

Your Spanish 3 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 3, one of our objectives is to increase your knowledge and awareness of the Spanish-speaking world. 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: Interacción: Dos conversaciones en español

DUE DATES:

Autumn:	1A – jueves 6 de octubre
	1B – jueves 27 de octubre
Winter:	1A – jueves 19 de enero
	1B – jueves 9 de febrero
Spring:	1A – jueves 12 de abril
	1B – jueves 3 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., 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 3 Progress Card will be a helpful tool for you to practice. Then, for Portfolio Entry **1A**, **converse for a full fifteen 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. **(cont.)**

- 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/interpersonal3.html

For Portfolio #1B, rather than record your conversation on tape, fill out the observation sheet provided by your instructor.

Portfolio Entry #2A & 2B: Interpretación auditiva: Las noticias

DUE DATES:

- Autumn:** 2A – jueves 13 de octubre
 2B – jueves 3 de noviembre
- Winter:** 2A – jueves 26 de enero
 2B – jueves 16 de febrero
- Spring:** 2A – jueves 19 de abril
 2B – jueves 10 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 thirty (30) 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 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. You should watch from the beginning of the news program so that you can hear the news summary. Watch for **at least 30 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 Telefutura and Azteca América may also be found on Stanford cable.

Portfolio Entry #3A & 3B: Interpretación: Dos lecturas en español

DUE DATES:

Autumn:	3A – jueves 20 de octubre
	3B – jueves 10 de noviembre
Winter:	3A – jueves 2 de febrero
	3B – jueves 23 de febrero
Spring:	3A – jueves 26 de abril
	3B – jueves 17 de mayo

For each of these two Portfolio entries, you'll seek out and read one or more **lecturas** (*readings*) of **3 pages** (about 750 words or more) each related to an issue of importance in the Spanish-speaking world. Consider exploring a topic related to one of the themes we'll study this quarter, such as **famous people (from the Spanish-speaking world) and their impact in society, environmental concerns, economics, or technology**. **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 room. 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 750 words):

Vocabulary List (min. 8-10 words)

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

Summary of reading (in English):

Portfolio Entry #4: Interpretación dramática

DUE DATES:

Autumn: **jueves 1° (primero) de diciembre**

Winter: **jueves 8 de marzo**

Spring: **jueves 31 de mayo**

For this portfolio, you and a small group of classmates will produce and videotape 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 Meyer Library Media Desk (second floor), but it is suggested that you reserve the camera ahead of time and that you allow plenty of time to charge the battery before your presentation. Alternatively, consider borrowing a camera from a friend, classmate or family member. Be sure to carefully edit your script before memorizing your lines. (Ask your instructor for assistance!)

Portfolio Entry #5: Compilación y reflexión

DUE DATES:

Autumn: **lunes 5 de diciembre**

Winter: **lunes 12 de marzo**

Spring: **viernes 1° (primero) de junio**

Compile your Portfolio in a binder or folder to turn it in. Remember to include the following:

- [] your completed **Progress Card**
- [] a brief summary in English on how you feel you progressed this quarter, including your strengths and areas for improvement, and your goals for future study
- [] Portfolio entries #1 through #4
- [] Your favorite composition with a brief explanation in English as to why you liked it
- [] any additional materials you've collected, notes on additional activities related to your Spanish language studies, additional tapes or videos you've made...