BASIC INFORMATION

Room #: C138
Teacher: Sra. Fleming
Conference Time: 6th Period, or by appointment

Phone: 325.248.2200
Email: sfleming@llanoisd.org
Primary Website: Google Classroom @ classroom.google.com, use code: 5w720q

REQUIRED MATERIALS

* Indicates items that relate to the use of technology in the classroom, about which you will find more information at the end of the “Optional Materials” section.

- **1-Subject Composition Notebook** which WILL be turned in regularly, and therefore should not be used for any other classes.
- **School-issued Chromebook**, which we will use as often as possible and therefore must be brought to class EVERY day, CHARGED! and ready to use.
- **Access to** various websites & web resources*, including but not limited to: **Google Classroom, Schoology** (for online Spanish textbook), Class Dojo, Quizlet, