REQUIREMENT SPECIFICATIONS FOR THE SPANISH CONCURRENT ENROLLMENT PROGRAM
(CSU Ready)
(For Qualified High School Students*)

FIRST AND FOREMOST – THE CSU PLACEMENT EXAM OR ANY OTHER PLACEMENT STYLE EXAM
(Accuplacer or ACT) FROM ANOTHER INSTITUTION IS NOT AN OPTION FOR OUR CE PROGRAM

Two options that will allow students from 9-12th grade to enter the Concurrent Enrollment program as agreed between PSD and CSU.

THIS IS THE CRITERIA FOR ENROLLMENT:

**Option 1 - with the AP exam.**

There are two possibilities for high school students who have taken the AP exam in a language to continue taking courses at CSU and also receive high school credit.

For those students who have scored a 4 on their AP exams (they would be eligible to take our LSPA300 Grammar and Composition class or LSPA301 Oral Communication in Spanish. Students who score a 5 on the AP receive credit for LSPA200 (Intermediate Spanish I), LSPA201 (Intermediate Spanish II), and LSPA300 (Grammar and Composition). They would then be eligible for quite a few of our other classes, such as the LSPA301, LSPA310 (Introduction to Literary Analysis), LSPA335 (Issues in Culture) and LSPA 400 (Advanced Communication Skills in Spanish). There are also other 300 level courses that might be of interest to them – LSPA312 (Introduction to Linguistics), LSPA313 (Introduction to Spanish Translation), LSPA326 (Spanish Phonetics and Phonology), LSPA345 (Introduction to Business Spanish), LSPA346 (Spanish for Medical Purposes), LSPA 365 (Studies in Foreign Film), depending on whether they have been designated as Concurrent Enrollment courses.

**Option 2 - without the AP exam.**

This option is specifically designed for 1) students with an extensive Bilingual Education Background, 2) students who are heritage speakers of Spanish and 3) students who have taken classes through 5th year in High School but didn’t take it as an AP class or who didn’t take the AP exam.

The program is designed to provide continuity to the strong bilingual education program already in existence in Fort Collins, and to allow qualifying students the opportunity to fulfill their HS foreign language requirement while at the same time earning college credits, thus capitalizing on the language skills they already possess.

Students who wish to pursue this option need to complete the following requirements prior to applying to the CSU (CSE) program.

**A. Spanish Language Portfolio: Guidelines**

Students will prepare a portfolio that documents their experience and practice of Spanish in the areas of writing, reading and oral communication:

I. **Writing** – The portfolio will contain five (5) writing samples, two of which will be related to Content Areas, such as History, Social Sciences, Science, or Math. The other three (3) will be based on Class Assignments in their Spanish Language classes. Each of the writing samples must show two different drafts, each reviewed by different readers, one of whom should be
the Spanish class teacher, and the other should be an adult who can read Spanish well. The different readers will provide written comments on content and form, and sign off on the five assignments. All versions must be included in the portfolio to show a process approach to written composition and progress toward the final written product.

II. Reading – Students will demonstrate having read a minimum of five chapter books written in Spanish and write a reflection on each, following the guidelines below:

a. Write three paragraphs.
   Paragraph One: The first should summarize the content: who, what, where, how. What is it about? Is there a problem? If so, what is it? Write a complete paragraph in Spanish summarizing the content.
   Paragraph Two: How did what you read affect you? Give a personal reaction; talk about the feelings/emotions it elicits, associate it with an experience you have had or have knowledge of.
   Paragraph Three: What social, political or cultural relevance is there in the reading? Does the situation reveal a problem or reality that is important in society? Adopt a personal stance. Could/should something be done about it? Who should know about it, and to what purpose?

b. Keep a list of all books you read in Spanish. You may include books read at Harris/Irish. Also, remember that you may, with your teacher approval, substitute one of your summer reading list books with a book in Spanish.

c. Keep a notebook with new words from your readings. The following is a guide to learning, identifying and using them. Aim for five words a week.
   1. What does _________ mean? (Use synonyms: words and phrases, but not the word itself to define it?)
   2. What other words can you form with this word?
   3. Look for three examples where this word is used (http://www.wordreference.com/)

III. Oral Communication:
   Document (in Spanish) all activities involving the use of spoken Spanish outside the classroom: volunteer work in the Hispanic community, any travel experience in a Spanish speaking country, regular meetings with conversation partners, meals in Spanish-speaking restaurants.

B. An OPI - The Oral Proficiency Interview (following ACTFL Guidelines)
This will be conducted by CSU professors at the end of the student’s 8th grade year. In order to participate in the Concurrent Enrollment program, students must score at the Intermediate Mid level (see descriptions below). The OPI takes the form of a carefully structured conversation based on the interests and experiences of the test candidate. Often candidates are asked to take part in a role-play. This task provides the opportunity for the examinee to demonstrate linguistic functions not easily elicited through the conversational format.
Ideally, for students with an extensive Bilingual education background, this set of requirements would be completed during the Middle School Years (Lesher is currently in the early stages of implementing some content-based Spanish instruction). Alternatively, students could also complete the set of requirements during their 9th grade in HS.

(Full Descriptions can be found by downloading the “Proficiency Guidelines” pdf at http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid)

(Students from both options listed above could conceivably earn enough college credits to complete a Minor in Spanish at CSU through this program. The requirements for the minor are set forth as follows: the student 1) passes all classes with a grade of C or higher, 2) meets the requirements of having a total of 21 credits in Spanish, 3) 15 of the credits are at the 300 level or higher. In addition, one of the upper division courses must be a literature or culture course and one of them must be a 400 level course.

Please contact Andrea Purdy for further information or send the Portfolio to her at Dr. Andrea Purdy; Colorado State University; Clark C104; Dept. of Foreign Languages and Literatures; Fort Collins, CO 80523-1774.)