

Cultural Portfolios for Post-Secondary and Secondary Language Classes Supplemental Materials

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APPENDIX I: Cultural Portfolio: Student Instructions Second or third semester university course

PURPOSE: Throughout this course, you will be focusing on a country of your choice in order to gain more insight into its **products, practices, and perspectives**. “The study of another language is synonymous with the study of another culture; the two are inextricably linked” (Cutshall, 2012). The purpose of the *Portfolio Cultural* is to examine some of the differences in cultural products and practices, and the perspectives of cultures different than your own. This can be accomplished by collecting information and artifacts that represent those products, practices, and perspectives, and considering them in relation to your own culture. While you will be focusing primarily on one country and its products, practices, and perspectives, your understanding of the “3 P’s” will also be assessed on chapter exams.

OBJECTIVES:

- Students will develop an awareness of the geographic, historical, economic, social/religious and political factors that can have an impact on cultural products, practices, and perspectives.
- Students will recognize stereotypes and generalizations about the target culture, and evaluate evidence that supports or negates those stereotypes and generalizations.
- Students will consider contrasts between the target culture and their own.

APPROPRIATE RESOURCES:

- Conduct **all searches** from [Google international locations](#). Nearly every country has its own Google portal. Google *en español*, ¡por supuesto! Search and read in Spanish as much as possible, using English only as necessary.
- For more information about the products, practices, and perspectives please click [here](#).
- **Look for reliable resources:** .gov sites, museums, cultural organizations, national news sites, some tourist sites. Use newspapers, magazines, etc. from the country (*en español ¡por supuesto!*)
- **DO NOT** use Wikipedia as a primary source. It can, however, be used to gather ideas and find other resources.
- You may also use your textbook; however, your textbook should not be your only source of information.

Tasks: (Second Semester)

Choose one Spanish-speaking country, and using appropriate Internet resources, complete the table *by typing your responses in the boxes*.

- This should be completed in Spanish, using YOUR language (**do not just cut and paste, or write in English and translate; this constitutes plagiarism**)
- Use handouts on your course website for accent marks, and spell check to help you with writing. Lists and short, simple sentences are acceptable. Photos are highly recommended. The table will expand as you click in and then type in each box.
- **Be sure to cite the source in the appropriate column! All sources should be in SPANISH and RELIABLE**

Cultural Portfolio: Spanish-Speaking Country

Graphic Organizer

| Task | Tema / Guiding Questions | Información (descripción, fotos, enlaces a videos, etc.) | Fuentes note – ALL SOURCES MUST BE APPROPRIATE SPANISH SOURCES. | Assignment Information and Due dates |
|---------------------------------|---|--|---|--|
| #1: Preliminary research | <p>¿Cómo se llama el país?</p> <p>¿Dónde está el país?</p> <p>Lenguaje(s): ¿Qué idiomas hablan en el país?</p> <p>El arte y las artesanías: ¿Qué arte y artesanías se asocian con el país? (mínimo 3)</p> <p>Otras tradiciones culturales o influencias únicas (i.e. influencias de otros países, etc.) (mínimo 2)</p> | | | Submitted for Instructor Grading |
| #2: Las viviendas | <p>Las viviendas.</p> <p>¿Cómo son las viviendas del país?</p> <p>¿Dónde viven los estudiantes?</p> <p>¿Cuánto cuesta una vivienda?</p> <p>¿Las viviendas son fáciles de encontrar, o hay alguna limitación? Se deben incluir unas fotos apropiadas.</p> | | | Prepare for online task (See Appendix 2) |

| Task | Tema / Guiding Questions | Información (descripción, fotos, enlaces a videos, etc.) | Fuentes note – ALL SOURCES MUST BE APPROPRIATE SPANISH SOURCES. | Assignment Information and Due dates |
|------------------------------|---|--|---|---|
| #3: La comida | Comidas típicas: ¿Cuáles son unas comidas típicas y comunes del país? ¿Por qué? ¿Hay fotos? | | | Create a menu from your chosen country. Combined with restaurant simulation |
| #4 Compras | Los mercados y compras ¿Adónde van las personas del país para ir de compras? ¿Cómo se viste la gente? ¿Hay ropa tradicional en el país? ¿Cómo es? Be sure to include artesanías from your preliminary research. | | | Prepare to <i>regatear</i> in our classroom Mercado simulation! |
| #5 –In-class task (optional) | | | | In class reading/writing task on a cultural topic |

