

SPANLANG 10: Beginning Oral Communication

Vivian Brates, vbrates@stanford.edu

Winter 2022

T-Th 12:30-1:30pm

Materials:

- Readings and vocabulary will be posted on Canvas.
- No textbook needed for this class. For grammar, you can use Spanish First Year Textbook *Protagonistas*, any other Spanish grammar, or a variety of online resources, such as <http://spanlang.stanford.edu>

Class format

Oral communication classes focus on oral proficiency continuation and improvement for those students unable to take a complete language course during a given quarter. Consistent with the Spanish Language Program at Stanford, much attention is given to interpersonal, interpretive, and oral presentational communication skills.

The Spanish Language Program at Stanford University is designed to develop students' abilities to:

- engage in interactions with speakers of Spanish in a variety of contexts and for a variety of purposes, using socially and culturally appropriate forms
- understand and interpret written and spoken language of different levels on a range of topics and demonstrate a growing awareness of the social and cultural influences shaping the production and use of Spanish
- present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics
- expand on strategies that allow them to continue their study and use of Spanish outside the classroom.

ACADEMIC POLICIES

Statement on Academic Integrity and Outside Assistance

All students are expected to abide by the [Stanford Honor Code](#) with regard to classwork, activities, and assignments related to their language classes. Plagiarism refers to the unattributed, direct copying of language and/or ideas from a source other than yourself. This includes translations of source material into the target language. Plagiarism is strictly forbidden as a part of [Stanford's Fundamental Standard](#).

Assistance on assignments may take various forms. We expect you to use dictionaries and grammar books in the composition process. Under no circumstances is another person to compose an essay for you or contribute to the ideas or substantive expression of individual assignments.

We do not discourage assistance in the preparation of oral assignments. It is always helpful to have another person listen to you practice your oral presentations and provide helpful feedback on your manner of expression. Of course, under no circumstances is another person to compose or develop your oral presentation for you or contribute to its ideas or substantive expression. In preparing for the final interview, it is always helpful to practice conversation with native speakers or someone more knowledgeable in the language. Divulging the content of the interview, as with any exam, is not permitted, as this violates Stanford's Honor Code.

Stanford Honor Code & Fundamental Standard:

<https://communitystandards.stanford.edu/student-conduct-process/honor-code-and-fundamental-standard>

Students with Documented Disabilities:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required.

documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>).

Course Requirements:

1. Attendance: Attendance and participation are fundamental for this class. If for any reason you cannot attend class, it is the responsibility of the student to review and update themselves on whatever material was covered.

Students who have to miss class for official University-sponsored activities should notify their instructor during the first week of class regarding the date(s) of expected absence(s) and the official activity involved.

2. Preparation: students need to prepare *before* class in order to effectively participate each session. The *Calendario de Actividades* outlines what topic (i.e., *Tema*), assignment and vocabulary (i.e., *Tarea y Vocabulario*) students must look up, study and be ready with to contribute to discussion and activities (i.e., *Actividades en clase*).
3. Participation: students are expected to participate in every class and in all the activities planned for each session. Voluntary participation is highly encouraged by the instructor. Short oral presentations, sharing information, and talking about experiences make for a dynamic learning environment!
4. Student progress: the instructor will systematically follow up the progress of each student during the quarter. The instructor will contact a student in case there are shortcomings or problems in the fulfillment of the course requirements.
5. Final Interview with Instructor: students will have a one-on-one interview at the end of the quarter.

Consult <http://spanlang.stanford.edu> for complete details on course grading.

TAKE ADVANTAGE OF FREE FOREIGN LANGUAGE CONVERSATION PRACTICE:

Sponsored by the Office of the Vice Provost for Teaching and Learning (VPTL), language conversation partners are available to students taking -LANG courses that are supported by this resource. LCPs can help you develop conversation skills, practice different scenarios (giving directions, shopping, ordering food), and rehearse oral drills and textbook activities. To make an appointment and for more information, visit sututor.stanford.edu and <http://learningconnection.stanford.edu>.

Major or minor in Spanish: <https://www.stanford.edu/dept/DLCL/cgi-bin/web/dept/ilac/programs>

Minor in Modern Languages: <https://www.stanford.edu/dept/DLCL/cgi-bin/web/students/undergrad>

Pursue the Proficiency Notation in Spanish:

<https://www.stanford.edu/dept/lc/language/requirement/proficiencynotation.html>

Study abroad through the Bing Overseas Studies Program: <http://bosp.stanford.edu/>

Honor Society. We house a chapter of Sigma Delta Pi, the Spanish language honor society. Beyond completing second year and having an excellent GPA, you will need to complete at least one literature course taught in Spanish to be elected. Contact Hae-Joon Won, hwon@stanford.edu, for more information.

