



CALL FOR APPLICATIONS No 002/PPGI/2020

Entrance Exam

MASTER'S Degree in English: Linguistic and Literary Studies

Admissions for 2020.1

From September 1st to October 15th, 2020, applications are open to fill **20 (twenty) positions in the Master's Program in English: Linguistic and Literary Studies**, according to the available positions described in **Appendix I – Master's Positions** (available on PPGI's website together with this Call).

1. Applicants who have completed an undergraduate degree within the field of Letters, or any other undergraduate program duly recognized by the Brazilian Ministry of Education, are eligible to apply. Undergraduate diplomas issued abroad must receive an apostille in the case of countries signatory of the Hague Convention. Diplomas from non-signatory countries must meet the requirements set out by UFSC (<http://propg.ufsc.br/internacionalizacao/reconhecimento-de-diploma-de-pos-graduacao/>).

2. Positions are reserved to the Affirmative Action Program. **02 (two)** positions are reserved for Brazilian applicants who self-proclaim themselves black or brown. **01 (one)** position is reserved for Brazilian applicants who self-proclaim themselves indigenous. **01 (one)** position is reserved for Brazilian applicants who self-proclaim they have a disability.

3. In the event that there are not enough approved applicants to fill all reserved positions, the remaining positions will be reverted to the general competition.

Within the period established in the calendar of events, all applicants must send the supporting documents to ppgiselecaomestrado@gmail.com. All documents must be in *Portable Document Format* (.pdf), and named with the applicant's application number followed by the type of document (e.g., 0000000ApplicationForm; 0000000Transcripts).

4. The application requires the following supporting **documents**:

- Application Form: **fill out the online form available on <http://capg.sistemas.ufsc.br/inscricao/>. It is mandatory to indicate the prospective supervisor's name**, observing the available positions described in **Appendix I – Master's Positions**. The Application Form must be saved in Portable Document Format (.pdf) and sent, together with the other supporting documents, to ppgiselecaomestrado@gmail.com.
- PPGI Form – Additional Contact Information (Appendix VI).
- Undergraduate transcript(s) (**certified or authenticated copy(s)**).
- Identification Document (**authenticated copy**). In the case of foreign applicants, the Foreigner Identity Card or protocol number (**authenticated copy**).
- Research proposal (**in .pdf format**):



The research proposal must: (a) be written in English; (b) include the problem to be investigated, a brief literature review, objectives, the method to be adopted, and basic bibliography; (c) be 1000 to 2000 words long (excluding the bibliography); and (d) be written in Times New Roman, size 12, double-spaced.

Obs. 1: Only research proposal contemplated by the research tracks of the Graduate Program in English: Linguistic and Literary Studies with positions available, according to the **Appendix I – Master’s Positions** (available on the PPGI website together with this Call), will be accepted.

Obs. 2: The bibliography for the research proposals and for the exams are available in **Appendix II – Master’s Bibliography** (available on the PPGI website together with this Call).

Obs. 3: In case any applicant has taken courses at the graduate level and wishes to validate them, he/she must submit the transcript(s) as proof.

Obs. 4: PPGI has a strong ethical stance against plagiarism and emphasizes that any applicant who demonstrably plagiarizes the research proposal will not have his/her application homologated.

In addition to the supporting documents listed above, applicants who wish to compete for the Affirmative Action Program¹ reserved positions must attach the following documents to their application:

4.1 **Self-proclaimed black or brown applicants:** Self-Proclamation Form (Appendix III).

The validation of the self-proclamation will be conducted by the Self-Proclamation of Blacks and Browns Validation Committee, constituted specifically for this end by five members pointed by the Office of Affirmative Action and Diversities (SAAD-UFSC). The members will assess the self-proclamations based on the following criterium: the self-proclaimed black and brown applicant has phenotype aspects that characterize him/her as a member of the racial group black. The Federal Supreme Court, in the constitutionality voting of the Action of Non-Compliance of Fundamental Prejudice n. 186, has established that the criterium is the phenotype rather than ancestry. At the validation moment, the applicant will be recorded affirming that he/she was the one who signed the document self-proclaiming himself/herself black or brown. The video recording may be used in case the self-proclamation is not validated. During the video recording, the applicant must show his/her Identification Card and is prohibited from wearing hats/caps/hoods or any other props that hide his/her face. Additionally, the applicant may not be accompanied by any person during the validation moment.

