

**Spanish Language (SPANLANG) Program • First Year**  
**Stanford Language Center**  
**Stanford University**

**The Spanish Language Program at Stanford University is designed to develop students' abilities to:**

- engage in interactions with speakers of Spanish in a variety of contexts and for a variety of purposes, using socially and culturally appropriate forms
- understand and interpret written and spoken language of different levels on a range of topics and demonstrate a growing awareness of the social and cultural influences shaping the production and use of Spanish
- present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics
- expand on strategies that allow them to continue their study and use of Spanish outside the classroom.

Each quarter of the sequence has a set of functional objectives ("Progress Card") that students are expected to meet as they develop their language skills.

**An Overview of the First-Year Sequence**

In the first-year sequence, SPANLANG 1, 2, and 3, students acquire essential Spanish by using the language in meaningful ways and learn to function appropriately in a variety of social and cultural contexts. The first-year program objectives revolve around three key axes:

- (1) Interpersonal Objectives:** Interacting with others in order to, e.g.,
  - ask and answer questions
  - exchange information about people, places, experiences, and events
  - express likes/dislikes
  - state opinions
- (2) Interpretive Objectives:** Understanding spoken and written Spanish in, e.g.,
  - television news reports and oral presentations
  - social interactions in contexts students themselves can engage in
  - readings of up to 3 pages in length
- (3) Presentational Objectives:** Using academic/professional language to, e.g.,
  - give rehearsed oral presentations with limited reliance on notes
  - ask and respond to questions related to formal presentations
  - report in writing about everyday happenings and current events
  - discuss future plans and make predictions in writing

**The First-Year Accelerated Program**

First-Year Accelerated Spanish covers in two quarters (SPANLANG 1A and SPANLANG 2A) the same material that other languages cover in three quarters. The course is designed for students who've placed into the second year of another Romance language (for example, French, Italian, or Portuguese), or with previous exposure to Spanish in the classroom. Students must place into the Accelerated Program if they wish to enroll.

**The Second-Year Program**

The overarching goal of the second-year program is to prepare students for study abroad alongside native speakers of Spanish. This preparation is realized through increasing focus on

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presentational discourse, with emphasis on academic and professional registers of the language.

As in the first year of Spanish study, program objectives revolve around three key axes, but in the second year the emphasis shifts from interpersonal to presentational language:

- (1) **Presentational Objectives:** Use academic and professional language to, e.g.,
  - write reports of increasing length and complexity
  - give increasingly lengthy and more extemporaneous oral presentations of 10 or more minutes in length
  - compare and analyze extemporaneously
- (2) **Interpretive Objectives:** Understand spoken and written Spanish to, e.g.,
  - analyze and synthesize the main ideas and supporting data in authentic written texts
  - follow shifting topics in a conversation
  - compare different regional varieties and registers of Spanish
- (3) **Interpersonal Objectives:** Interact with others with, e.g.,
  - socially appropriate expression of respect, politeness, gratitude, friendliness, and distance
  - appropriate use of *tú* and *usted* express likes/dislikes
  - increasing sophistication in discussions of academic and professional topics

**Materials**

*Protagonistas*, **any print** edition and/or the 3rd edition of the virtual text (“vText”), included in the online “Supersite.” **Please note:** students who wish to purchase the Supersite **must** purchase the current (3rd) edition. To reiterate: Students who wish to purchase a more cost-effective 1<sup>st</sup> or 2<sup>nd</sup> edition **print** textbook are welcome to do so, but those who elect to purchase the Supersite should only purchase the 3<sup>rd</sup> edition. Textbooks are available at the Stanford Bookstore, on reserve in Green Library, and at <https://www.vhlcentral.com> as well as other online outlets.

**a. Class format**

Class meets 5 days a week. The major part of each class session will be spent listening to and actively using Spanish. Your job will be to focus on deriving meaning from what is said using all of the cues at your disposal (your background knowledge of the topic or context, visuals that may be present, your instructor’s intonation, etc.); participating in class by using the language you have; and interacting in Spanish with your classmates, instructor, and invited speakers. All materials used in the course are connected to the topics presented in the text and the larger functional objectives.

The program objectives (see above and Progress Card) are what principally guide the course, with the textbook and supplementary materials as tools to help you reach those objectives. Occasionally we will discuss grammatical structure in class; most of the time, though, it will be assigned for home study so that class time can be dedicated to active use of Spanish.

