="list-style-type: none"> • Identify the top conferences in my field • Consistently look for new projects • Submit often
Compile an edition of S3ror Maria do C3eu's <i>Aves Ilustradas</i>	<ul style="list-style-type: none"> • Begin compiling data during my research trip to Portugal • Work weekly on the edition • Consult with colleagues about the edition

Become known and respected in my field	<ul style="list-style-type: none"> • Continue my work as assistant editor of the <i>E-Journal of Portuguese History</i> • Present and network at conferences • Publish in top journals
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2.2 Teaching

Goals	Plans
Teach courses that are spiritually strengthening and intellectually enlarging	<ul style="list-style-type: none"> • Always invite the Spirit into my classroom through prayer and thoughtful discussion • Pray for my students and for help with my classes • Invite the Spirit into my life through daily scripture study and prayer • Challenge students with thought-provoking and meaningful assignments • Let my students know who I am and that I care about them
Employ a variety of teaching methods in order to create a student-centered learning environment	<ul style="list-style-type: none"> • Combine lecture, partner and group discussion, student presentations, projects, and in-class writing to foster a stimulating learning environment focused on my particular students
Develop strong course design	<ul style="list-style-type: none"> • Better integrate scaffolded writing into my syllabi • Be more explicit about why I ask students to complete certain assignments • Continue to work with the Center for Teaching and Learning and my teaching liaison to design courses optimized for student learning
Continually improve as an instructor	<ul style="list-style-type: none"> • Continue to work with the Center for Teaching and Learning and my teaching liaison to interpret student and peer feedback in order to make positive changes in the way I teach

2.3 Citizenship

Goals	Plans
Play an active role in the department and in the college	<ul style="list-style-type: none"> • Attend and participate in all department meeting • Voice my opinion and offer help when needed • Work closely with colleagues in sponsoring events, speakers, etc.
Mentor undergraduate and graduate students	<ul style="list-style-type: none"> • Be available during office hours and for appointments • Invite students to meet with me individually • Encourage promising students to major/minor in our department and/or continue on for graduate studies

	<ul style="list-style-type: none"> • Speak candidly and encouragingly with female students interested in balancing career and family • Serve on MA thesis committees
Promote collegiality in the department and in the college	<ul style="list-style-type: none"> • Interact kindly and frequently with my colleagues • Express my appreciation for my colleagues • Expand my interactions to colleagues in other departments through social gatherings, college events, and collaboration

3. Resources Needed

The following are resources necessary to accomplish my goals:

- Annual funding to travel to and present at conferences
- Funding to travel abroad to do archival research
- Support from colleagues for research, including writing groups
- Support from the Center for Teaching and Learning to improve my courses
- Careful course scheduling that allows me to maximize my time and resources

4. Activities and Accomplishments

Scholarship

- Published one article
- A second article tentatively accepted after revision
- A third article to be submitted in June
- Presented research at two international conferences

Teaching

- Course evaluations were either above average or on par with my department and college
- Developed all new course design and materials for Port 345 and Port 451

Service

- Assistant editor for the E-Journal of Portuguese History and the Spanish and Portuguese Review
- Member of an MA thesis committee
- Member of the department's Curriculum and Assessment Committee
- Affiliate of Women's Studies

Scholarship Strategies Project Proposal
Name
Spanish and Portuguese

1. Organizing Framework

I also aim to produce important scholarship that make a significant contribution to my field of study and that brings to light previously unknown texts. I have conducted research in both Spain and Portugal and presented my findings both at conferences and through my publications. I believe that through my insights and hard work, I can help expand the literary canon of this time period by bringing unknown texts to the forefront through my scholarship.

I am very interested in researching early modern Iberian religious texts that reveal how women of that time period simultaneously promoted their religious beliefs and affirmed the necessity of their position as female religious within the Church. I have worked principally with drama and am now expanding into prose, as well. I aim to integrate my research into my teaching as a way of exposing my students to unfamiliar texts as well as promote faith and show how secular and religious learning complement one another.

2. Scholarly goals

This summer, I will complete my research trip to archives and libraries in Spain and Portugal. During this trip, I will obtain photocopies of the original publication of S oror Maria do C eu's *Aves ilustradas* (*Learned Birds*) [1734]. This collection of stories was well-known during the author's lifetime but has been understudied in recent research and is currently unavailable for use by students in university classrooms. The archives I will visit hold not only other printed texts and manuscripts by S oror Maria, including her *Obras v arias e admir veis* (1735), but also texts and manuscripts about convent life in the Iberian Peninsula. I will also research the latest scholarship about Early Modern Portuguese women writers and convents in both Spain and Portugal to help contextualize my work. Access to these works will provide me with necessary background information for the introduction to my edition.

While abroad, I will transcribe the stories, and begin to study and annotate them. This trip will provide me with material needed to prepare an article and an edition of *Aves ilustradas*. By February 2018, I will have finished the article and will be working on the edition. I plan to send the article out by the beginning of Winter Semester. I will also work on identifying a possible academic press to which I can send the edition.

3. Strategies

In order to accomplish these goals, I will continue to engage in best writing practices learned during the Publish and Flourish writing seminar I attended during Winter Semester. These include writing every day, writing during all stages of a project, and sharing early drafts of my work with a writing group. I also plan to introduce new practices to my research process. I will set regular time aside to read in new areas and subjects as well as keep current on related research in my field. In this way, I intend to always have a project in each of the stage of production (writing, revising, sent out for review).

4. Evaluation

As a way of evaluating my use of these strategies and their effectiveness, I plan to keep a weekly writing log as I did while participating in the Publish and Flourish program. I will also continue my weekly meeting with the members of my writing group. I believe that the best evaluation of the use of these strategies will be the production of an article on and an edition of *Aves illustradas*.

PORT 339 - Intro to Port + Brazilian Lit

Fall 2017

Section 002: 1115 JKB on M W F from 9:00 am - 9:50 am

Instructor/TA Info

Instructor Information

Name: Name

Office Location: 3161 JFSB

Office Phone: 422-1759

Office Hours: Mon, Wed 12:00pm-1:00pm

Or By Appointment

Email: Name@byu.edu

Course Information

Description


Portuguese 339: Introduction to Portuguese and Brazilian Literary Studies

Esta disciplina propõe introduzir o aluno aos estudos literários e à literatura de língua portuguesa de Portugal, do Brasil e dos países africanos lusófonos. Devido à riqueza desta vasta tradição literária, propomos apresentar aqui uma introdução à análise de textos literários em português com sua terminologia e principais abordagens formais e teóricas. A disciplina é organizada em torno de quatro gêneros: a narrativa curta (o conto e a crônica), a poesia, o teatro e o cinema.

Ao longo do semestre praticaremos uma leitura de investigação que revelará várias dimensões da identidade (psicológica, cultural e nacional) dos personagens, dos escritores e de nós como leitores. Em certo sentido, podemos dizer que o objetivo da nossa leitura somos nós.

Três perguntas são fundamentais para esta disciplina: Quem sou eu? Por que estou aqui? Como devo viver? É uma disciplina de “literatura aplicada”.

Materials

Item	Price (new)	Price (used)
 <u>O PAGADOR DE PROMESSAS</u> - <i>Required</i> by GOMES, D	24.00	

Study Habits

Os alunos mais bem sucedidos nesta disciplina fazem o seguinte:

- Lêem o material para cada aula **DUAS** vezes **antes** do início da aula
- Desenvolvem o hábito de escrever um pouquinho cada dia (quer dizer, não procrastinam)
- Têm curiosidade para aprender

Learning Outcomes

Describe literary genres

Describe and analyze the most salient elements of key literary genres including poetry, prose, and theater.

Apply tools of literary interpretation

Apply fundamental tools of literary interpretation through reading, writing, and the discussion of a balanced selection of works from the Portuguese-speaking world.

Write about literature

Write in Portuguese about literature with a reasonable degree of grammatical correctness and fluency.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Prazos. Os trabalhos escritos devem ser entregues antes do início da aula na data indicada no programa do curso. **Trabalhos entregues fora de prazo não serão aceitos.** Se se encontrar numa circunstância difícil, por favor, entre em contato comigo para falar sobre a possibilidade de prolongar o prazo de entrega. Extensões não serão dadas depois—desculpas, justificativas, e pedidos emocionais raramente convencem.

Classroom Procedures

“Provinhas”. Durante o semestre teremos algumas provinhas (número não determinado) visando revisar o material da semana.

Comida, laptops e celulares. Por favor, não envie mensagens de texto, “tweets,” “facebook,” etc., durante a aula a não ser que seja exigido pelo professor. Também, por favor, não coma durante a aula. Ao longo do semestre, em várias ocasiões faremos uso de seu laptop durante a aula—porém, a presença do laptop deve facilitar a aprendizagem e não é para ficar a par dos resultados dos jogos no ESPN.

Trabalhos escritos. Os trabalhos deverão ser entregues via Learning Suite. O plágio não será tolerado.

Exames. Teremos um exame intermediário no meio do semestre e um exame final no fim do semestre no horário indicado pela universidade. O exame final acontecerá na sala de aula.

Por fim, quero que todos aprendam e saiam bem neste curso. Se em qualquer momento problemas acadêmicos, financeiros, pessoais ou familiares ameaçam seu sucesso, por favor, entre em contato comigo. Seja qual for a circunstância, não desapareça. Eu entendo a trauma causada por pernas quebradas, corações quebrados, necessidades educacionais especiais, depressão, ou doença na família e até a morte. Por favor, mantenha contato comigo para que, se acontecer algo, possamos fazer o que for necessário enquanto temos tempo.

Participation Policy

Participação. A participação é essencial tanto para o sucesso do aluno quanto para o sucesso do curso em si. Responda aos comentários de seus colegas com respeito, educação e bondade. Venha para a aula tendo lido, dormido e se alimentado bem.

Attendance Policy

Presença. A sua presença é obrigatória e a falta de presença terá um efeito negativo na sua nota final. Por favor, seja pontual e não saia no meio da aula a não ser que for absolutamente necessário. Chegando atrasado é uma forma de faltar aula. É importante estar na aula, preparado para começar na hora, e deve ficar até o final da hora. Serão permitidas até **quatro** (4) ausências durante o semestre sem que a sua nota seja prejudicada. Cada ausência além de quatro reduzirá sua nota final por uma meia nota (e.g., "B" a "B-"). Todo dia haverá uma lista de presença—por favor, assine esta lista quando entra na sala.

Schedule

Date	Assunto	Leitura	Tarefa
Week 1			
W Sep 06 Wednesday	Apresentação do programa		
F Sep 08 Friday	Introdução às artes liberais	Interpretation is many things de David Paxman e Diana Black.pdf Download "Joaquim Maria Machado de Assis," Paul Dixon Machado by Paul Dixon.pdf Download	
Week 2			
M Sep 11 Monday	Introdução à narrativa curta: estruturas da narrativa	Machado de Assis, "A cartomante"	

W Sep 13 Wednesday	Autor e Autoridade	Machado de Assis, "A cartomante" a_cartomante.pdf Download	
F Sep 15 Friday	Narrador	Machado de Assis, "O enfermeiro" O Enfermeiro.pdf Download	Livro de citações 1
Week 3			
M Sep 18 Monday	Narrador	Machado de Assis, "O enfermeiro"	
W Sep 20 Wednesday	Personagem	Machado de Assis, "A Missa do Galo" missa_do_galo.pdf Download	
F Sep 22 Friday	Personagem	Machado de Assis, "A Missa do Galo"	Livro de citações 2
Week 4			
M Sep 25 Monday	Modos de Narrar	Machado de Assis, "A chinela turca" a_chinela_turca.pdf Download	Annotation 1
W Sep 27 Wednesday	Modos de Narrar	Machado de Assis, "A chinela turca"	
F Sep 29 Friday	Ambiente psicológico	Clarice Lispector, "Uma galinha" Clarice Lispector by Eliana Yunes.pdf Download	Livro de Citações 3
Week 5			
M Oct 02 Monday	Ambiente psicológico	Clarice Lispector, "A menor mulher do mundo"	Esboço 1
W Oct 04 Wednesday	Modos de narrar	José Saramago, "O conto da ilha desconhecida"	

F Oct 06 Friday	Introdução à crônica	Antonio Candido, "A vida ao rés-do-chão" (23-29) Bernardo Carvalho, "Estão apenas ensaiando" Sérgio Sant'Anna, "Conto (não conto)"	Livro de Citações 4
Week 6			
M Oct 09 Monday	Crônica	Luís Fernando Veríssimo, "Negociações," "Ed Mort e o anjo barroco," "Grande Edgar"	
W Oct 11 Wednesday	Crônica	Clarice Lispector, "Medo da eternidade" Ivan Lessa, "Somos todos estrangeiros" Moacyr Scliar, "A noite em que os hotéis estavam cheios"	Redação 1
F Oct 13 Friday	Crônica	Martha Medeiros, "Pessoas habitadas" Antonio Prata, "Bar ruim é lindo , bicho "	Livro de Citações 5
Week 7			
M Oct 16 Monday	Poesia : Introdução à poesia Portugal	"Noções de versificação" Thomas C. Foster, "If It's Square, It's a Sonnet" (22-27) Autor anônimo_(século XIII), "Ai Flores do Verde pino" D. Dinis, Rei de Portugal (1261-1325), "Non chegou, madr', o meu amigo"	

W Oct 18 Wednesday	Portugal	<p>Figuras de linguagem 1</p> <p>Luís Vaz de Camões (1525?-1580), “Amor é um fogo que arde sem se ver,” “Mudam-se os tempos, mudam-se as vontades”</p> <p>Soror Violante do Céu (1601-1693), “A el-Rei D. João IV”</p>	Tarefa: Exercício 1— figuras de linguagem
F Oct 20 Friday	Portugal	<p>Tomás António Gonzaga (1744-1810), Lira XVIII (“Não Vês aquele velho respeitável”), Lira XXII (“Muito embora, Marília”)</p> <p>Fernando Pessoa (1888-1935), “Autopsicografia”</p>	Livro de Citações 6
Week 8			
M Oct 23 Monday	Brasil	<p>“Figuras de linguagem 2”</p> <p>Gregório de Matos (1636-1696), “Epílogos”</p> <p>Gonçalves Dias (1823-1864), “Canção do Exílio”</p> <p>Casimiro de Abreu (1839-1860), “A valsa”</p>	Tarefa: Exercício 2— figuras de linguagem
W Oct 25 Wednesday	Brasil	<p>Machado de Assis (1839-1908), “O círculo vicioso”</p> <p>João de Cruz e Sousa (1861-1898), “Pressago”</p> <p>Augusto dos Anjos (1884-1914), “O morcego”</p>	

F Oct 27 Friday	Brasil	<p>Olavo Bilac (1865-1918), “Língua portuguesa”</p> <p>Oswald de Andrade (1890-1954), “Erro de português”</p> <p>Mário de Andrade (1893-1945), “Ode ao burguês”</p>	Livro de Citações 7
Week 9			
M Oct 30 Monday	Brasil (poesia concreta)	<p>“Figuras de linguagem 3”</p> <p>Augusto de Campos (1931-), “Pluvial,” “Acaso”</p> <p>Esmeralda Ribeiro (1958-), “Rotina,” “Fato”</p> <p>Celinha (Celia Aparecida Pereira), “Cantiga”</p>	Tarefa: Exercício 3— figuras de linguagem
W Nov 01 Wednesday		Exame I	
F Nov 03 Friday	Moçambique	<p>Noémia de Sousa (1926-2002), “Súplica,” OU “Se me quiseres conhecer”</p> <p>Marcelino dos Santos (1929-), “Onde estou”</p> <p>Rui Knopfli (1932-1997), “Auto-retrato”</p> <p>António Quadros (1933-1994), “Eu, o povo”</p>	Livro de Citações 8
Week 10			
M Nov 06 Monday	Angola / Guiné-Bissau	<p>Agostinho Neto (1922-1979), “Fogo e ritmo”</p> <p>Amélia Veja (1931-), “Angola”</p> <p>Odete Costa Semedo (1959-), “Em que língua escrever”</p>	Soneto

W Nov 08 Wednesday	Guiné-Bissau / Cabo Verde	António Baticã Ferreira (1939-1989), "Black Mother" Sérgio Fresoni (1901-1975), "Fonte de nha sodade" Ana Júlia Sança (1949-), "Emigrante"	
F Nov 10 Friday	Declamação de poesia		Declamação de Poesia Livro de Citações 9
Week 11			
M Nov 13 Monday	Teatro: Introdução ao Teatro	"What Is Drama", Joseph Kelly, (p.197-208) [from <i>The Seagull Reader</i> , xi-xxxii] <i>Pagador de Promessas</i> , Dias Gomes, "Prefácio" (Sábato Magaldi, 9-14), "Nota do Autor" (15-17)	
W Nov 15 Wednesday	Teatro	<i>Pagador de Promessas</i> , Primeiro Ato, Primeiro Quadro (20–50)	
F Nov 17 Friday	Teatro (desenho de palco)	<i>Pagador de Promessas</i> , Primeiro Ato, Segundo Quadro (51-70)	Livro de Citações 10
Week 12			
M Nov 20 Monday	Teatro	<i>Pagador de Promessas</i> , Segundo Ato, Primeiro Quadro (71–104)	Annotation 2
T Nov 21 Tuesday	Friday Instruction Teatro (desenho de vestuário / maquiagem)	<i>Pagador de Promessas</i> , Segundo Ato, Segundo Quadro (105–130)	
W Nov 22 Wednesday	No Classes		
Th Nov 23 Thursday	Thanksgiving		
F Nov 24 Friday	Thanksgiving Holiday		
Week 13			

M Nov 27 Monday	Teatro ("casting" imaginário)	<i>Pagador de Promessas</i> , Terceiro Ato (131-172)	Esboço 2
W Nov 29 Wednesday	Teatro	Ensaiai!!	
F Dec 01 Friday	Teatro	Ensaiai!!	Livro de Citações 11
Week 14			
M Dec 04 Monday	Teatro	Ensaiai!!	
W Dec 06 Wednesday	Apresentação dramática		Apresentação Dramática
F Dec 08 Friday	Cinema Introdução ao cinema	"Writing a Critical Analysis of a Film," David Bordwell and Kristin Thompson <i>O Pagador de Promessas:</i> https://hummedia.byu.edu/	Livro de Citações 12
Week 15			
M Dec 11 Monday	Cinema	<i>Central do Brasil</i> , Walter Salles: https://hummedia.byu.edu/	
W Dec 13 Wednesday	Cinema	<i>Dot.com</i> , Luís Galvão Teles: https://hummedia.byu.edu/ Revisão para o exame final	Redação 2
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)		
Week 16			
M Dec 18 Monday	Final Exam: 1115 JKB 7:00am - 10:00am		

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress

and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to

acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010