4.2 **Indigenous applicants:** (a) Self-Proclamation Form in which the applicant states the ethnicity to which he/she belongs as well as the name, city, and state of his/her village (Appendix IV); (b) copy of the Administrative Record of Indigenous Birth or a belonging statement signed by a recognized indigenous leader.

¹ The documents listed under this item are based on PROPG-UFSC’s current resolution for Affirmative Action.



The validation of the self-proclamation will be conducted by the Self-Proclamation of Indigenous People Validation Committee, constituted specifically for this end by the Office of Affirmative Action and Diversities (SAAD-UFSC).

Applicants who are Federal University of Santa Catarina Alumni and have been through the validation process are exempted from submitting the documents listed under 4.2. These applicants are also exempted from standing before the Validation Committee provided that they submit proof of previous validation.

4.3 Applicants with disabilities: (a) Self-Proclamation Form (Appendix V); (b) medical examination report within the last twelve months previous to this application, signed by a medical doctor specializing in the area of the applicant's disability, attesting the degree or level of disability with express reference to the corresponding International Classification of Diseases (ICD) code. The report must include the identification, signature, stamp, and CRM number of the reporting doctor.

Obs. 1: Applicants with hearing loss (deafness) must submit the following exams in addition to the medical examination report: imitanciometry and tone and vocal audiometry within the last twelve months previous to this application. The exams must include the identification, signature, stamp, and the professional registration number of the professional who conducted the exam.

Obs. 2: Applicants with visual impairment must submit, in addition to the medical examination report, an ophthalmologic exam within the last twelve months previous to this application reporting the applicant's visual acuity. The report must include the identification, signature, stamp, and CRM number of the reporting doctor.

All documents of all applicants eligible for the Affirmative Action Program reserved positions will be analyzed by a committee designated by the Office of Affirmative Action and Diversities (SAAD). If necessary, the committee may require the applicants to submit additional documents and/or to go through an in-person interview.

4.4 Upon the application, applicants who wish to compete for the Affirmative Action Program reserved positions and whose profile fits into more than one of the three aforementioned options must select ONE category only.

Confirmation that the documents have been received will be sent to applicants after the application has been received at ppgiselecaomestrado@gmail.com.



5. The selection process will be conducted by a Selection Committee designated to this end, composed by 03 (three) faculty members. The process, which will be conducted in English, is explained below.

Phase 1 (elimination stage): Homologation of the application and research proposal. In this step, the Committee will analyze the documents required under item 4 with the objective of homologating the applications. The research proposals will be assessed by the faculty member indicated by the applicant as a prospective supervisor. The assessment will consider the structure of the text as well as criteria related to the relevance of the proposed theme and its pertinence to the prospective supervisor's field, according to the information provided in the Appendix I. The research proposals will also be assessed, and graded, by the Selection Committee. The results of the present phase will be made available on PPGI's website (ppgi.prograd.ufsc.br) by **October 30th, 2020**.

This is an elimination stage. The minimum passing grade is 6/10 for applicants competing for the Affirmative Action Program reserved positions and 7/10 for the remaining candidates. Applicants who do not achieve the minimum passing grade will be eliminated.

Applicants who wish to appeal against the Selection Committee's decision may do so within 72 hours after the publication of the results. The Selection Committee will issue an opinion within 72 hours. Applicants may appeal in a second instance to the PPGI Faculty Board within 24 hours after the Selection Committee publishes its opinion. The Faculty Board will publish their final decision within 96 hours. Applicants must file their appeal using the Appeal Form available on PPGI's website (ppgi.prograd.ufsc.br).

Obs.: Incomplete applications will not be homologated.

Phase 2 (elimination stage): Witten Exams (in English).

Applicants approved on Phase 1 will be sent a link to Moodle Groups where the written exams will take place. All applicants must access Moodle Groups to take both written exams. It is essential to have access to a computer with internet connection in order to take the written exams. PPGI is not liable for any technical or connection problems as well as for Moodle Groups.

The Written Exam 1 will be made available on November 12th, 2020, at 9 o'clock am (Brasília time), and remain open for 24 hours. However, applicants will have up to 4 (four) hours to download the exam and upload it answered on Moodle. For example, if an applicant access Moodle and visualize the Written Exam 1 at 10 o'clock am., the deadline for submitting the file with the answers will be 2 o'clock pm.

The Written Exam 2 will be made available on November 13th, 2020, at 9 o'clock am. (Brasília time), and remain open for 24 hours. However, applicants will have up to 4 (four) hours to download the exam and upload it answered on Moodle. For example, if an applicant access



Moodle and visualize the Written Exam 1 at 10 o'clock am., the deadline for submitting the file with the answers will be 2 o'clock pm.

During the aforementioned established period of time, applicants must access Moodle Groups, download the file with the exam questions and answer them. The file with answers for each exam must be submitted on Moodle Groups for assessment before the established deadlines. Late submissions will not be accepted.

The Written Exams will take place according to the following timetable:

- November 10th, 2020: The link for Moodle Groups and instructions will be sent.
- November 11th, 2020: Written Exam 1. Question(s) on **Literary and Cultural Studies**.
- November 12th, 2020: Written Exam 2. Question(s) on **Linguistic Studies**.

Obs.: All applicants must take both exams (Written Exam 1 and Written Exam 2) despite the research track of their research proposal.

Any questions or concerns should be sent to ppgiselecaomestrado@gmail.com, from 9 am. to 5 pm., until November 9th, 2020.

The results of the present phase will be made available on PPGI's website (ppgi.prograd.ufsc.br) up to 24 hours before the next phase.

This is an elimination stage. The minimum passing grade is 6/10 for applicants competing for the Affirmative Action Program reserved positions and 7/10 for the remaining candidates.

Each Written Exam will have one or more essay questions. Applicants must demonstrate knowledge of the topic as well as proficiency in English. The exams will be graded from zero to ten and there will be no personal names on the grading sheets; applicants will be identified with their application number.

All answers for the Written Exams will be submitted to a plagiarism checker software. In the case of plagiarism, the applicant will be immediately eliminated.

Phase 3 (elimination stage): Oral Exam (in English).

Applicants approved on Phase 2 will be sent an email with a link to a web conference platform where the Oral Exam will take place. All applicants must have access to a computer equipped with audio, webcam, and microphone. Information regarding the access to the web-conference platform will also be made available on PPGI's website (<https://ppgi.posgrad.ufsc.br/>).



Oral Exams will be 20 minutes long. They will take place on **November 18th or 19th, 2020, between 9 am. and 6 pm.**, at an individual and prescheduled time. The individual times and the link to the web-conference platform will be made available on PPGI's website (<https://ppgi.posgrad.ufsc.br/>) up to 24 hours before this phase.

This is an elimination stage. The minimum passing grade is 6/10 for applicants competing for the Affirmative Action Program reserved positions and 7/10 for the remaining candidates.

The Oral Exam, which will be a web conference via a virtual interaction platform, will consist in the applicants pleading their research proposal. Applicants must demonstrate knowledge of the topic as well as proficiency in English.

Applicants' final score will be the weighted arithmetic mean of the previously obtained scores. The weights are as follows: Research proposal – 20%; Written Exams – 30%; Oral Exam – 50%.

The ranking will be published by faculty member, considering the number of positions that each faculty member made available.

5.1 Being ranked does not guarantee that the applicant will get a position in this or in any future selection processes.

5.2 Applicants will be ranked in two different lists, in decreasing order. One list will be for approved applicants competing for the Affirmative Action Program reserved positions. The other list will be for approved applicants in the General Competition.

5.3 Applicants will be ranked according to the positions made available by each faculty member, as specified in Appendix I. The applicant ranked in first place on each ranking list will be selected. First, the applicant ranked in first place on the Affirmative Action Program reserved positions list will be selected; then, the applicant ranked in first place on the list of the remaining applicants; and so forth.

5.4 All the Affirmative Action Program reserved positions must be filled in case there are approved applicants competing for the Affirmative Action Program reserved positions.

5.5. In case all the Affirmative Action Program reserved positions are not filled, the remnant positions will be reverted to the General Competition.



5.6. All candidates competing for Affirmative Action Program reserved positions will be automatically competing for the General Competition positions as well, according to their place in the rank.

5.7 In case there are more applicants competing for the Affirmative Action Program reserved vacancies than the actual number of vacancies reserved for this end, they will compete for the General Competition positions with the remaining applicants, according to their place in the rank.

5.8 Whenever an applicant who wished to compete for the Affirmative Action Program reserved positions obtains a place in the rank which allows him/her to be selected through the General Competition, his/her original position reserved through the Affirmative Action Program will be passed on to the subsequently ranked applicant from this group.

5.9 In case a ranked applicant who was competing for the Affirmative Action Program reserved positions abandons the selection process, his/her position will be filled by the applicant competing for the Affirmative Action Program reserved vacancies ranked subsequently.

5.10 In case there are applicants who score the same final score (tie), the applicant with teaching experience at the higher education level will be given priority. In case the applicants remain tied, the older applicant will be given priority.

The final results of the Selection Process will be made available on PPGI's website (<https://ppgi.posgrad.ufsc.br/>) by **December 10th, 2020**.

6. Calendar of Events

Application to the Selection Process	From September 1 st , 2020, to October 15 th , 2020.
Results of Phase 1 (elimination stage): Homologation of the application and research proposal	October 30 th , 2020.
Instructions to access Moodle Groups.	November 10 th , 2020.
Phase 2 (elimination stage): Written Exam 1.	November 12 th , 2020.
Phase 2 (elimination stage): Written Exam 2.	November 13 th , 2020.
Results of the validations of self-proclamations for candidates wishing to compete for the Affirmative Action Program reserved positions.	By November 20 th , 2020.



Results of Phase 2 (elimination stage). Times for Phase 3 (Oral Exam).	By November 17 th , 2020.
Phase 3 (elimination stage): Oral Exam	November 18 th and 19 th , 2020.
Final results of the Selection Process.	By December 10 th , 2020.

7. The documents required for enrolling on the Program are:

- Undergraduate diploma (authenticated copy);
- Enrollment Form;
- Undergraduate transcript(s) (authenticated copy(s));
- Updated Lattes CV;
- Copy of the Identification Card (authenticated copy);
- A 3x4 photo;
- Birth or Marriage Certificate (authenticated copy);
- Plagiarism Statement (available on PPGI's website);
- Proof of Residence;
- CPF (authenticated copy).

Obs.: Due to the COVID-19 pandemic, further information on how to hand in the documents will be provided after the publishing of the final results

8. All documents issued abroad must receive an apostille in the case of countries signatory of the Hague Convention. In the case of non-signatory countries, all documents must be legalized by the Brazilian consular authorities abroad, according to the current regulation (<http://propg.ufsc.br/internacionalizacao/reconhecimento-de-diploma-de-pos-graduacao/>). Documents issued in any language other than English must be translated into Portuguese by a certified translator (*tradução juramentada*).

6. Scholarships will be awarded following the Program's policy. The program does not guarantee that there will be scholarships available.

7. Applicants who wish to appeal against the Selection Committee's final decision may do so within 72 hours after the publication of the results. Applicants must fill out the Appeal Form available on PPGI's website (ppgi.prograd.ufsc.br). The Selection Committee will issue an opinion within 72 hours. Applicants may appeal in a second instance to the PPGI Faculty Board within 24 hours after the Selection Committee publishes its opinion. Applicants must fill out the Appeal Form available on PPGI's website (ppgi.prograd.ufsc.br). The Faculty Board will publish their final decision within 96 hours. The Appeal Forms must be sent to ppgi.ufsc.coord@gmail.com.

8. Issues not addressed in this Call for Applications will be settled by the Selection Committee designated for the Call.



**UNIVERSIDADE FEDERAL
DE SANTA CATARINA**



CENTRO DE COMUNICAÇÃO E EXPRESSÃO
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUÍSTICOS E LITERÁRIOS

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Florianópolis, August 13th, 2020.



APPENDIX I –
MASTER'S POSITIONS
Admissions for 2021.1

CONCENTRATION AREA: LANGUAGE STUDIES
Positions available: 14

Line of Research: Line of Research: Discourse and Translation Studies in Sociocultural Contexts

Professor	Research Interests
Prof. Dr. Débora de Carvalho Figueiredo Positions available: 02	Discourse analysis: Studies of the relations between discourse and society, from the perspectives of Critical Discourse Analysis, Systemic Functional Linguistics, Feminist/Gender Studies and Feminist Linguistics. Investigations of the ideological and material effects of discursive events (or texts, in a broad sense) on forms of relating and acting socially, on ways of being (identities), and on value systems, beliefs and attitudes. Focus on issues of power, discrimination, identity, gender and sexuality in public discourses such as the media discourse and the discourse of law and order, with an emphasis on the rights of women and of other groups seen as minorities (LGBTQIs, blacks, the poor, etc.).
Prof. Dr. Lincoln Paulo Fernandes Positions available: 02	Translation, Technology and Innovation; Corpus-based tools for Translation Teaching, Research and Practice; Linguistic and Multimodal Aspects of Translating Children's Literature; Translation, Internationalization and Knowledge Management.

Line of Research: Learning and Teaching

Professor	Research Interests
Prof. Dr. Celso Henrique S. Tumolo Positions available: 01	Studies on the uses and/or the characteristics of digital resources or digital educational materials/objects for the teaching/learning of vocabulary in English as a foreign language.
Prof. Dr. Donesca C. P. Xhafaj Positions available: 02	Studies in the area of second language teaching and learning with an emphasis on learners' metalinguistic processes; collaborative learning in production tasks and feedback as triggers for focus on form and restructuring.
Prof. Dr. Raquel Carolina Souza D'Ely Positions available: 02	Studies in the field of second language teaching and learning with an emphasis on the field of Task-Based Language Teaching, especially on the process triggered by the elaboration and implementation of tasks, on the conditions under which the learners perform, and on the role of individual differences in SLA.
Prof. Dr. Rosane Silveira Positions available: 02	Studies on second language speech, addressing at least one of the following issues: (1) speech production in L2; (2) speech perception in L2; (3) speech intelligibility in L2; (4) pronunciation teaching and teacher training; (5) materials and technologies for teaching pronunciation.



Line of Research: Language and Cognition

Professor	Research Interests
Prof. Dr. Hanna Kivistö-de Souza Positions available: 02	L2 speech perception and production; L2 phonological awareness; explicit and implicit knowledge about the L2 phonological system; the role of individual differences in L2 speech acquisition.
Prof. Dr. Mailce Mota Positions available: 01	Psycholinguistics of bilingualism/ multilingualism: language processing in bilingualism/multilingualism with the use of behavioral, eyetracking, or EEG/ERP methods; working memory; attention; heritage language; the initial stages of L2 learning.

**CONCENTRATION AREA: LITERARY AND CULTURAL STUDIES
POSITIONS AVAILABLE: 06**

Line of Research: Literatures in English

Professor	Research Interests
Prof. Dr. Alinne Pires Fernandes Positions available: 01	Women's writing in English or in comparison with Brazilian women's writing, preferably in drama but not exclusively; Irish or Northern-Irish drama from an intersectional perspective, or exploring the effects of technology on human relations.
Prof. Dr. Beatriz Kopschitz Bastos Positions available: 01	Irish studies: projects approaching contemporary Irish literature and theatre, from social, political, and cultural perspective.
Prof. Dr. Renata Lucena Dalmaso Positions available: 02	Contemporary narratives, especially non-fictional, autobiographical, comics, or other literary genres within Cultural Studies. Theoretically, I am interested in projects that focus on Disability Studies, Gender Studies, or Queer Theory.

Line of Research: Theoretical and Cultural Intersections

Professor	Research Interests
Prof. Dr. Anelise R. Corseuil Positions available: 01	Studies on literary adaptation and other media in an English-speaking context (cinema, television and digital media); Studies on representations of Latin American cultural elements in English-speaking literature and culture; Travel narratives in the context of the Americas, Latin America and North America.
Prof. Dr. Maria Rita Drumond Viana Positions available: 01	Irish studies; Hybrid and non-fictional genres, including auto/biographies, diaries and other forms of life writing, by authors of various periods in English or in other languages in comparison with English; Representations and adaptations of these genres in literature as well as other arts and media: cinema, TV, comics.



Florianópolis, 13 de agosto de 2020.

APPENDIX II
MASTER'S BIBLIOGRAPHY 2021.1

Bibliographical suggestions for the Master's Program Application

I. Linguistic Studies Exam

- Akmajian, A., Farmer, A.K., Bickmore, L., Demers, R.A. & Harnish, R.M. (2017). *Linguistics: An introduction to language and communication* (7th ed.). Cambridge, MA: The MIT Press.
- Baker, M. *In other words: a coursebook on translation*. London and New York: Routledge, 2011.
- Burns, A. (2001). *Analysing spoken discourse: Implications for TESOL*. In A. Burns & C. Coffin (Eds.), *Analysing English in a global context* (pp. 123-148). London: Routledge/The Open University/Macquarie University.
- Carrell, P., Devine, J., & Eskey, D.E. (Eds.) (1988/1998). *Interactive approaches to second language reading*. New York: Cambridge University Press.
- Ellis, R. (2008). *The study of second language acquisition*. 2nd ed. Cambridge: Cambridge University Press.
- Martin, J. (2001). *Language, register and genre*. In: A. Burns & C. Coffin (Eds.). *Analysing English in a global context: a reader* (pp. 149-166). London: Routledge/Macquarie University/Open University.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder.
- Ravelli, L. (2000). *Getting started with functional analysis of texts*. In L. Unsworth (Ed.), *Researching language in schools and communities* (pp. 27-64). London and Washington: Cassell.
- Wood, L. A., & Kroger, R. O. (2000). *Doing discourse analysis: Methods for studying action in talk and text*. Chapter 2 *Varieties of Discourse Analysis*, pp. 18-33). Thousand Oaks, London, New Delhi: Sage.

II. Literary studies Exam

- Alaimo, Stacy, and Susan Hekman, eds. *Material Feminisms*. Indiana University Press, 2008.
- Barnet, Sylvia, Burto, William, and Cain, Willian. *An Introduction to Literature*. 16 edn. London: Longman, 2010.
- Belsey, C. (1980) *Critical Practice*. London and New York: Methuen.
- Brooks, C. & Warren, R.P. (1944) *Understanding Fiction*. Grofts.
- Brooks, C. & Warren, R.P. (1960) *Understanding Poetry*. Rinehart & Winston.
- Hutcheon, Linda. *The Politics of Postmodernism*. London: Routledge, 1989.
- Lentricchia, Frank et alii. (Eds.). *Critical Terms for Literary Studies*. Chicago: University of Chicago Press, 1990.
- Pugh, Tison; Johnson, Margaret. *Literary Studies: A Practical Guide*. London and New York: Routledge, 2014
- Scholes, Robert et alii. (Eds.). *Elements of Literature: Essay, fiction, drama and film*. Oxford: Oxford University Press, 1986.
- Stam, Robert, and Ella Shohat. *Race in Translation: Culture Wars around the Postcolonial Atlantic*. New York University Press, 2012.
- Weedon, Chris. *Feminist Practice and Poststructuralist Theory*. Oxford: Basil Blackwell, 1987.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. Londres: Routledge, 2006.

This list is a suggestion. If have no access to these books, please feel free to use other introductory textbooks in the fields of linguistic studies and literary studies.



Warning: All applicants must take the two written exams, no matter the research line they choose in their application.

SPECIFIC BIBLIOGRAPHY TO WRITE THE MASTER'S PROPOSAL - 2021.1

LINGUISTIC STUDIES

Prof. Dr. Celso H. S. Tumolo

- Beatty, K. (2010). *Teaching and researching computer-assisted language learning*. 2nd edition. Pearson Education Limited.
- Educational Uses of Digital Storytelling. <http://digitalstorytelling.coe.uh.edu/>
- Gee, J. P. (2005). *Good video games and good learning*. Disponível em:
<<http://www.jamespaulgee.com/sites/default/files/pub/GoodVideoGamesLearning.pdf>>.
- Green, L. S. (2013). Language learning through a lens: the case for digital storytelling in the second language classroom. *School Libraries Worldwide*, v. 19, n. 2, pp. 23-36, Disponível em:
<http://www.academia.edu/4247513/Language_Learning_Through_a_Lens_The_Case_for_Digital_Storytelling_in_the_Second_Language_Classroom>.
- Kim, S. H. (2014). Developing autonomous learning for oral proficiency using digital storytelling. *Language Learning & Technology*, v. 18, n. 2, p. 20–35, 2014. Disponível em: <<http://lt.msu.edu/issues/june2014/action1.pdf>>.
- Leffa, V. J. (2006). Nem tudo que balança cai: objetos de aprendizagem no ensino de línguas. *Polifonia*. Cuiabá, v. 12, n. 2, p. 15-45. Disponível em:
<http://www.leffa.pro.br/textos/trabalhos/obj_aprendizagem.pdf>.
- Paiva, V. L. M. O. O uso de tecnologias em aulas de LE. Disponível em:
<<http://www.veramenezes.com/paivabohn.pdf>>.
- Prensky, M. (2002). *The motivation of gameplay*. Disponível em: <<http://marcprensky.com/articles-in-publications/>>.
- Reinders, H. (2011). Digital storytelling in the foreign language classroom. *ELTWorldOnline.com*. Disponível em: <<http://blog.nus.edu.sg/eltwo/2011/04/12/digital-storytelling-in-the-foreign-language-classroom>>.
- Robin, B. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, v. 47, p. 220-228. Disponível em:
<<http://digitalstorytellingclass.pbworks.com/f/Digital+Storytelling+A+Powerful.pdf>>.
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<<http://greav.ub.edu/der/index.php/der/article/view/212>>.
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<<http://www.digra.org/wp-content/uploads/digital-library/07312.23426.pdf>>.
- Stanley, G. (2013). *Language learning with technology: ideas for integrating technology into the classroom*. Cambridge, UK: Cambridge University Press.
- Torres, A. R., Ponce, E. P., & Pastor, M. D. G. (2012). Digital storytelling as a pedagogical tool within a didactic sequence in foreign language teaching. *Digital Educational Review*, v. 22. Disponível em:
<<http://eric.ed.gov/?id=EJ996780>>.
- Tumolo, C. H. S. (2014). Recursos digitais e aprendizagem de inglês como língua estrangeira. *Ilha do Desterro*, n. 66, pp. 203-238. Disponível em:
<<https://periodicos.ufsc.br/index.php/desterro/article/view/2175-8026.2014n66p203>>.



- Tumolo, C. H. S. (2015). Histórias digitais como recurso para ensino/aprendizagem de inglês como língua estrangeira. *Revista Estudos Anglo-Americanos*, n. 43, pp. 101-117. Disponível em: <<http://reaa.ufsc.br/index.php/reaa/article/view/1322>>.
- Tumolo, C. H. S. (2017). Recursos digitais para ensino/aprendizagem de inglês como língua estrangeira: o vídeo em destaque. In: Lêda M.B. Tomitch; Viviane M. Heberle. (Org.). *Perspectivas Atuais de aprendizagem e ensino de línguas*. 1ed. Florianópolis: LLE/PPGI/UFSC, v. , p. 51-76. Disponível em: <<http://tumolo.paginas.ufsc.br/publicacoes/>>

Prof. Dr. Débora de Carvalho Figueiredo

- BAUMAN, Z. **Postmodernity and its discontents**. New York: NYU Press.
- BUTLER, J. **Gender trouble**. New York: Routledge, 1990.
- CALDAS-COULTHARD, C.R.; FIGUEIREDO, D.C. (2004) (Orgs.) **Linguagem em (Dis)curso: Análise crítica do discurso – Perspectivas textuais e discursivas**, v. 4, no. especial.
- CAMERON, D. Introduction: Why is language a feminist issue. In: CAMERON, D. (Ed.) **The feminist critique of language: A reader**. London/New York: Routledge, 1990.
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APPENDIX III
CALL FOR APPLICATIONS No 002/PPGI/2020
MASTER'S Degree in **English: Linguistic and Literary Studies**
Admissions for 2020.1

Nome:
E-mail:

Nº inscrição:
CPF:

AUTODECLARAÇÃO DE NEGROS (PRETO OU PARDO)
(Modelo de Autodeclaração disponibilizado pela SAAD/UFSC)

Tendo sido aprovado(a) e classificado(a) no Processo Seletivo para uma das vagas destinadas, nos termos da Lei 12.711/2012, Decreto Presidencial nº 7824/2012 e Portaria Normativa nº 18/2012/MEC para uma das vagas destinadas à Política de Ações Afirmativas Étnico-Raciais:

1. () DECLARO para o fim específico de atender ao requisito inscrito no Processo Seletivo, que sou preto e possuo aspectos fenotípicos que me caracterizam como pertencente ao grupo racial negro.
2. () DECLARO para o fim específico de atender ao requisito inscrito no Processo Seletivo, que sou pardo e possuo aspectos fenotípicos que me caracterizam como pertencente ao grupo racial negro.
3. DECLARO ainda que estou ciente de que detectada a falsidade desta declaração sujeito-me às penas da lei, especialmente as consequências relacionadas ao Art. 9º da Portaria 18/2012-MEC e ao Edital deste processo seletivo.

Florianópolis , _____ de _____ de 2020

PARECER DA COMISSÃO DE VALIDAÇÃO DE AUTODECLARAÇÃO DE PRETOS, PARDOS E NEGROS
A Comissão de Validação de Autodeclaração de Pretos, Pardos e Negros, após avaliação do(a) candidato(a):

() **SIM**, valida essa autodeclaração.

() **NÃO**, não valida essa autodeclaração e NÃO habilita o(a) autodeclarado(a) para matrícula, podendo o(a) mesmo(a) recorrer dessa decisão ao órgão administrativo competente.

