

Running head: LEARNING SPANISH

Learning and Studying Spanish at the University Level:  
A Pathfinder

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LIBR 210

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**Part 1 Introduction and Criteria**

For this pathfinder, I wanted to provide UC Merced students with a guide to tools and classes to aid those interested in learning and studying Spanish. There are many “learning Spanish” tools available, and it’s often hard to find somewhere to start. For example, I have a teacher friend who began her first teaching job earlier last year at a school in which many students who predominately speak Spanish at home and whose parents or guardians know very little English, and she has had the desire to learn to speak some Spanish so that she can communicate with her students’ caregivers. However, besides attending an introductory Spanish class at an adult school, she has had a difficult time searching for good tools to aid her as she studies at home. I became more interested in developing a finding guide to resources after learning of her struggles, and, more so after I wrote an annotation in LIBR 210 for the *Enciclopedia Hispanica*, which is an excellent, Spanish-language general encyclopedia available in print; the Spanish version of Wikipedia just does not compete in terms of quality.

Comment [MHS1]: Excellent!

In designing this pathfinder, I ran into problems deciding what to include and exclude. I knew I wanted to provide information on local and online classes, so I created a specific page (the Classes tab) and added links to classes and other course information from UC Merced, Merced College, and online classes/tutorials that aren’t for academic credit, specifically the community courses offered by Merced College and lessons from BBC Languages, the UK’s Open University, and Massachusetts Institute of Technology (MIT). My criteria for classes were that they had to be offered through schools in the Merced and Merced County area or were online classes or tutorials made available from authoritative—scholarly, academic, and educational— institutions or organizations. Online tutorials and archived, open courseware classes needed to provide tools and materials to appeal to different types of learners.

Comment [MHS2]: Good idea

For the home page, I wanted to provide other tools besides classes, but it was a little difficult trying to figure out exactly what would be beneficial for Spanish learners. After sending a Facebook message to a former colleague who has an advanced degree in Hispanic linguistics, she provided me with several links: Don Quixote YouTube videos for the upper division student, with the advice that I should “not discredit the virtues of You Tube [sic]...yes, it has its virtues;” WordReference.com; the University of Iowa’s phonetic library of German and Spanish sounds, which is directed more toward upper division students; and StudySpanish.com’s phonetic exercises for beginning students. I knew I wanted to include a mixture of basic and not so basic Spanish tools for students as they improve their skills. I made sure to denote whether a tool was more suited for upper division students.

Comment [MHS3]: Great!

For this part of the pathfinder, I thought it easier to make criteria for specific widgets. For example, for items to be added to the Online Dictionaries and Phonetic Tools section, the resources needed to be endorsed or created by academic, scholarly, or educational institutions and organizations and/or be recommended by someone who has used these tools to learn and study Spanish. The resources in the Print Encyclopedias and Dictionaries section needed to be esteemed resources and be available at the Merced College and Merced County libraries. For this section, I only included one encyclopedia which was available at both the Merced College and Merced County libraries, but I also included useful subject headings for students to find other options on their own, including Spanish children’s encyclopedias and dictionaries.

Comment [MHS4]: Good idea

Comment [MHS5]: Yep

Spanish lessons are often vocabulary-heavy and consist of many conjugation exercises, which can wear students out. Adding a section on children’s picture books, I felt, added a fun element to learning a language, while also being a visual tool. In this section, resources had to be catalogs from libraries or databases from an authoritative source. I wasn’t going to include

bibliographies of books until I found several lists online. I decided to limit the lists to two (I did a Google site:edu search for Spanish picture books) as I had already included helpful subject headings to use when searching for Spanish children's books in library catalogs in the Tips section. The source of the bibliographies needed to come from a university, literacy organization, or library and also had to provide something more than just titles. The bibliographies also needed to have some kind of summary or annotation.

Many language classes also teach students a little about the culture and history of Spanish-speaking nations and peoples. I also wanted to retain some of that in my pathfinder because I find it important to know about the people who speak the language you want to learn. Rather than make a list of the many things that are out there on the web, it was easier (and more exhaustive) to provide the link to the Hispanic Reading Room of the Library of Congress. The About the Collection section on the website alone is stuffed with information; I still have not explored everything that is available. What I like about this resource is that it is fitting with the requirements I set for the other sections of the pathfinder: authoritative (endorsed by a scholarly, academic, or educational institution or organization), recommended (I interned at the Hispanic Division at the Library of Congress last summer), and there is more than just words to read—there are photographs, illustrations, lesson plans, essays, etc.

## Part 2 Bibliographies

### Bibliography of Sources Selected

Agosto, D. E. (2008). *Culture and language, words and art: Fully bilingual picture books*.

Retrieved from <http://www.pages.drexel.edu/~dea22/bilingual.html>

**Comment [MHS6]:** Great experience!

**Comment [MHS7]:** Did you cover your criteria for each of your widgets? You mentioned that you needed to apply different criteria for each of the widgets, but I don't see what they were for each section. Or if this section does cover each widget that you included, then it would be useful if you were clearer about which of these descriptions went with which widget, and systematically went through each widget included. Do you know what I mean?

Dr. Denise E. Agosto is an associate professor for the College of Information Science & Technology at Drexel University, located in Philadelphia, Pennsylvania. This webpage is a bibliography of Spanish-English picture books. Each title has a very brief summary. Another helpful tool is that Dr. Agosto has also included other helpful links to find Spanish books: The Americas Award, The Barahona Center for the Study of Books in Spanish for Children and Adolescents, and The Pura Belpré Award. This is an authoritative bibliography, provides some description, and it also provides other sites to visit that are equally authoritative.

The Center for Latin American and Caribbean Studies is located at the University of Wisconsin Milwaukee. The Center “supports and promotes teaching, research and outreach about Latin America and the Caribbean” (CLACS, 2010). “The Américas Award is given in recognition of U.S. works of fiction, poetry, folklore, or selected non-fiction (from picture books to works for young adults) published in the previous year in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States” (CLACS, *Américas Book Award for Children's and Young Adult Literature*, 2010). The Barahona Center promotes literacy in English and Spanish and is located at California State University San Marcos (Barahona Center, n.d.). The Pura Belpré Award is an annual American Library Association award that “is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth” (ALA, *About the Pura Belpré Award*, 2011).

**BBC. (2011). *BBC—languages—Spanish: All you need to start learning Spanish*. Retrieved from <http://www.bbc.co.uk/languages/spanish/>**

I discovered this tool in LIBR 250 Design and Implementation of Instructional Methods for Information Professionals taught by Diane Kovacs during the Spring 2011 term. The assignment given was to evaluate asynchronous online classes/tutorials, and I found that the BBC Languages was an excellent tool, although there is much to explore. There is a widget called “Introduction to Spanish” that includes a guide with Spanish facts, phrases, and the alphabet and a guide to holiday phrases, etc. There are also widgets for beginning Spanish students, “Spanish for Beginners,” and one for intermediate students, “Spanish for Intermediates.” At the far left of the website, the top widget, “Learn Spanish” has a link to test Spanish skill. Based on the score received, the results provide learners with resources they might consider exploring within the BBC Spanish site.

In the “Spanish for Beginners” section, learning objectives can be found within the lessons. For example, for beginners, there is a short series, *La Vida Loca*, in which learners can watch 22 different episodes to learn basic vocabulary. Each lesson has its own syllabus with specific learner objectives. Under language functions for Episode 1, for example, the syllabus notes, “Learn some essentials: - dealing with simple social situations, - saying 'yes, no', - saying 'I don't understand.'” For students, this is very helpful because they will know what they should be able to do after viewing the instruction. It is also very helpful that students are able to save the available handouts, both the grammar notes and vocabulary lists, as PDFs or print them out for later reference. Beginning students will be referring to these materials quite frequently. I also was pleased to see that students can take a test at the end of the series. It is nice that the instructional materials have variety, including videos with audio (and both English and Spanish subtitles) and handouts.

This resource fit my criteria in that the BBC is an esteemed source, and it was also a

recommended class to explore for an assignment by a library and information science professional.

**Comment [MHS8]:** This is a useful reference to your criteria.

**California Department of Education. (2011). *Search list, recommended literature search for reading and language arts, kindergarten through grade twelve*. Retrieved from <http://www.cde.ca.gov/ci/rl/ll/ap/litsearch.asp>**

This database is a helpful tool to find book titles in certain genres and certain grade levels, between kindergarten and twelfth grade. The search options include author's first name, author's last name, title, and keyword. There are limits for grade level span; language limits, including Spanish and Spanish/English; culture; genre; classification; curriculum connections; and award. I added this source to my pathfinder because it allows students wanting to learn Spanish to find recommended Spanish or bilingual books more easily, while also allowing for students to adjust reading levels in their searches for books as they increase their Spanish vocabulary and comprehension skills. This resource fits my criteria in that it is an authoritative source, as it is endorsed by the California Department of Education. It was also recommended by a former middle school teacher who used it to find books suitable for English-language learning students.

**Comment [MHS9]:** Good to make this direct connection to your criteria

**Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison. (2003). *40 English/Spanish bilingual books*. Retrieved from <http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=102>**

The Cooperative Children's Book Center is a library at the University of Wisconsin-Madison's School of Education. In 2003, the Center created twelve different "40 Books About" bibliographies to commemorate its 40<sup>th</sup> anniversary. This bibliography, "40 English/Spanish

Bilingual Books,” is especially useful because the titles are hyperlinked to the Center’s own review of the book and/or the image of the book’s cover. I wasn’t going to include specific lists of books because there are just so many lists out there on the web. However, I felt that this one was quite good and fit one of my criteria, endorsed by an authoritative, academic institution. I also appreciated that it just wasn’t a list but offered more information about the titles through hyperlinks.

**Library of Congress. (2011). *Hispanic reading room: Area studies: Hispanic division.***

**Retrieved from <http://www.loc.gov/rr/hispanic/>**

The Library of Congress is a world renowned library. The Library of Congress has specific divisions that cover area studies, such as the African & Middle Eastern Division, Asian Division, European Division, and Hispanic Division.

The Hispanic Reading Room serves as the primary access point for research relating to those parts of the world encompassing the geographical areas of the Caribbean, Latin America, and Iberia; the indigenous cultures of those areas; and peoples throughout the world historically influenced by Luso-Hispanic heritage, including Latinos in the U.S., and peoples of Portuguese or Spanish heritage in Africa, Asia, and Oceania. (*Hispanic Reading Room: Area Studies: Hispanic Division*, 2011)

The Hispanic Reading Room website provides many finding aids and other online tools to help students learn more about the various cultures of the Spanish-speaking world. These can be found under the section of the website titled *About the Collections*, but there are also other features on the homepage. Many formal Spanish language classes focus on teaching students a little about Hispanic culture, and I find this an important element to retain in the guide I am



creating for students who desire to learn Spanish. The tools found in the website of the Hispanic Reading Room are authoritative, as they were created by experts on Iberia, the Caribbean, and Latin America.

**MIT OpenCourseWare. (2011). *Free online course materials: Foreign languages and literatures*. Retrieved from <http://ocw.mit.edu/courses/#foreign-languages-and-literatures>**

MIT, or the Massachusetts Institute of Technology, is an esteemed university. Through OpenCourseWare, it now offers the class materials of 2,000 or so archived classes. The materials for several Spanish classes are available for free online. The learning materials for Spanish I (archived from Fall 2003) include watching a video series, reading the accompanying text to the series, and completing workbook activities. There are also handouts for oral exercises that can be downloaded as PDFs (because this is an archived class, the oral exercises may not be as helpful since there is no one to correct pronunciation). Students can watch the video series by streaming the videos on demand online at <http://www.learner.org/resources/series75.html>. There are also other Spanish courses available. Click on the link in the citation above, and scroll down to the Spanish classes.

**Merced College Library. (2011). *Search catalog*. Retrieved from <http://library.mccd.edu/uhtbin/cgisirsi/?ps=hYEx4G91p8/MERCOL/27490006/60/502/X>**

My criteria for the inclusion of library catalogs is that the library should be located in the Merced area and that the catalog includes Spanish or bilingual children's books. This is the link to the Merced College library catalog. In the tips section of the pathfinder, I also included a

subject term and search limit, that when used together, work well in the Merced College Library catalog.

**Merced County Library. (2011). *Find books & more*. Retrieved from**

**<http://www.co.merced.ca.us/index.aspx?NID=737>**

My criteria for the inclusion of library catalogs is that the library should be located in the Merced area and that the catalog includes Spanish or bilingual children's books. This is the link to the Merced County Library catalog. In the tips section of the pathfinder, I have listed helpful subject terms to try when looking for Spanish children's books.

**Merced Community College District. (2010). [Untitled]. Retrieved from**

**[http://www.mccd.edu/academics/resources/downloads/catalog\\_2010-11/catalog\\_10-11\\_a.pdf#page=36](http://www.mccd.edu/academics/resources/downloads/catalog_2010-11/catalog_10-11_a.pdf#page=36)**

The criterion for the classes I've listed in this pathfinder is that they be local and/or available online. UC Merced is the university for which I intend this guide; Merced College, located in the same city as UC Merced (Merced, Merced County, CA) is close-by and the community college that serves the area. Students from UC Merced can take classes here if they apply. This link is to Merced College's 2010-2011 catalog, which is available as PDF. The Spanish A.A. degree requirements and Spanish course descriptions can be found on page 239 of the PDF file.

**Merced Community College District. (2011). Merced College—schedule of classes.**

**Retrieved from <http://www.mccd.edu/academics/resources/schedule.html>**

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**Merced Community College District. (n.d). *Merced College—foreign language*. Retrieved from <http://www.mccd.edu/academics/divisions/humanities/foreign/index.html>**

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**Merced Community College District. (n.d). *Merced College—online instruction center*. Retrieved from [http://www.mccd.edu/academics/resources/online\\_inst\\_ctr.html](http://www.mccd.edu/academics/resources/online_inst_ctr.html)**

The criterion for the classes I've listed in this pathfinder is that they be local and/or available online. Merced College also offers non-credit community classes online. These classes are available to Merced residents. This is the link to the information about these courses. The bottom of the webpage also has a link , "Go to Online Classes" that walks interested parties to register for classes. The "Go to Online Classes" link will direct you to a "we have moved" link; click on the new link. Then, look for the Online Classes heading and choose Languages. There will be some Spanish offerings.

**Multiple editors. (2003). *Enciclopedia Hispánica* (Vols. 1-18). Barcelona: Editorial Barsa  
Planeta.**

I included this dictionary because it was one of the authoritative resources I annotated for this course, LIBR 210 Reference and Information Services, earlier in the term. This Spanish language encyclopedia is also what prompted me to create a pathfinder for those wanting to learn Spanish. I also made sure that the *Enciclopedia Hispánica* was available at both the Merced County and Merced College libraries. In the Print Encyclopedias and Dictionaries section of the pathfinder, I also made sure to indicate that other Spanish encyclopedias and dictionaries will be near where the *Enciclopedia Hispánica* is located on the shelf. I also included two helpful subject headings that students can use when searching for Spanish encyclopedias and dictionaries (one designed for adults and one for children).

**The Open University. (n.d.). *Spanish: Espacios públicos*. Retrieved from**

**<http://openlearn.open.ac.uk/course/view.php?id=2439>**

The U.K.'s Open University offers free online courses in a variety of subjects. The Spanish: Espacios Públicos class is a 20-hour, self-paced introductory Spanish class. The Open University describes this unit as:

...taken from Portales, a language course that concentrates on Spanish as a tool for communication, but it also provides some insights into Hispanic societies and cultures through authentic printed and audio materials. It will be of interest to all those who want to improve their language skills in order to communicate more easily and effectively in Spanish. This unit focuses on public spaces and how to get by in a Hispanic city. (The Open University, n.d.)

Comment [MHS10]: ☺

This class fits my criteria for classes in that it is online (classes can be local or online) and that it has a variety of tools for different learners, including print and audio materials. There is also a discussion tool, but as this is an asynchronous course, receiving feedback is dependent on whether another student responds. There are other tools, as well, which are described in the Using Learning Tools link in the Learning Tools widget on the top left-hand side of the course website.

**Real Academia Española. *El Quijote en YouTube*. Retrieved from**

**<http://www.youtube.com/user/ElQuijote>**

I included this series of videos at the recommendation of a former colleague who studied Hispanic linguistics at the University of California, Davis. The videos found here are readings of Cervantes novel *Don Quixote* by Spanish speakers from all over the world. Students can use it to follow along in their own reading of *Don Quixote* with the added benefit of being able to hear how the language sounds. While many YouTube videos are not authoritative, this one is quite excellent and is authoritative as it was created under the direction of the Real Academia Española (RAE), or the Royal Spanish Academy, which is a royal Spanish institution that oversees the Spanish language. It also is affiliated with the other national language institutions in other Spanish-speaking nations through the Association of Spanish Language Academies. Finding YouTube videos like these do require some searching as videos can come from institutions or individuals. In my description of the YouTube section in the pathfinder, I mention that users should try a variety of searches and not neglect Spanish songs that include captioned lyrics in Spanish and/or English. While videos like these may not be authoritative, users are advised to conduct searches with care.

