

## **Your Spanish 1A Portfolio or «Carpeta de actividades»**

Your Portfolio is a compilation of language-related activities outside the classroom that you yourself have chosen from among the guidelines set by the Spanish Language Program. These activities will encourage you to use your Spanish in real-life situations. Ideally, your portfolio will contain some of the work you're most proud of.

At the same time, because language programs at Stanford are proficiency-based, that is, based on what you can *do* versus what you know, your portfolio work will help prepare you to be successful in this class. Keep all of your portfolio activities, as well as notes and materials of Spanish language activities you take up on your own. You'll be compiling them into one portfolio at the end of each quarter.

Of course, as with all your work at Stanford, you should abide by the Honor Code and Fundamental Standard (See <https://communitystandards.stanford.edu/policies-and-guidance>), always completing your portfolio assignments with the utmost honesty and decency.

**PORTFOLIO #1: Escuchando la radio y la red (1)**

**DUE DATES (week 2):**

**Fall Quarter:** jueves 30 de septiembre

**Winter Quarter:** jueves 13 de enero

**Spring Quarter:** jueves 7 de abril

This is an exercise of “letting go”, listening to authentic speech for intonation patterns rhythm, and pronunciation. In other words, listening for content comprehension is *not* the emphasis here. Over the next few days until this assignment is due, your task is to listen a **total of four (4) times, for 5- to 10-minute intervals**, to a *mix of local and Internet radio broadcasts in Spanish* (see <http://spanlang.stanford.edu/resources/> for links). Afterwards, in English, write your observations (2-5 lines) regarding the speech patterns and intonations that you noticed (for example: a “falling voice” at the end of statements as opposed to the rising voice that we sometimes use in American English). There are no right or wrong answers. The point of this is to encourage you to relax and engage in different types of listening, which may eventually, some day, begin to reflect in your own speech patterns. **NOTE: Using the chart below, with a separate chart for each entry, include the dates, times and stations or Internet sites that you consulted:**

<p><b>Student name:</b></p> <p><b>Date of viewing:</b></p> <p><b>Name of radio station or URL of internet site:</b></p> <p><b>Time began watching:</b></p> <p><b>Time finished Watching:</b></p>
<p><b>Observations based on listening:</b></p>



**Portfolio Entry #3: Interpretación: Lectura**  
**DUE DATES (week 4):**

**Fall Quarter:** jueves 14 de octubre

**Winter Quarter:** jueves 27 de enero

**Spring Quarter:** jueves 21 de abril

For this Portfolio entry you'll need to seek out and read two or more *lecturas* (readings), one each from among the categories listed below. **At least one of the readings must be one page (250 words) in length (see Chart 1 below).** Consider exploring a topic related to one of the themes we'll study this quarter, such as daily activities, the family, or food. **BE SURE TO FIND READINGS THAT INTEREST YOU!** You may use the information you find to help you write your compositions or prepare your oral presentation. So plan ahead and keep an eye out for articles throughout the quarter!

**How to proceed:** As you read, keep in mind key question words to guide you: *qué, quién, dónde*, etc. Then write a brief summary in English of the reading and identify 8-10 new words you've found, together with their English equivalents. As shown in **Chart 2** below, organize your vocabulary list in three columns: the original word or phrase in Spanish, your initial guess at its meaning from the context at hand, and then the actual dictionary definition. When you turn in your portfolio entry, **be sure to include the following:**

- 1) **your summary and vocabulary list**
- 2) **a copy of the article with your new vocabulary highlighted;**
- 3) **the word count of your article**
- 4) **the source citation (URL for online articles or name of publication and date for print articles)**