Fellowship Opportunities. We want you to study abroad during and after your Stanford experience. An important way to prepare yourself for these great opportunities is to keep in touch with Bechtel International Center for updated information regarding prestigious international fellowships and scholarships. Contact <https://bechtel.stanford.edu/overseas-scholarships>

Report or find information on sexual harassment or abuse: Stanford has clear policies prohibiting sexual harassment, sexual assault, relationship violence (including domestic and dating violence), sexual misconduct and stalking. See <https://notalone.stanford.edu> for multiple resources including confidential counseling.

SPANLANG 10: Beginning Oral CommunicationVivian Brates, vbrates@stanford.edu**Winter 2022**

T-Th TBD

CALENDARIO • Spanlang 10 • INVIERNO 2022

Fecha	Tema	Tarea / vocabulario para preparar	Actividades en clase
ENERO			
martes 4	Introducción al curso ¿Quiénes somos?	Vocab.: la universidad y las asignaturas	¿Quién eres? ¡Mucho gusto! ¿Qué clases tomas?
jueves 6	Un día típico	Vocab: la rutina y los pasatiempos	¿Qué haces? ¿Qué te gusta hacer en tu tiempo libre?
martes 11	¿De dónde somos?	Vocab: la ciudad Revisión Imperfecto	¿De dónde eres? ¿Qué hacía en la secundaria? Pasatiempos de mi niñez.
jueves 13	Universidades en el mundo hispano: ¿quieres estudiar en el extranjero?	Busca información sobre programa/universidad en países de habla española para compartir en la clase.	Consejos y recomendaciones
martes 18	La comida	Vocab: Los alimentos.	¿Qué comes? Vamos al restaurant. "Si tuvieras que invitar a 2 personas..."
jueves 20	Viajes	Vocab.: Los viajes Revisión Pretérito	¿Qué pasó? ¿Cómo la pasaste? ¿Te divertiste?
martes 25	Cine, literatura y las artes	Busca información sobre una persona famosa hispana. Trae foto, poema, o arte representativo...	¿Puede el arte transformar la sociedad?
jueves 27	Noticias del día	Busca artículo sobre una noticia en el mundo hispano: dónde, cuándo, qué, cómo, quién, por qué...	Fuentes de información. Debate: ¿Periódico o la red? Noticias "falsas"
FEBRERO			

martes 1º	Descripciones	Vocab. Descripciones física y de la personalidad.	¿Cómo somos? Gente corriente. Comparaciones.
jueves 3	Fiestas y tradiciones	Busca información sobre festividades del mundo hispano.	¿Cómo celebramos?
martes 8	Empleo y profesiones	Vocab.: Las profesiones	Tu trabajo ideal... ¿Qué habilidades se necesitan...?
jueves 10	¡Vamos de compras!	Vocab: La ropa, La tecnología.	¿Qué compras en la red? Anécdotas Impacto de la red
martes 15	El turismo	Vocab.: En el aeropuerto En el hotel. Quejas.	Presentación en google map sobre un lugar que visité o quiero visitar del mundo hispano.
jueves 17	Países de habla hispana	Vocab.: mapa de países de habla española	Nuestros futuros viajes Elegir tema para la presentación final.
martes 22	Personajes hispanos en la política de los EEUU	Busca sobre alguna figura política hispana en los EEUU	¿Qué sabemos sobre César Chavez, Sonia Sotomayor, AOC u otros?
jueves 24	La salud y el estrés	Vocab: el cuerpo humano y la salud	¿Qué hacemos para aliviar el estrés?
MARZO			
martes 1º	Latinoamericanos en Estados Unidos	La inmigración	¿Cómo resolvemos la crisis de la inmigración en una manera humana?
jueves 3	El futuro del planeta	Vocab.: El medioambiente	¿Cómo proteger nuestros recursos: agua, tierra, aire?
martes 8	Entrevistas finales y temas de actualidad	Mirar clip (a determinar)	Discusión sobre temas de actualidad.
jueves 10	Entrevistas finales y temas de actualidad	Revisión	