Florianópolis , _____ de _____ de 2020

CPF

Nome completo, carimbo e assinatura

OBSERVAÇÕES COMPLEMENTARES:



APPENDIX IV
CALL FOR APPLICATIONS No 002/PPGI/2020
MASTER'S Degree in English: Linguistic and Literary Studies
Admissions for 2020.1

Nome:
E-mail:

Nº inscrição:
CPF:

AUTODECLARAÇÃO DE ÍNDIGENA
(Modelo de Autodeclaração disponibilizado pela SAAD/UFSC)

Tendo sido aprovado(a) e classificado(a) no Processo Seletivo para uma das vagas destinadas à Política de Ações Afirmativas Étnico-Raciais, nos termos da Lei 12.711/2012, Decreto Presidencial nº 7824/2012 e Portaria Normativa nº 18/2012/MEC:

1. DECLARO para o fim específico de atender ao requisito inscrito no Processo Seletivo, que pertenço a povo indígena.
2. DECLARO ainda que estou ciente de que detectada a falsidade desta declaração sujeito-me às penas da lei, especialmente as consequências relacionadas ao Art. 9º da Portaria 18/2012/MEC e ao edital deste processo seletivo.

Florianópolis, _____ de _____ de 2020

PARECER DA COMISSÃO DE VALIDAÇÃO DE AUTODECLARAÇÃO DE ÍNDIGENAS

A Comissão de Validação de Autodeclaração de Indígenas, após análise da documentação apresentada pelo(a) candidato(a), em relação às disposições do edital do processo seletivo:

() **SIM**, valida essa autodeclaração.

() **NÃO**, não valida essa autodeclaração e **NÃO** o(a) habilita para matrícula, podendo o(a) mesmo recorrer desta decisão ao órgão administrativo competente.

Florianópolis, _____ de _____ de 2020

CPF

Nome completo, carimbo e assinatura

OBSERVAÇÕES COMPLEMENTARES:



APPENDIX V
CALL FOR APPLICATIONS No 002/PPGI/2020
MASTER'S Degree in English: Linguistic and Literary Studies
Admissions for 2020.1

Nome:
E-mail:

Nº inscrição:
CPF:

AUTODECLARAÇÃO DE PESSOA COM DEFICIÊNCIA
(Modelo de Autodeclaração disponibilizado pela SAAD/UFSC)

Tendo sido aprovado (a) e classificado (a) no Processo Seletivo para uma das vagas destinadas, nos termos das Leis 12.711/2012 e 13.409/2016;

1. DECLARO para o fim específico de atender ao requisito inscrito no Edital do Processo Seletivo, que sou pessoa com deficiência.
2. DECLARO que estou ciente de que detectada a falsidade desta declaração sujeito-me às penas da lei, especialmente as consequências relacionadas ao Art. 9º da Portaria 18/2012-MEC e ao Edital deste processo seletivo.

Florianópolis , _____ de _____ de 2020

PARECER DA COMISSÃO DE VALIDAÇÃO DA AUTODECLARAÇÃO DE PESSOA COM DEFICIÊNCIA

A Comissão de Validação da Autodeclaração de **PESSOA COM DEFICIÊNCIA**, após análise da documentação apresentada pelo(a) candidato(a), em relação às disposições do edital do processo seletivo:

() **SIM**, valida essa autodeclaração.

() **NÃO**, não valida essa autodeclaração e não habilita o(a) candidato(a) para matrícula, podendo recorrer dessa decisão ao órgão administrativo competente.

Florianópolis , _____ de _____ de 2020

Comissão (Nome completo, carimbo, CPF)

Comissão (Nome completo, carimbo,CPF)

Comissão (Nome completo, carimbo, CPF)



**UNIVERSIDADE FEDERAL
DE SANTA CATARINA**



CENTRO DE COMUNICAÇÃO E EXPRESSÃO
PROGRAMA DE PÓS-GRADUAÇÃO EM INGLÊS: ESTUDOS LINGUÍSTICOS E LITERÁRIOS

OBSERVAÇÕES COMPLEMENTARES:

APPENDIX VI
CALL FOR APPLICATIONS No 002/PPGI/2020
MASTER'S Degree in **English: Linguistic and Literary Studies**
Admissions for 2020.1

ADDITIONAL CONTACT INFORMATION

<p>Name: _____</p> <p>Application number: _____</p> <p>Phone: () _____ mobile: () _____</p> <p>E-mail 1: _____</p> <p>E-mail 2: _____</p> <p>Current Address: _____</p> <p>_____</p>