**b. Spanish-speaking Conversation Partner**

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You will be asked to get to know someone in the Stanford community who is a native speaker of Spanish. This activity is also included in your Portfolio activities. Ideally, you will get to meet with them frequently, every week if possible. Common interests are one of the best ways to locate and develop a lasting friendship with a conversation partner. You may simply ask your friends or instructor if they know anyone from Stanford who speaks Spanish, or you may consult <http://learningconnection.stanford.edu> and request a native conversation partner. Remember to use common courtesy when arranging to meet with your partner and be prepared to return a favor for one extended.

**c. Portfolio**

You will be asked to keep a portfolio of your contact with Spanish during the quarter outside of class. Sample Portfolio activities may include, for example, reflections on your attempts to watch the news, recordings of your conversations (or attempted conversations) with your conversation partner, attempts to read magazines or digital media in Spanish, etc.

**d. Self-Assessment**

At varying points in the quarter, you will be expected to assess your own progress using your Progress Card. Your instructor or conversation partner will either concur with your assessment or suggest that you need more work.

**e. Diagnostics on Canvas**

There will be a series of oral and writing diagnostic activities (ODAs and WDAs) on Canvas throughout the quarter. These activities will focus on functional skills, i.e. your ability to produce oral and written Spanish. All diagnostics are administered under the [Stanford Honor Code](#) and [Language Center policies](#).

**f. Diagnostics in Class**

You will complete a series of six (6) formative writing diagnostics in-class on Wednesdays, starting the second week of the quarter, with a break during week 5 and ending on week 8. The lowest grade of these formative diagnostics will be dropped. *In addition, a seventh, summative writing diagnostic assessment will be administered during week 9.* All diagnostics are administered under the [Stanford Honor Code](#) and [Language Center policies](#).

**g. Oral Proficiency Interview**

At the end of the quarter, you will schedule a conversational interview with an instructor in order to assess your level of oral proficiency. You will have a great deal of choice in demonstrating what you are able to do in Spanish. In Spanlang 2A and 3, this interview is conducted in a virtual format in the Language Lab.

**h. Class homework and assignments**

Daily language activity is essential to mastering a language. Per Registrar guidelines, you should plan to spend two or more hours daily on language exercises, activities, and/or study for each hour of class per week, for a total of 10 hours or more of study outside of class per week. You will be assigned various exercises to help you master the vocabulary and other material. Doing these regular practice exercises helps solidify your Spanish through consistent reinforcement and enables you to produce it with increasing automaticity.

**Grading Rubric**

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The student...	A all/always	B most/usually	C some/sometimes	D few/rarely
<b>Preparation 10%</b>	<ul style="list-style-type: none"> <li>• <b>In addition to always</b> adhering to the Honor Code &amp; Fundamental Standard (<i>this is a must, not an option!</i>): <ul style="list-style-type: none"> <li>• prepares <b>all</b> homework assignments (e.g., “Supersite” or textbook exercises) on time.</li> <li>• completes <b>all</b> assigned reading and listening activities before class.</li> </ul> </li> </ul>			
<b>Participation 10%</b>	<ul style="list-style-type: none"> <li>• <b>always</b> contributes actively and enthusiastically in the target language, Spanish, to class discussions, yet is considerate of others, inviting classmates to contribute as well.</li> <li>• <b>always</b> reviews the course goals and progress card weekly.</li> <li>• <b>always</b> exhibits exemplary participation according to the <a href="#">Participation Rubric</a>.</li> </ul>			
<b>Interpersonal Language 30%</b>	<ul style="list-style-type: none"> <li>• 5% completes <b>all</b> Oral Diagnostic Activities (ODAs) and/or conversations with the instructor: <ul style="list-style-type: none"> <li>o oral production is spontaneous, unassisted, and of appropriate duration.</li> <li>o pronunciation, vocabulary, and fluency are appropriate for the course level.</li> </ul> </li> <li>• 5% completes <b>all</b> assigned conversations to be recorded with a classmate or language conversation partner (LCP): <ul style="list-style-type: none"> <li>o oral production is spontaneous and of appropriate duration.</li> <li>o pronunciation, vocabulary, and fluency are appropriate for the course level.</li> </ul> </li> <li>• 20% completes final interview with instructor (or in the Language Lab, as applicable): <ul style="list-style-type: none"> <li>o creates with the language, asks and answers questions.</li> <li>o converses on a range of daily life topics.</li> <li>o is generally comprehensible.</li> <li>o speaks in sentences.</li> </ul> </li> </ul>			
<b>Interpretive Language 20%</b>	<ul style="list-style-type: none"> <li>• 10% fully completes <b>all</b> reading assignments including: <ul style="list-style-type: none"> <li>o reading portfolio assignments.</li> <li>o class reading activities.</li> </ul> </li> <li>• 10% fully completes <b>all</b> listening assignments including: <ul style="list-style-type: none"> <li>o listening portfolio assignments.</li> <li>o class listening activities.</li> </ul> </li> </ul>			
<b>Presentational Language 30%</b>	<ul style="list-style-type: none"> <li>• fully and self-sufficiently completes: <ul style="list-style-type: none"> <li>o 5% outside Writing Diagnostic Activities (WDAs), blogs, vlogs, group videos, and other presentational activities.</li> <li>o 10% in-class formative writing diagnostics.</li> <li>o 10% in-class summative writing diagnostic.</li> <li>o 5% final oral presentation with solid: <ul style="list-style-type: none"> <li>▪ preparation: student has researched, prepared, and practiced the presentation.</li> <li>▪ content: informative, interesting, and relevant to the Spanish-speaking world.</li> <li>▪ organization: introduction with a thesis, relevant supporting information, impactful conclusion that circles back to the thesis.</li> <li>▪ accuracy: mistakes are appropriate for the level and do not impede comprehensibility.</li> <li>▪ manner: delivery is confident and rehearsed yet natural; visuals enhance the presentation.</li> </ul> </li> </ul> </li> </ul>			

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Policies governing language (-LANG) courses can be found below and [here](#) on the Language Center website.

**Statement on Academic Integrity and Outside Assistance**

All students are expected to read and uphold the [Stanford Honor Code](#) with regard to language course classwork, activities, and assignments. Academic integrity is at the heart of language acquisition; only you are responsible for your own learning and can demonstrate what you can do. Unless specified otherwise, the expectation is that all work is your own without the use of any collaborative tools.

To ensure that you understand how the Honor Code applies to language courses, please carefully review the information below.

**Permitted**

- For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount and type of assistance you have received on any written or oral assignment.
- It is always helpful to have another person listen to you practice your oral presentations and provide feedback on your manner of expression. For this reason, assistance in the preparation of oral assignments is encouraged.
- While preparing for oral interviews it is always helpful to practice conversation with native speakers or someone more knowledgeable as a way to increase your comfort level.
- Digital language tools may be helpful if used judiciously and only with the guidance of your instructor.

**Unpermitted**

- Under no circumstances is another person, tool, or service to generate an essay for you or to contribute to the ideas or substantive expression of individual assignments.
- Plagiarism (i.e., unattributed, direct copying of text and/or ideas from a source other than yourself) is not allowable. In language courses, this includes translations of source material into the target language.
- The use of translation services and apps during language exams, including but not limited to tools such as Google Translate, is not allowable. This is considered to be unpermitted aid and a hindrance to student learning.
- Divulging the content of an oral interview and assessments to others is not permitted, as this violates Stanford's Honor Code.

**Statement on Disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare

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an Accommodation Letter for faculty. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 650-723-1066; To get started, or to re-initiate services, please visit [oae.stanford.edu](http://oae.stanford.edu).

**Statement on Inclusivity**

All language courses at Stanford are inclusive. Everybody has a name and a pronoun. Instructors are committed to referring to students with the correct pronoun. Please feel free to correct the instructor if there is an error.

**Accommodation in Stressful Times**

Language instructors care deeply about your well-being. Small classes mean individual support in your language learning. Please speak with your instructor if you are having any academic or personal difficulties. It is very important that we stay connected, especially during troubled times. We can be flexible about assignment and project completion dates. However, we want you to continue to attend class. We are a community and we need to support one another.

**Language Center Attendance and Make Up Guidelines**

In accordance with [University standards](#), students should plan to attend all class sessions of their language courses and review the respective syllabus for specific details. Language courses are governed by the Language Center guidelines on attendance and make-ups as below, consistent with the Language Center mission. Stanford language classes are taught in the target language. Class attendance and participation are essential to acquiring active language skills through in-person practice of conversation, reading, writing, and listening in real time. Attendance is essential to develop the skills to interact in the language. For this reason, students are expected to attend and actively participate in all class meetings.

Learning begins in the first week of classes. **Shopping is not permitted and students will not be permitted to join a class after missing the first full week of instruction.**

**Absences and Make-Ups**

Given the importance of attendance and participation to student learning, the below policies and expectations have been adopted for all language courses. **If a student expects regular or extensive absences for any reason, the Language Center recommends taking a language class during a different quarter.**

- We provide some flexibility to all students. Students may miss up to two class hours with no penalty. Each subsequent missed class hour counts as a one percent (1%) deduction from the final course grade.
- Students who will miss class for official University-sponsored activities such as athletic competition should notify their instructor during the first week of class, providing a list of anticipated missed class dates. The instructor will then work with the student to make

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arrangements for the student to make up the missed class. If a student needs to be absent for health reasons or a personal emergency, they should consult with their instructor as soon as possible to consider the number of classes that will be missed and to review options. In some cases, the instructor may make arrangements for the student to make up a missed class.

- When approved by the instructor, absences must be made up within two weeks of the absence date and no later than the end of Week 9; make up sessions are not held during end-quarter or final exam periods.

Students with OAE disability-related academic accommodations who may require absences for medical reasons should consult with the program coordinator for that language prior to enrolling in a language course.

**Spanish Language Program Attendance and Makeups: Details**

In keeping with Language Center policies, there are no “excused” versus “unexcused” absences. Instead, the Spanish Language Program provides up to 8 makeup classes in Spanish during weeks 3-9. Students generally eligible for Spanish makeup classes include:

- Students who will miss class for official University-sponsored activities.
- Students with a letter of accommodation from the OAE that specifies “attendance flexibility.”
- Students who miss multiple classes due to a serious health reason or personal emergency.

All generally eligible students must provide their instructor with a list of expected absences during the first week classes, except in the case of urgent health or personal emergencies. In all cases, students must communicate promptly with their instructor, who will in turn contact the program coordinator and makeup class instructor.

Eligible students should expect to receive an invitation and informational email from the makeup class instructor no later than Monday of week 3. If you are eligible and do not receive this email, you should notify your regular instructor immediately.

Absences that are not made up will be deducted from a student’s final grade as follows:

Number of Hours Absent	Deduction from Final Grade
0-2	0
3	1%
4	2%

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5	3%
6	4%
7	5%

**Please note:** Three (3) tardies will count as one absence. Any tardy of 15 minutes or more will count as one hour's absence.

**General Information for students who seek to:**

**TAKE ADVANTAGE OF FREE FOREIGN LANGUAGE CONVERSATION PRACTICE:** Sponsored by the Center for Teaching and Learning (CTL), language conversation partners are available to students taking –LANG courses that are supported by this resource. LCPs can help you develop conversation skills, practice different scenarios (e.g., giving directions, shopping, ordering food), and rehearse oral drills and textbook activities. For more information and to make an appointment, visit <https://studentlearning.stanford.edu/language-partners>

**Major or minor in Spanish:**

[Stanford Bulletin](#)

**Minor in Modern Languages and other minors in our Division:**

[Stanford Bulletin](#)

**Pursue the Proficiency Notation in Spanish:**

[Proficiency in Foreign Language Notation](#)

**Study abroad through the Bing Overseas Studies Program:**

<http://bosp.stanford.edu/>

**Honor Society.** We house a chapter of Sigma Delta Pi, the Spanish language honor society. Beyond completing second year and having an excellent GPA, you will need to complete at least one literature course taught in Spanish to be elected.

**Fellowship Opportunities.** We want you to study abroad during and after your Stanford experience. An important way to prepare yourself for these great opportunities is to keep in touch with Bechtel International Center for updated information regarding prestigious international fellowships and scholarships. Contact <https://bechtel.stanford.edu/overseas-scholarships>

**Report or find information on sexual harassment or abuse:** Stanford has clear policies prohibiting sexual harassment, sexual assault, relationship violence (including domestic and dating violence), sexual misconduct and stalking. See <https://notalone.stanford.edu> for multiple resources including confidential counseling.



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