Cultural Portfolio: Spanish-Speaking Country

Grading Rubric

| | 10 | 8 | 6 | 0 |
|-----------------------------|---|--|--|------------------------|
| Preliminary Research Task | All areas thoroughly researched and details included in submission. | Most areas researched, a few areas could be more detailed or one or two are missing. | Missing areas of research. | No research completed. |
| Sources and Professionalism | Appropriate sources used and presented; turned in on time | Most sources appropriate; may be some questionable or missing sources; turned in on time | Inappropriate or insufficient sources, or turned in late | No sources |

Tasks: (Third Semester)

Task #1: Complete *Lluvia de ideas* for task #1. See Handout.

Task #2: *Los estereotipos:* Ejemplo de un estereotipo: All girls play with dolls, all boys play sports, all Germans drink beer, all Chinese people eat rice every day, and all Americans are lazy.

Using the [videos of native speakers](#) discussing stereotypes, watch several excerpts, and write an essay that explains and supports or negates the stereotype (**minimum 250 words**). What stereotypes exist about the country you've chosen?

Task #3: *Una celebración.* Using a celebration from the target culture of your chosen country, create a one-page (8.5 x 11) poster, containing a **minimum of 150 words (*en español*)** that describes the products, practices, and the significance or perspective to the target culture. Be sure to include a visual representation as well as your text. Must be typed, and accents and spelling count. You will submit a final draft ***electronically, but you will need to bring a printed copy to class.*** Remember it is part of your PORTFOLIO, so be sure to include it with your other essays. Preliminary feedback is available up until 24 hours before assignment due date.

Se deben incluir:

Párrafo N° 1: Introducción ¿Cuál es la celebración? ¿Cuándo se celebra? ¿Dónde se celebra?

Párrafo N° 2: ¿Qué hace la gente en esta fiesta/tradición?

Párrafo N° 3: ¿Qué productos son parte de esta tradición/fiesta?

Párrafo N° 4: ¿Por qué se celebra esta tradición/fiesta? ¿Cuál(es) es/son la(s) perspectiva(s)? ¿Qué es importante/probable, etc.? (Use one expression.)

Párrafo N° 5: Conclusión

Task #4: (Chapters 12 y 13) In-class activity: *El trabajo:* Locate a job ad (***EN ESPAÑOL***) from your country and bring it to class as instructed.

¡Una celebración!

Grading Rubric

| | 10 | 8 | 6 | 0 |
|----------------------------|--|---|--|---|
| Task #3 in-class | Comes to class prepared with hard copy of poster . Fully participates in “Poster Presentations” | Comes to class with hard copy but is incomplete or missing information. May not fully participate in in-class activity | No poster brought to class, or Poster is handwritten. May or may not participate in activity | Does not come to class or does not complete any portion of activity |
| Task #3 Final draft | Poster completed . Rough draft turned in . Grammar and spelling are appropriate for task. Essay is organized and well-prepared for submission. Pictures are included . Word count is 150+ words . Content is appropriate to task, and includes all information . | Poster completed. Grammar and spelling are adequate for task. Essay is organized and prepared for submission. Pictures may or may not be included. Word count may or may not be 150+. Content could be stronger, or missing some information. | Poster incomplete or lacks content. | No final draft completed. |

CULMINATING ACTIVITY: Write a reflection in ENGLISH

Part I: Using what you've learned in completing this portfolio, **write a minimum of 1 page, double-spaced, 12 pt. font (TIMES NEW ROMAN) in English** that draws comparisons between the products, practices, and perspectives of the target country and culture, and your own culture. What are some products, practices and perspectives that represent your own culture? How do you think learning more in-depth about other cultures will affect your future academic and professional journey? Include specific examples from your work.

Part II: Using the information from this project, **draw and label** a cultural paradigm for a specific perspective (*el triángulo*) of your country. Recommendation: Choose a festival celebrated in your country or a specific custom you've learned about to help you with this part of the project.

APPENDIX 2: In-Class Simulations and Writing Tasks

Second and third semester courses

¡A vivir al mundo hispanohablante!

(Online task)

Part I:

Using the information that you have found regarding *las viviendas* in your country, create an ad for the perfect dwelling that might be available for a student who is planning to live and study in that country for a year. Create an electronic ad, such as you might see on a website. Your ad must include:

- **A physical description** (in Spanish) of the *vivienda*. The description should include both a description of the *vivienda* and describe access to food, shopping, schools, etc. – think of what a student would want to know.
- A picture of the *vivienda*, including the various rooms, inside and outside space, etc.
- The cost for rental, using the currency of your country, properly expressed (i.e. decimals, appropriate currency, etc.)
- Include a point of contact (e-mail, address, phone number, expressed as it would be in that country) so someone could potentially contact you for further information.

General requirements:

- **Typed, appropriately spaced**, including accents and proper spelling.
- **Written completely in Spanish.**
- **A Microsoft Word document or PDF is acceptable.**
- **Look like an ad** and be **ORIGINAL**. No copy-and-paste descriptions!
- Contain **vocabulary from Chapter 5**.

Part II: Once all the *vivienda* ads are submitted in the discussion board:

You are a student planning to study abroad and need to find housing. **Locate an ad of possible interest (in the online classroom) and write a brief post expressing interest in the *vivienda*. You can begin your post with “Yo soy estudiante de los EEUU, y voy a estudiar.....**

Please follow instructions carefully, as assignments not following directions will receive partial or full point deductions!

¡A comer al mundo hispanohablante!

(Creation of a menu for use as part of a restaurant simulation; in-class activity)

After visiting the country you have been researching, you decide to open a restaurant featuring the foods **typical for that country**. Using the information you have found on foods in your country, **create a restaurant menu** for your new restaurant. Be sure to follow cultural differences such as pricing. (*Ojo*: many countries do not use the decimal or dollar sign.) Your menu must include: **breakfast (3), appetizers (at least 3), main course (3-5), dinner (3) drinks (5), and desserts (2-3)**. **All foods must be typical to your country!** In other words, no hamburgers, pizza, or other American foods. You must also include the times of day, using military time, the courses are served. Be sure to follow cultural differences in the time of day the main courses would be served. Lastly, add pictures and descriptions of the foods. Use your own words. No copy-and-paste descriptions!

Your menu must:

- be **minimum 8.5 x 11"** (larger is acceptable).
- be **typed, appropriately spaced**, including accents and proper spelling. Be **completely in Spanish**
- include the **name of your restaurant, *en español***
- **look like a restaurant menu** and be **ORIGINAL** (not printed from an existing menu).
- contain **vocabulary from Chapter 5**, as well as foods typical to your country.
- be **PRINTED** for the final draft. Handwritten menus **will not be accepted** because final versions will be submitted **electronically**.

The menus will be used in an in-class activity on the due date.

Please follow instructions carefully, as assignments not following directions will receive partial or full point deductions!

¡A vivir al mundo hispanohablante!

(Online task to create an ad for and choose living quarters in a Spanish-speaking country.)

Grading criteria:

| | 10 | 8 | 6 | 0 |
|--------------------|---|---|--|------------------------|
| Vivienda Ad | Final draft completed. All required elements are present. Grammar and spelling are appropriate to task. Includes both Part I and Part II of task. | Ad is completed, Most required elements are present. Content could be stronger. Some grammatical/spelling errors may impede comprehensibility. Includes both Part I and Part II of task, but could be stronger. | Ad is incomplete, or lacks content. Grammar and spelling impede comprehensibility. Missing Part II of task | No ad completed. |
| Response | Response is well written, thoughtful and grammatically accurate. No typographical errors. | Response is well written, but could be more detailed. May contain grammatical but no typographical errors. | Response is limited or contains typographical errors. | No response submitted. |

¡A comer al mundo hispanohablante!

(Creation of a menú for use as part of a restaurant simulation in-class activity)

Grading Rubric:

| | 10 | 8 | 6 | 0 |
|-------------------------------------|---|--|--|---------------------------|
| Restaurant Menu: Rough Draft | Complete rough draft submitted for feedback. | Partial rough draft submitted for feedback. | Minimal rough draft submitted for feedback. | No rough draft submitted. |
| Restaurant Menu: Final Draft | Final draft completed. All required elements are present. Grammar and spelling are appropriate to task. | Final draft completed. Most required elements are present. Content could be stronger. Some grammatical/spelling errors may impede comprehensibility. | Final draft incomplete, or lacks content. Grammar and spelling impede comprehensibility. | No final draft completed. |

¡Bienvenidos a la Feria de carreras!

Nota: Esta feria ocurre solo en español – ¡no hablen inglés!

¡Si no tiene un anuncio, avise a la profa!

1. Find your interviewer. (He/She has the ad you brought to class today)
2. Conduct your interview.

| | |
|---|---|
| <p><i>Entrevistador/a:</i></p> <ul style="list-style-type: none">• Greet your interviewee. This is a job interview, so formal is appropriate (handshake, etc.).• Ask a few preliminary questions: how is he/she, the weather, etc.• Begin the interview. Use your questions to interview the <i>candidato/a</i>.• At the end of the interview, thank the <i>candidato/a</i>, and let him/her know how you will follow up. | <p><i>Candidato/a:</i></p> <ul style="list-style-type: none">• Before the interview begins, read the ad, and clarify any vocabulary questions with the interview moderator (aka <i>profa</i>).• Respond to the greeting and initial questions.• Respond to the interview questions, and ask a few questions of your own.• At the end of the interview, thank the <i>entrevistador/a</i> and ask when you will hear about the job. |
|---|---|

3. Entregue su anuncio a la profa con las preguntas. Verifique que lleva su nombre.

APPENDIX 3: Abbreviated Cultural Portfolio Project

Note: *This abbreviated project may be more suitable for a summer course or a course that doesn't otherwise have the time for a full portfolio project.*

Project Objectives:

1. Identify the relationships among products, practices, and perspectives of the target cultures.
2. Connect to the target culture by comparing and contrasting aspects of the target cultures studied with their own culture.

Task: Students write a one-page essay (250 words) on a country of their choice.

Remember: Searches for information should be conducted in the target language, using the appropriate Google website. Students should express what they find in their own words rather than using translators. See resources for a link to a list of Google sites for many countries.

- **Paragraph #1:** Introduction; describe the country. Where is it? What is the geography, weather, etc.? What languages are spoken there?
- **Paragraph #2:** What are the people of the country like? What is the economy of the country? What are some products, art, and artifacts associated with the country?
- **Paragraph #3:** What is one festival, celebration, or event that is celebrated throughout the country? Be sure to include the **perspective** (why the celebration or festival exists, and/or its importance), **products** (tangible or intangible evidence that might be part of the event, and **practices** (what the people do during the event/celebration; see supplemental handout for additional information).
- **Paragraph #4:** The cultural paradigm (See template.)
- **Paragraph #5:** Conclusion

APPROPRIATE RESOURCES:

- Conduct **all searches** from **Google international locations**. Nearly every country has its own Google portal. Search and read in the target language as much as possible, using English only as necessary. Focus on getting the “gist” of the webpage, rather than understanding every word or translating.
- **Look for reliable resources:** .gov sites, museums, cultural organizations, national news sites, some tourist sites. Use newspapers, magazines, etc. from the country.
- **DO NOT** use Wikipedia, Ask.com, About.com, etc. as primary sources. These are general information sites that can be used to gather ideas and find other resources, but they are **not** primary resources.
- Your course textbook can also serve as an initial resource, but it should not be your only resource.

