

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

Your Portfolio is a compilation of language-related activities that you yourself have chosen from among the guidelines set by the Spanish Language Program. Ideally, your portfolio will contain some of the work you're most proud of. As such, keep all of your activities and set them aside. You'll be compiling them into one portfolio at the end of each quarter.

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

#### DUE DATES (week 2):

Fall Quarter: miércoles 5 de octubre

Winter Quarter: miércoles 8 de enero

This is an exercise of "letting go", or listening to authentic speech for intonation patterns and musicality *only*, as well as the pronunciation of consonants. In other words, listening for content comprehension is not the emphasis here. Over the next several days until this assignment is due,, your task is to listen, 4 times per week for five to ten-minute intervals, to a *mix of local radio and Internet radio broadcasts in Spanish* (see <http://spanlang.stanford.edu/resources/index.html> for information and links). Afterwards, in English, write your observations (anywhere from a couple of lines to a short paragraph) regarding some of 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 here. The point of this is to encourage you to engage in different types of listening, which may eventually 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:**

**Date of viewing:**

**Name of radio station or URL of internet site:**

**Time began watching:**

**Time finished Watching:**

**Observations based on listening:**

**PORTFOLIO #2: Escuchando la radio y la red (2)**

**DUE DATES (week 3):**

**Fall Quarter:** miércoles 12 de octubre

**Winter Quarter:** miércoles 25 de enero

This is a continuation of your Internet/radio listening assignment (see <http://spanlang.stanford.edu/resources/index.html> for information and links). This time, you will listen for genre identification: commercial, talk show, news, song, story, etc. What cues tip you off to genre identification in Spanish? Again, listen to the radio four times per week, **this time for ten minutes rather than five**, and write down the various genres that you encounter within those ten minutes. Feel free to include any isolated words that you pick up, or any observations regarding intonation and musicality. **NOTE: Using the chart below, with a separate chart for each entry, include the dates, times and stations or Internet sites that you consulted:**

**Date of viewing:**

**Name of radio station or URL of internet site:**

**Time began watching:**

**Time finished Watching:**

**Genre of programming I listened to/any additional observations:**

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

**Fall Quarter:** miércoles 19 de octubre

**Winter Quarter:** miércoles 1 de febrero

For this Portfolio entry you will need to seek out and read two or more *lecturas* (readings), one each from among the categories listed in the chart 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, weather and the seasons, the family, bilingualism, folklore, music, and dance. **BE SURE TO FIND READINGS THAT INTEREST YOU!** You may use the information you find as a basis for one of your compositions and/or your oral presentation. So plan ahead and keep an eye out for articles throughout the quarter!

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; and 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 long (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 or Spanish poet. In English, name the theme of the poem, and explain why you like it. Try to list 5 new words and their English equivalents.	Read a simple story ( <u>un cuento simple</u> ) 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 local or California newspaper such as <i>Él Mensajero</i> , <i>El Observador</i> , <i>La Oferta</i> , or <i>La Opinión</i> at <a href="http://www.laopinion.com">http://www.laopinion.com</a> . 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 long (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.**

**Check one: Reading from Column A [ ] or Column B [ ]**

**Name of reading:**

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

**Word count of reading** (minimum 250 words for readings from column B):

**Vocabulary List (min. 8-10 words)**

<b>New vocabulary item:</b>	<b>Meaning guessed from context:</b>	<b>Dictionary meaning:</b>

**Summary of reading** (in English):

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

##### **DUE DATES (week 6):**

**Fall Quarter:** miércoles 2 de noviembre

**Winter Quarter:** miércoles 15 de febrero

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 several different 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 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, even better!) When you meet, your Spanish 1A Progress Card will be a helpful tool for you to practice. Then, for Portfolio Entry #4, choose **ONE** of the following as you **converse for a full five 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 a video 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 s/he tells you something very sad. Practicing phrases such as there is easy on-line at:

[http://spanlang.stanford.edu/first\\_year/interpersonal1A.html](http://spanlang.stanford.edu/first_year/interpersonal1A.html)

**Portfolio Entry #5: Interpretación auditiva**

**DUE DATES (week 7):**

**Fall Quarter:** miércoles 9 de noviembre

**Winter Quarter:** miércoles 22 de febrero

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:

Date of viewing:		
Name of program and TV station:		
Time began watching:		
Time finished Watching:		
News topics:	Details I understood:	Useful vocabulary I picked up:
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 local TV viewing.

Program	Channel	Time
¡Despierta América!	14*	7:00 a.m.
local news	14, 48*	6:00 p.m., 11:00 p.m.
national news	14, 48*	6:30 p.m.
Primer Impacto	14*	Tuesdays, 10:00 p.m.
Ocurrió Así	48*	Wednesdays, 9:00 p.m.

\*If you have cable, these stations may be found elsewhere on your TV dial. On Stanford cable, Channel 14=66 and Channel 48=68. Newer networks such as Telefuturo and Azteca América may also be found on Stanford cable.

## Portfolio Entry #6: Producción dramática

### DUE DATES (week 9):

Fall Quarter: martes 29 de noviembre

Winter Quarter: jueves 8 de marzo

- 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.

## Portfolio Entry #7: Complilación y reflexión

### DUE DATES (week 10):

Fall Quarter: lunes 5 de diciembre

Winter Quarter: lunes 12 de marzo

For your final portfolio entry, you'll reflect on your best work.

- [ ] **Composition:** First, include your favorite composition. Include a brief note in English as to why it was your favorite.
- [ ] **All other entries:** Second, gather together all of your other entries, including any extra materials or activities you've worked on, as you consider your progress this quarter.
- [ ] **Progress Card:** Third, take a look at your progress card and complete it, further reflecting on your development in Spanish this quarter.
- [ ] **Summary of your progress:** Fourth, write a paragraph in English about your progress this quarter. Focus on what you think your strengths and areas for improvement are at this point, and what your goals are for future studies in Spanish.
- [ ] **Compile:** Finally, put these items together in a binder or folder to turn it in. Remember to complete your **Progress Card** and include it with your Portfolio. You may want to use tabs to separate different types of assignments. Feel free to include other materials you've gathered or activities you've completed related to your Spanish language studies.