**Now consult Charts 1 and 2 on the following two pages:**

**Chart 1:** Choose TWO types of lecturas, **one each from column A and B:**

Column A: Short readings	Column B: One-page readings (min. 250 words)
Clip out an <b>advertisement</b> from a newspaper or magazine on a topic we've studied in class. Name the topic and make a list of 5 vocabulary words you recognize, as well as 5 new words that you were able to guess at. List all 10 words in Spanish with their English translations.	Read a newspaper, magazine or internet article in Spanish on a topic you're familiar with. In English, name the topic of the article and list 5 main facts it presents. Then list of 5 new words you picked up and their English equivalents. Your reading should be a full page (min. 250 words).
For poetry lovers! Read a <b>poem</b> (not a translation, but a poem originally written in Spanish) by a Latin American, Equatorial Guinean, or Spanish poet. In English, name the theme of the poem and explain why you like the poem. Try to list 5 new words and their English equivalents.	Read a simple story ( <i>un cuento simple</i> ) in Spanish, such as a children's story, fairy tale or brief short story. Explain whether the story has an equivalent in English (e.g., "Caperucita Roja" is "Little Red Riding Hood"). Your reading should be a full page long (min. 250 words).
Obtain a <b>menu</b> in Spanish from a local restaurant. Make a list of 5 foods you'd be interested in ordering. Make another list of 5 new foods you've never heard of. Ask your conversation partner if s/he knows what they are.	Try reading a front-page feature story in Spanish from a California newspaper such as <i>El Tecolote</i> , <i>El Observador</i> , <i>La Oferta</i> , or <i>La Opinión</i> . See <a href="http://spanlang.stanford.edu/resources">http://spanlang.stanford.edu/resources</a> for URLs. It's best to choose an article on a topic you're familiar with, so look for the paper regularly. In English, name the topic of the article and list 5 main facts it presents. List 5 new vocabulary words with their English equivalents. Your reading should be a full page (min. 250 words).
The next time you're in a public place, such as an airport, bus terminal, or city hall, make a list of the <b>public signs</b> you see in Spanish. Type the list, edit it, and share it with the class.	

**Chart 2:** To be completed by the student and submitted **with a copy of the reading.**

<p><b><u>Student name:</u></b></p> <p><b><u>Check one: Reading from Column A [ ] or Column B [ ]</u></b></p> <p><b><u>Name of reading:</u></b></p> <p><b><u>Citation</u></b> (the URL for online articles or name of publication and date for print pieces):</p> <p><b><u>Word count of reading</u></b> (minimum 250 words for readings from column B):</p>		
<p><b><u>Vocabulary List (min. 8-10 words)</u></b></p>		
<b>New vocabulary item:</b>	<b>Meaning guessed from context:</b>	<b>Dictionary meaning:</b>
<p><b><u>Summary of reading</u></b> (in English):</p>		

## **Portfolio Entry #4: Interacción**

### **DUE DATES (week 5):**

**Fall Quarter:** jueves 21 de octubre

**Winter Quarter:** jueves 10 de febrero

**Spring Quarter:** jueves 5 de mayo

Get to know someone in or near the Stanford community or your community who is a native speaker of Spanish. Some members of the community are heritage speakers who grew up in a Spanish-speaking home, and others are native speakers from Spanish-speaking countries. To locate a conversation partner, ask your friends if they know anyone on campus or in the area who speaks Spanish, but take care to use politeness in seeking a conversation partner: remember that speakers of Spanish come from a variety of backgrounds, so don't assume someone is a native speaker based solely on background or appearance. You may also want to consult the Center for Teaching and Learning (CTL) Language Conversation Partners (LCPs), a free service provided by the University, available at <http://learningconnection.stanford.edu>. Most, if not all, LCPs are heritage/native speakers, so this is a simple way to locate a conversation partner. You can meet with an LCP for free as often as you like, whether or not you have a Portfolio assignment due!

Try to find a conversation partner with whom you share interests or activities, for example, in other classes, campus organizations, music or art events, or athletics. Remember to be considerate when planning to get together: ***give your partner plenty of notice when scheduling appointments and be prepared to return a favor for one extended if your partner is volunteering to work with you (versus a paid LCP)***. For example, international graduate students have appreciated someone to proofread their research papers in English.

Meet with your conversation partner often—once a week or more is ideal—to practice conversation in Spanish. (If you can chat in Spanish while doing a shared activity you normally do, that's even better!) When you meet, your [Spanish 1 Progress Card](#) will be a helpful tool for you to practice. Then, for Portfolio Entry #3, choose **ONE** of the following as you **converse for a full five (5) minutes or more**:

- A) Make an audio recording in which you interview your conversation partner.
- B) Make a video recording in which you interview your conversation partner.
- C) Make an audio or video recording in which you and your conversation partner demonstrate one or more of the objectives listed on your [Spanish 1 Progress Card](#).
- D) Invite your conversation partner to speak to our class. In preparation, set up a day and time with your instructor, and make a list of questions that you and the class can use to interview your conversation partner. A few days before the visit, check your list with your instructor. After your instructor has checked your list of questions, edit it, copy it and distribute it to your classmates the day before the visit.

