Spanlang 101SL and 102SL
Community Engaged Language Learning (CELL)

Students who choose to enroll in Spanlang 101SL or 102SL will pair with a native Spanish-speaking employee of Stanford who has volunteered to participate in regular interviews, during which the student will get to know the employee and hear some of their various life stories. In the meantime, students will meet periodically with the Community Engaged Learning Coordinator (CEL-C) or their instructor to deepen their understanding of effective storytelling principles, interviewing strategies, and audio production software. At the same time, students will read and reflect in class on the linguistic and cultural wealth of local Spanish-speaking communities. Together with their partner, students will gradually refine their interviews as they come to define a narrative theme, out of which the students will construct a podcast (approx. 10-30 min.) that they will present during the last session to their partner.

Student learning objectives

Students will:
- develop a meaningful and sustained relationship with a member (or members) of the local immigrant Latinx community.
- improve interview skills.
- improve skills in editing audio recordings.
- become more comfortable with prolonged Spanish language use.
- develop an appreciation for the rich and perhaps unfamiliar perspectives and worldviews presented to them by their partner.
- grasp basic storytelling principles (e.g., what makes a good story), and the technical ability to organize raw information into a compelling narrative.
- gain the technical know-how to produce a podcast using digital software and raw audio recording.
- help bridge the seemingly separate worlds that workers and students inhabit.

Community engagement objectives

Spanish-speaking employees will:
- have an opportunity to be heard by students as they recount their memories.
- re-appropriate their stories as they reflect upon and recreate meaning in their narratives.
- choose how they would like to share their stories.
- help bridge the seemingly separate worlds that workers and students inhabit.

Weekly Meetings

Students will meet once a week to interview their employee-partner. These sessions will last roughly thirty minutes.

In the earlier sessions, the goal is for both the student and the employee to select and get to know their partner, and then define together a theme or "hook" that they will

pursue throughout the rest of the project. Around the third meeting, students will begin recording their conversations with their partner in order to gather audio material for their podcast.

At first, students should meet with their partners at a pre-defined time to receive facilitated instruction, but eventually, may define their sessions informally with their partner as necessary.

These interviews should end by the close of Week 8, after which students will edit their recordings and fit them into a podcast format to be presented during Finals Week.

Community Engaged Learning Coordinator (CEL-C)

The CEL-C and/or instructor will act as facilitators to ensure that the learning objectives of the CELL component are being met. The facilitator will define the overarching goals of the course during the first session and help introduce students and employees.

The facilitator will offer continual guidance to students throughout the quarter. They will make themselves available to students for one-on-one office hours by appointment and will host four 30- to 45-minute sessions for the students to maximize the effectiveness of their learning.

Schedule for Autumn Quarter

Week 2
Initial Discovery Session – facilitator communicates the goals of the course and guides the students and employees as they get to know one another as they begin to recount life experiences.

Week 3
Final Discovery Session – These chats continue with guidance from the facilitator. By the end, students and employees should be paired up.

Week 4
Bootcamp Section – "Thinking thematically" – The facilitator walks students through basic storytelling principles, helps them define a "hook," and urges them to frame their coming interviews with this "hook" in mind.

Week 5
The worker-student pairs define, if they haven't already, the theme or "hook" of their storytelling project.

Bootcamp Section – "The Interview process" – The facilitator shares with students effective interviewing, recording, and narrative-organizing tricks and practices. Time will be given for group reflections and peer feedback.

Week 6
Interviews continue –

Week 7
Interviews continue – Students should be thinking about completing the interview stage, fitting in extra sessions so that they are done by the end of Week 8.

Bootcamp Section – "Working with audio software" – The facilitator walks students through the Audacity app, iMovie, and/or Hindenburg and demonstrates various editing techniques.

Week 8
Final interviews

Week 9
Editing Phase

Bootcamp Section – "Editing office hours" – Students all work alongside the facilitator as they edit their projects.

Week 10
Finish editing and presentation –

Finals Week
The workers and students come together during a final session in which they share excerpts from the podcast. Students offer a physical copy of the podcast to their partner.

Some practical tips during interviews:

1. Ask the worker not to say their last name and if they do, edit it out.
2. Try a strategy to interrupt silently, e.g., agree that you're going to raise your hand to ask a question, in case you want to edit out your voice interruption later.
3. Don't say uh huh or otherwise talk over the interviewer during the interview.
4. Consider letting the worker talk uninterrupted, and then in your next meeting, play back a sequence for them and ask for clarification as needed.
5. Make sure there's not going to be background noise when you're recording. At your request, we will seek to reserve a private weekly meeting room for you if you and your partner decide to meet at a regular time. If there are people around, ask them politely to be silent while you record.
6. Make sure background music doesn't drown out the speaker's words.
7. Do not eat or have your worker/partner eat well you're recording.
8. Be sure to edit out any blank material from your podcast and, generally speaking, to edit carefully.