**StudySpanish.com. (2011). *Spanish pronunciation*. Retrieved from**

**<http://www.studyspanish.com/pronunciation/>**

StudySpanish.com offers 50 different oral exercises which focus on the pronunciation of vowels, consonants, and diphthongs. I included this resource because it can help students with pronunciation (speaking is one of the best ways to learn a language) and was also recommended by a former colleague who studied Hispanic linguistics. Although she mentioned it was a bit cheesy (check out the sections on the “wrong” way to say Spanish words within exercises), she found it helpful.

**UC Merced. (n.d.). *Search courses by subject*. Retrieved from**

**[https://bannerprod1.ucmerced.edu/pls/prod/xhwschedule.p\\_selectsubject](https://bannerprod1.ucmerced.edu/pls/prod/xhwschedule.p_selectsubject)**

The criterion for the classes I’ve listed in this pathfinder is that they be local and/or available online. UC Merced is the university for which I intend this guide. This link is to UC Merced’s class schedule. Students can find classes by term and subject; limits can also be set for all classes or open classes only.

**UC Merced, School of Social Sciences, Humanities and Arts. (2008). *Home—the Foreign Languages Program at UC Merced*. Retrieved from**

**<http://ssha.ucmerced.edu/2.asp?uc=1&lv12=79&lv13=79&lv14=171&contentid=129>**

The criterion for the classes I’ve listed in this pathfinder is that they be local and/or available online. UC Merced is the university for which I intend this guide. This link is to information about the Foreign Languages Program at UC Merced. The link at the top of this webpage, “Learning Outcomes” also provides further guidance on the learning outcomes for students who take Foreign Languages courses at the University.

UC Merced, School of Social Sciences, Humanities and Arts. (2009). *Home—minor in Spanish*. Retrieved from

The criterion for the classes I've listed in this pathfinder is that they be local and/or available online. UC Merced is the university for which I intend this guide. This link is to information about the requirements for the Spanish minor at UC Merced. The bottom of this webpage also has a link to the *2009-2011 UC Merced General Catalog*. The catalog is a large PDF file; the Spanish course descriptions begin on page 191.

The University of Iowa. (n.d.). *Phonetics: The sounds of English and Spanish—The University of Iowa*. Retrieved from <http://www.uiowa.edu/~acadtech/phonetics/>

This tool, the Phonetics Animation Flash Project, is a collaborative project that was designed by the University of Iowa's departments of Spanish and Portuguese, German, Speech Pathology and Audiology, and Academic Technologies. The

...site contains animated libraries of the phonetic sounds of English, German, and Spanish. Available for each consonant and vowel is an animated articulatory diagram, a step-by-step description, and video-audio of the spoken sound in context. It is intended for students of phonetics, linguistics, and foreign language. There is also an interactive diagram of the articulatory anatomy. (*Phonetics: The sounds of English and Spanish—The University of Iowa*, n.d.)

The tool is very useful to teach students proper pronunciation. This tool fit my criteria for the pathfinder because it is a source endorsed by an authoritative, academic source, the University of

**Comment [MHS11]:** So interesting! I have never seen this before—and I spent 7 years at the University of Iowa!

Iowa. This tool was also recommended to me by a Spanish learner who has a graduate degree in Hispanic linguistics from UC Davis; she used in her own studies and in classes she taught.

**WordReference.com. (n.d.). *Oxford Spanish dictionary-WordReference.com*. Retrieved from [http://www.wordreference.com/English\\_Spanish\\_Dictionary.asp](http://www.wordreference.com/English_Spanish_Dictionary.asp)**

The Spanish-English dictionaries available through WordReference.com were recommended to me by a teacher friend who is studying Spanish to better communicate with her students' parents and a former colleague who has a graduate degree in Hispanic linguistics from UC Davis. This dictionary is powered by the *Concise Oxford Spanish Dictionary* published by Oxford University Press in 2009, and the *Diccionario Espasa Concise Inglés-Español* published by Espasa Calpe in 2000. The benefits of this free online dictionary are that it provides definitions, synonyms, a conjugation tool, and also offers an audio sample of the word as pronounced by a native Spanish speaker. However, not all the words have samples, as I have discovered. This dictionary also has a link to images. When users click on the images link, it opens a new window to matches of the word in Google Images. This resource fit my criteria in that the tool was recommended by Spanish learners or teachers, and the sources from which the definitions come are authoritative. (WordReference.com also powers the dictionary available in BBC Languages, which is another resource I included in the pathfinder.)