**OJO:** During your conversations, be sure to be an active participant by asking questions and responding to your partner. Do your best to react appropriately to what's being said by asking follow-up questions and/or adding personal comments, in order to initiate, maintain and close the various conversation topics. You're a beginner, of course, and an occasional social gaffe may indeed occur. But do your best to say, for example, *¡Qué interesante!* when your partner tells you something interesting, or *¡Cuánto lo siento!* if they tell you something sad. Practicing phrases such as these is easy with your progress card at:

[http://spanlang.stanford.edu/first\\_year/spanlang1A\\_progress\\_interpersonal.html](http://spanlang.stanford.edu/first_year/spanlang1A_progress_interpersonal.html).

**Portfolio Entry #5: Interpretación auditiva**

**DUE DATES (week 6):**

**Fall Quarter:** jueves 28 de octubre

**Winter Quarter:** jueves 17 de febrero

**Spring Quarter:** jueves 12 de mayo

With this portfolio entry, you'll be honing your listening skills, watching the news in Spanish **on at least three (3) separate occasions**. As you watch, take as many notes as you can. Organize your notes as outlined below:

Student name: Date of viewing: Name of program and TV station: Time began watching: Time finished Watching:		
News topics:	Details I understood:	Useful words I picked up in Spanish and their meanings in English:
1)	Write details in <b>English</b> .	
2)		
3)		
4)		
5)		

**DO NOT PRINT THIS CHART. YOU'RE GOING TO NEED A LOT MORE SPACE TO TAKE DETAILED NOTES. RATHER, ORGANIZE YOUR CHART ACCORDING TO THIS EXAMPLE.**

Don't expect to understand every word, or even every topic. You should watch from the beginning of the news program so that you can hear the news summary. Watch for **at least 10 minutes per viewing session**. Below are some news shows to choose from. Also, be sure to check out the resources page at <http://spanlang/resources/index.html> for more information on TV viewing.

Program	Channel	Time
¡Despierta América!	14	7:00 a.m.
national news	14, 48	6:30 p.m.
Primer Impacto Al Rojo Vivo	14, 48	M-F, 5:00 p.m.



## **Portfolio Entry #6: Producción dramática**

### **DUE DATES (week 8):**

**Fall Quarter:** jueves 11 de noviembre

**Winter Quarter:** jueves 24 de marzo

**Spring Quarter:** miércoles 19 de mayo

- A) Write and produce your own audio or video commercial. You can work with classmates or on your own.
- B) With a group of 3-4 classmates, write and produce a video to demonstrate one of the course objectives listed in your progress card.

Your dramatic presentation should be from 3 to 5 minutes long.

Of course, in addition to the Honor Code, the University's Fundamental Standard applies. It states:

**Students at Stanford are expected to show both within and without the University such respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Failure to do this will be sufficient cause for removal from the University.**

As such, your production should adhere to the strictest moral code of decency.

## **Portfolio Entry #7: Reflexión**

### **DUE DATES (week 9):**

**Fall Quarter:** jueves 18 de noviembre

**Winter Quarter:** lunes 3 de marzo

**Spring Quarter:** jueves 26 de mayo

For your final portfolio entry, you'll reflect **IN ENGLISH** on your work in Spanish. Compile your entries into a single document, and remember to include the following:

- [ ] **Composition:** First, include a brief reflection on your composition and other attempts at writing this quarter. Consider your learning process: what did you learn about yourself with respect to your language abilities in writing this quarter?
- [ ] **All portfolio entries:** Second, review your portfolio entries, including any extra materials or activities (such as notes on additional video programming you watched, extra readings you attempted, recordings of or notes on conversations with your conversation partner, etc.). From your attempts to listen to and read in Spanish, and your attempt(s) to converse with a native speaker, what did you learn about language *learning* this quarter?
- [ ] **Progress Card:** Third, take a look at your progress card and complete it, further reflecting on your development in Spanish this quarter. If you feel you're weak in some areas, consider revisiting your online progress card for extra practice! If you feel you're strong in certain areas, conjecture about why that might be.
- [ ] **Summary of your progress:** Fourth, write a paragraph about your progress this quarter. Focus on what you think are your strengths and areas for improvement at this point, what you enjoyed most this quarter, and what your goals are for future studies in Spanish.