

## Your Spanish 2 Portfolio or «Carpeta de actividades»

Your Portfolio is a compilation of language-related activities designed to help you increase your contact with authentic Spanish outside the classroom. In Spanish 2, one objective is for you to increase your knowledge and awareness of Latino communities in the United States. Therefore, you'll be asked to choose from among several Portfolio activities that will help you meet that goal. Be sure to keep your assignments, as you will need to compile them in a single folder at the end of the quarter.

### Portfolio Entry #1A & 1B: Interpretación: Lecturas

#### **DUE DATES:**

<b>Autumn:</b>	<b>1A – jueves 24 de septiembre</b>
	<b>1B – jueves 5 de noviembre</b>
<b>Winter:</b>	<b>1A – jueves 7 de enero</b>
	<b>1B – jueves 18 de febrero</b>
<b>Spring:</b>	<b>1A – jueves 1° (primero) de abril</b>
	<b>1B – jueves 13 de mayo</b>

For each of these two Portfolio entries, you'll seek out and read one or more **lecturas** (*readings*) of **2 pages each (about 500 words)** related to an issue of importance to a Latino community in the U.S. Consider exploring a topic related to one of the themes we'll study this quarter, such as **food, health, or fitness, art, literature or globalization**. **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. **Use the chart below** to 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)**. Use the chart on the next page to compile your work.

Green Library has a huge variety of current newspapers and magazines in Spanish in the periodicals area. Additionally, as always, remember that a great source to use in your research is the **Resources & Links** page at <http://spanlang.stanford.edu>.

Chart to be completed by the student and submitted **with a copy of the reading**:

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):

## **Portfolio Entry #2A & 2B: Interacción**

### **DUE DATES:**

<b>Autumn:</b>	<b>2A – jueves 1° (primero) de octubre</b>
	<b>2B – jueves 29 de octubre</b>
<b>Winter:</b>	<b>2A – jueves 14 de enero</b>
	<b>2B – jueves 11 de febrero</b>
<b>Spring:</b>	<b>2A – jueves 8 de abril</b>
	<b>2B – jueves 6 de mayo</b>

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., while other native speakers hail from various 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, so much the better!) When you meet, your Spanish 2 Progress Card will be a helpful tool for you to practice. Then, for Portfolio Entry #2A, **converse for a full ten 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 2 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.

### **BE SURE TO CUE UP THE AUDIO/VIDEO TAPE TO THE BEGINNING OF THE INTERVIEW!**

**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/interpersonal2.html](http://spanlang.stanford.edu/first_year/interpersonal2.html)

**For Portfolio #2B, rather than record your conversation on tape, fill out the observation sheet provided by your instructor.**

**Portfolio Entry #3A & 3B: Interpretación auditiva: Las noticias**

**DUE DATES:**

- Autumn:**           3A – jueves 15 de octubre  
                           3B – jueves 19 de noviembre
- Winter:**           3A – jueves 28 de enero  
                           3B – jueves 4 de marzo
- Spring:**           3A – jueves 22 de abril  
                           3B – jueves 27 de mayo

**Read these instructions and work on this portfolio activity ahead of time!** For this activity, which seeks to heighten your knowledge not only of Spanish, but also of the local Latino community 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:**

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 20 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, 27, 66 (SUTV)	7:00-9:00 a.m.
local news	14, 48 (68 SUTV)	6:00 p.m., 11:00 p.m.
national news	14, 48 (66,68 SUTV)	6:30 p.m.
Primer Impacto	14 (66 SUTV)	Tuesdays, 10:00 p.m.
Ocurrió Así	48 (68 SUTV)	Wednesdays, 9:00 p.m.

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

#### **Portfolio #4: Presentación de canciones**

##### **DUE DATES:**

**Autumn:**       jueves 12 de noviembre

**Winter:**       jueves 25 de febrero

**Spring:**       jueves 20 de mayo

Your entire class will have to choose between OPTION A or OPTION B to complete this activity:

##### **OPTION A: CREATE LISTENING COMPREHENSION ACTIVITIES**

You will work with TWO other classmates to create a listening comprehension activity for the entire class. You will need to do all of the following steps:

A) On the Internet, in music stores or in Green or the Music Library, look for a song from one of the genres listed below:

tango	sevillanas	pop
merengue	flamenco	zarzuela
salsa	son	banda rap
cumbia	tejana	reggaetón
mariachi	corridos	rancheras

B) If the lyrics are not included with the disc, look for them either by doing a direct search with the song title or group/singer or use any of the **Music Links** on the **Resources & Links** page of <http://spanlang.stanford.edu>.

C) Prepare a listening activity with the song and lyrics you found. Some sample exercises include the following:

- fill-in-the-blank
- indicate the correct line
- indicate the incorrect line
- put lines in order
- ?

D) Present a brief description of the song in terms of its genre, history, and the artist(s) who perform it.

E) Via e-mail, send your instructor your listening activity by **12 PM THE DAY BEFORE YOUR PRESENTATION** so s/he can put the activity on CourseWork for the class to be able to access. If you do not have the activity ready by then, be sure to bring enough photocopies of the activity for your classmates and instructor the day of your presentation. Remember to bring your song to class!

##### **OPTION B: THE LIP "SING" CONTEST** (for hammier classes)

You will work with TWO other classmates to lip "sing" the song of your choice from any of the genres listed in (A) above. You will obtain a recording of the song and its lyrics, memorize the lyrics, and perform the song (with the recording as a backup) for your class. Before your musical presentation, you will also present a brief description of the song in terms of its genre, history, and the artist(s) who perform it. "Grammy Awards" will take place in class at a later date to reward the most outstanding presentations.

## **Portfolio #5: Complilación y reflexión**

### **DUE DATES:**

**Autumn:** lunes 30 de noviembre

**Winter:** lunes 8 de marzo

**Spring:** viernes 28 de mayo

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

First, include your favorite composition. Include a brief note **in English** as to why it was your favorite.

Second, gather your other entries together as you consider your progress this quarter.

Third, take a look at your **progress card** and **complete it**, further reflecting on your development in Spanish this quarter.

Fourth, write a paragraph **in English** about your progress this quarter. Focus on what you think **your strengths and weaknesses** are at this point, and what your **goals are for future studies in Spanish**.

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 additional activities you've completed related to your Spanish language studies.