#### **Bibliography of Sources Consulted (Not selected)**

**AcademicEarth. (2011). *Online courses—academic video lectures*. Retrieved from <http://ocw.mit.edu/courses/#foreign-languages-and-literatures>**

With the buzz over open courseware, I was surprised to find that Academic Earth, a highly publicized tool, does not have any Spanish classes.



**CSU Stanislaus. (2011). *Department of philosophy and modern languages*. Retrieved from [http://catalog.csustan.edu/preview\\_entity.php?catoid=12&ent\\_oid=413&returnto=501](http://catalog.csustan.edu/preview_entity.php?catoid=12&ent_oid=413&returnto=501)**

I excluded Spanish courses from CSU Stanislaus because my project is centered around students who attend UC Merced. It was rather difficult to decide whether or not to include CSU Stanislaus as many people from Merced County take classes at CSU Stanislaus, located in Stanislaus County. However, to keep this pathfinder sizable and more Merced-based, it was appropriate to exclude CSU Stanislaus.

**CSU Stanislaus Library. (n.d.). *Library catalog—California State University, Stanislaus*. Retrieved from <http://millennium.csustan.edu/>**

Because I decided not to include courses from CSU Stanislaus to limit the pathfinder to the Merced area (online sources are fine), I also disregarded the CSU Stanislaus Library online public access catalog, although the university, because of its large and popular teacher education program, has its own juvenile collection with Spanish and bilingual titles. This was a difficult decision, but I had to keep my pathfinder with Merced specifically in mind.

**Merced Adult School. (n.d). *Merced adult school-about us*. Retrieved from <http://www.muhsd.k12.ca.us/188620212143434973/site/default.asp>**

I have a teacher friend who lives in Salinas, California, who is currently taking an introductory Spanish course at the Salinas Adult School. She recommended that I find out if Merced's Adult School offers any Spanish classes. I explored the course offerings, but, unfortunately, the Merced Adult School does not offer any introductory Spanish courses.

**Modesto Junior College. (2010). *Modesto Junior College: Catalog and schedule of classes.***

**Retrieved from <http://www.mjc.edu/current/quickreferences/catalog-and-schedule.html>**

This is the link to the catalog and schedules of classes at Modesto Junior College. I also excluded Spanish courses from Modesto Junior College (MJC) because my project is focused on students who attend college in the Merced area. It was rather difficult to decide whether or not to include MJC as many people from Merced County take classes at this community college, located in Stanislaus County. However, to keep this pathfinder sizable and more Merced-based, it was appropriate to exclude this community college.

**Modesto Junior College Library. (n.d.). *Search catalog.* Retrieved from <http://sirsi-pri.yosemite.cc.ca.us/uhtbin/cgiirsi/UsifuFrRH4/MJC/74190007/60/495/X>**

I decided not to include resources located outside of Merced County, unless they are online. Merced County has its community college and county library system from which students could check-out Spanish language children's materials.

**SpanishDict. (n.d.). *Spanish dictionary—free Spanish English dictionary/diccionario ingles español.* Retrieved from <http://www.spanishdict.com/dictionary>**

I did not include this dictionary in my pathfinder because it was not recommended by anyone I talked to who is learning and studying Spanish. SpanishDict, like WordReference.com, uses more than one dictionary in its database, but it is not clear which dictionaries are used until one reads specific dictionary entries. SpanishDict has some good features, such as audio and video to aid pronunciation, but the biggest drawback is that SpanishDict also has a translation

service. I want to discourage students from using translators because they are inaccurate. These tools do not read for context.

Comment [MHS12]: Good point

**Stanislaus County Library. (n.d.). *Horizon information portal*. Retrieved from**

**<http://63.200.101.19/ipac20/ipac.jsp?profile=mdp#focus>**

Although Stanislaus County Library has a large collection of Spanish and bilingual pictures books at its main Modesto branch and smaller Spanish collections in the other twelve branches, I decided not to include resources located outside of Merced County, unless they are online. Merced County has its community college and county library system from which students could check-out Spanish language children's materials.

**UC Merced Library. (n.d.) *UCM catalog*. Retrieved from**

**<http://ucmercedlibrary.info/doing-research/ucm-catalog>**

While UC Merced does offer a Spanish minor, it does not have many children's Spanish language materials. This could be because UC Merced does not have a teacher education program, as it is characterized as more of a science-based university. Excluding the UC Merced catalog was appropriate since students would be looking in vain for children's Spanish language materials.

**Wikipedia.org. (2011). *Wikipedia: La enciclopedia libre*. Retrieved from**

**<http://es.wikipedia.org/wiki/Wikipedia:Portada>**

Like English language encyclopedias, reputable Spanish language encyclopedias are not freely available online. Most require a subscription service. While the online and free encyclopedia Wikipedia does have a Spanish version, Wikipedia is not an authoritative resource.

While it could be helpful for students as a language-learning tool, as a library student interested in academic libraries, I shy away from proposing Wikipedia as an appropriate tool at the university-level.

**Yahoo! Inc. (2011). *Yahoo! Babel Fish text translation and web page translation*. Retrieved from <http://babelfish.yahoo.com/>**

I wanted to discourage use of translation mechanisms. Babel Fish only provides a translation without the benefits of a dictionary. While this tool might be beneficial for quick reference, there are other free online Spanish-English dictionaries that provide definitions of words and either audio or video files of a person saying the word to aid a learner's pronunciation of the word. Also, there other dictionaries, like WordReference.com, use reliable dictionaries to power their databases.

**LIBR 210  
Spring 2011**

**Reference and Information Services  
Holschuh Simmons**

**Pathfinder Rubric**

**Due Monday, May 16th by midnight (Pacific Time)**

**Upload to D2L**

**25% of final grade**

<b>The project includes the following components:</b>	<b>Superior   Adequate   Insufficient</b>
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	(5)	(3)	(1)
<b>Introductory section:</b> The author provides a discussion of the topic, the scope of the pathfinder, the challenges of the topic, the type of library, and the intended audience.	Good job here.		
<b>Introductory section:</b> The author provides an explanation of criteria for inclusion and exclusion, as well as the parameters by which the criteria are being defined or measured.	-1 Your criteria section had good information but it would have been clearer if you had been more systematic about going through each widget. When I saw your statement saying that you had different criteria for each widget, I was expecting a paragraph for each widget, so I was surprised to see only three paragraphs, and then I had to go back and figure out if multiple widgets were included in a particular paragraph. I think you probably had the information there, but it was not organized in a way that made it entirely clear.		
<b>Annotated bibliography:</b> The author includes a bibliography of sources included in the pathfinder with full citations and with brief but meaningful annotations describing the source and explaining why each was included.	Your annotations were really well done. In many ways, these annotations included explanations of your criteria that were better than your criteria section in your intro.		
<b>Annotated bibliography:</b> The author includes a bibliography of sources consulted (but not selected) with thoughtful explanations describing why the sources were not included.	Nicely done		
<b>Pathfinder:</b> The pathfinder is two pages (or the equivalent length in a webpage), includes a scope note (indicating the audience and purpose of the pathfinder), and is formatted attractively and organized appropriately for the chosen audience.	That is a lovely photo of you on the right. Having your photo on the site makes the whole guide seem more personal and friendly.		
<b>Pathfinder:</b> The pathfinder is informative and provides a range of appropriate sources to help a user get started in researching this topic. The pathfinder includes helpful hints or search tips and is not simply a bibliography of sources.	You have so much great information packed onto this page. Lots of great intellectual content that you added (tips, annotations, etc)		
<b>Written presentation:</b> The author demonstrates a facility with the conventions of	Well written		

written English, including using a standard citation style (APA or MLA, for example).	
<b>Total</b>	<b>34/35 (25% of final grade)</b>

**Comments:**

Great job, Lindsay! You created a really useful and user-friendly pathfinder, and you incorporated lots of great tips and other helpful info. I hope you hold onto this assignment for comps F (collection creation and evaluation), N (evaluation), perhaps K (teaching), H (technology), and perhaps others. (FYI: Most advisors do not want students to “reuse” one piece of evidence more than two or three times for different comps, so I only offer these as suggestions of potential comps.)