Grading Rubric

| | <i>Meets Standard</i> | <i>Approaches Standard</i> | <i>Needs Improvement</i> | <i>Does not meet standard</i> |
|------------------------------|---|---|--|--|
| | <i>10</i> | <i>7</i> | <i>5</i> | <i>0</i> |
| Rough Draft | Initial draft is complete and appropriate to task . | Rough draft is partially complete, but does not include all essay requirements. | Rough draft contains less than 50% of requirements. | No rough draft submitted |
| Essay Content | Essay is complete, and content is appropriate to task . | Essay is mostly completed, though a few areas could be more detailed. | Less than 50% of essay requirements included. | Essay contains none of the required content. |
| Essay Content | Products, practices, and perspectives fully developed/identified. | Products, practices, and perspectives not fully developed/identified. | Products, practices, and perspectives not developed or identified. | Essay is not completed or is completed incomprehensibly. |
| Grammar and Structure | Grammar and structure are appropriate to task . Errors do not affect comprehensibility. | Grammar and structure are mostly appropriate to essay, though a few errors may affect some comprehensibility. | Grammar and structure are inappropriate or essay was translated verbatim from English or through the use of translators. Errors limit comprehensibility. | Essay is not completed or is completed incomprehensibly. |
| Professionalism | Task completed on time, according to instructions , using appropriate resources, and contains no significant typographical errors. | Essay completed, but turned in late, overlooked some instructions, may have used questionable resources or contains a few typographical errors. | Essay is incomplete, overlooks numerous instructions, or used inappropriate resources, or contains distracting typographical errors. | Essay is not completed or is completed incomprehensibly. |

APPENDIX 4: The Products, Practices, and Perspectives Cultural Paradigm

What are the 3 P's?

Cultural Practices, Products, and Perspectives

Practices—patterns of social interactions, behaviors. Practices involve the use of products. They represent the knowledge of “what to do, when, and where” and how to interact within a particular culture. Use verbs (actions) for this section.

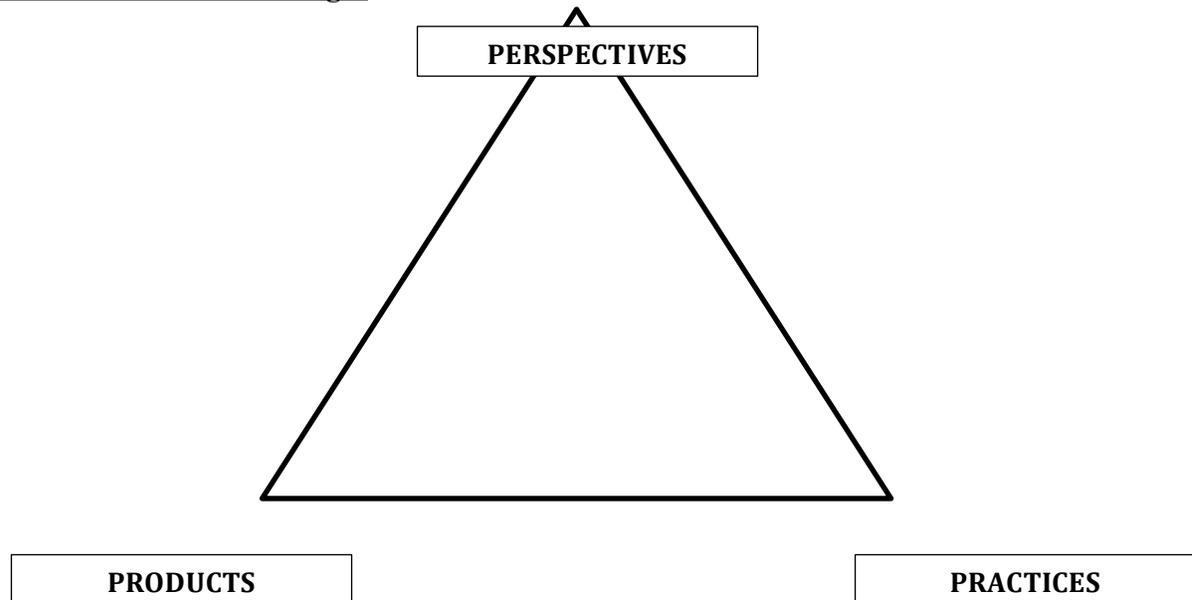
Products—tangible or intangible creations of a particular culture. They reflect a culture’s perspectives.

Tangible products: paintings, a cathedral, a piece of literature, a pair of chopsticks, etc.

Intangible products: an oral tale, a dance, a sacred ritual, a system of education, a law, etc.

Perspectives—philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society. They represent a culture’s view of the world.

THE 3 P's Cultural Paradigm



Source:

http://www.carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf