

Your Spanish 3 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, organized among your files so that you can refer back to them as needed.

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 Entry #1A, 1B: Interpretación de lectura (para apoyar la escritura)

DUE DATES:

Autumn: 1B – jueves 29 de septiembre (indigenous legend)
1A – jueves 21 de octubre (see Discussion)

Winter: 1A – jueves 3 de febrero (see Discussion)
1B – jueves 13 de enero (see Composition, indigenous legend)

Spring: 1A – jueves 28 de abril (see Discussion)
1B – jueves 7 de abril (see Composition, indigenous legend)

For these Portfolio entries, you'll seek out and read one or more *lecturas* (readings) of about 3 pages each (about 750 words) to provide you with information and vocabulary to help you write Compositions 1 and 2, an expository essay and a narrative based on an indigenous legend, respectively. **Be sure to read the composition assignments and choose a topic—with your instructor's approval—before you get started on this portfolio assignment.** You will use the information you find as a basis for your compositions and oral presentation. For Composition 1 and Portfolio 1A, you may look for an electronic article or articles from the internet, or print articles from the library, or both. For Composition 2 and Portfolio 1B, search for an authentic, indigenous legend on the internet, in the library or both.

As you read, keep in mind key question words to guide you: *quién, qué, cuándo, dónde* and most importantly, *por qué*. Then write a brief summary in English of the reading and identify 8-10 new words you've found, together with their English equivalents. **Use the charts that follow as specified below.** In Chart A, 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, and
- 4) the source citation (URL for online articles or name of publication and date for print articles).

Green Library has a variety of current newspapers and magazines in Spanish in the periodicals area. Additionally, remember to consult the Spanlang resource page at <http://spanlang.stanford.edu/resources>. Try searching for your *protagonista* in Spanish language newspapers, both in the U.S. and abroad, among the many listed there.

Chart A (page 3) is to be completed and submitted with a copy of the reading for BOTH Portfolios 1A and 1B. Chart B is additionally required for Portfolio 1B.

Student name:

A copy of the article is attached []

Name of reading:

Citation (the URL for online articles or name of publication and date for print pieces):

Word count of reading (minimum 500 words):

Vocabulary List (min. 8-10 words)

New vocabulary item:	Meaning guessed from context:	Dictionary meaning:

Summary of reading (in English):

Student Name:

Chart B: Additional chart to be completed in for Portfolio 1B and Composition 2.

➤ El inicio o planteamiento de la situación	
➤ Introducción y descripción física y de la personalidad de los personajes principales	
➤ Componentes culturales: el lugar y tiempo	
➤ Desarrollo y nudo de la acción (momento de mayor complejidad)	
➤ El desenlace	
➤ La moraleja, o la creencia cultural que se quiere transmitir	
➤ Vocabulario creativo e interesante	
➤ Conectores	

Portfolio Entry #2A & 2B: Interpretación auditiva

DUE DATES:

- Autumn:** 2A – jueves 7 de octubre
 2B – jueves 28 de octubre
- Winter:** 2A – jueves 20 de enero
 2B – jueves 10 de febrero
- Spring:** 2A – jueves 14 de abril
 2B – jueves 5 de mayo

Read these instructions and work on this portfolio activity ahead of time! This activity seeks to help you improve your listening comprehension while heightening your awareness of local Latino communities and the Spanish-speaking world as a whole. You will watch the news in Spanish **on at least three (3) separate occasions for twenty (20) minutes each time.** As you watch, take as many notes as you can. **Organize your notes as follows:**

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 English .	
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. If possible, watch from the beginning of the program so that you can hear the summary. Watch for **at least 10 minutes per viewing session.** Below are some TV news shows to choose from. Alternatively, check out the resources page at <http://spanlang.stanford.edu/resources/index.html> for information on internet TV viewing or check out Telemundo on Youtube: <https://www.youtube.com/channel/UCRwA1NUcUnwsly35ikGhpoA>. And if you dislike watching the news, ask your instructor about other possibilities of interest to you.

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 #3A & 3B: Interacción con mi «compa» de conversación

DUE DATES:

- Autumn:** 3A – jueves 14 de octubre
3B – jueves 4 de noviembre
- Winter:** 3A – jueves 27 de enero
3B – jueves 17 de febrero
- Spring:** 3A – jueves 21 de abril
3B – jueves 12 de mayo

Get to know someone in or near the Stanford community who is a native speaker of Spanish. Some members of the community are heritage speakers who grew up in a Spanish-speaking home in the U.S., 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, just like speakers of English, come from a variety of backgrounds, so don't assume someone is a native speaker based solely on background or appearance. 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.*** For example, international graduate students have appreciated someone to proofread their research papers in English, or your *compa* might be looking for a jogging partner, or a ride to the airport or grocery store. Many students have developed lasting friendships in this way.

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, so much the better!) When you meet, your Spanish 3 Progress Card will be a helpful tool for you to practice. Then, for Portfolio Entry #3A, **converse for a full 15 minutes or more** as you choose **ONE** of the following:

- 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 a video in which you and your conversation partner demonstrate one or more of the objectives listed on your Spanish 3 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!* when s/he tells you something very sad. Practicing phrases such as these is easy on-line at: http://spanlang.stanford.edu/first_year/spanlang3_progress_interpersonal.html.

For Portfolio #3B, rather than record your conversation on tape, fill out the observation sheet provided on the next page. Be sure to chat with your conversation partner for 15 minutes or more.

Conversación con mi compa de conversación

Mi nombre y apellido: _____

Fecha de la entrevista: _____

Conversé con _____ (nombre y apellido de mi compa) hoy por _____ minutos.

Discutimos los siguientes temas: _____

Pude expresarme fácilmente cuando hablamos de: _____

Fue más difícil expresarme cuando hablamos de: _____

Algo que aprendí es que: _____

[] Me gustó la experiencia porque... _____

([] No me gustó la experiencia porque...

Portfolio Entry #4: Interpretación dramática

DUE DATES:

Autumn: jueves 18 de noviembre

Winter: jueves 3 de marzo

Spring: jueves 25 de mayo

For this portfolio, you and a small group of classmates will produce and video-record a brief presentation that you've worked on in and out of class. You may depict any of a variety of genres: *telenovela*, reality show, talk show, news show, etc. If you do not already have a video camera, you may borrow one from the Lathrop Library Media Desk (second floor), but it is suggested that you reserve the camera ahead of time and allow plenty of time to charge the battery before use. Be sure to carefully edit your script before memorizing your lines. Ask your instructor for assistance!

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.

(See <https://communitystandards.stanford.edu/policies-and-guidance>.)

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

Portfolio #5: Reflexión

DUE DATES:

Autumn: lunes 18 de noviembre

Winter: jueves 3 de marzo

Spring: 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.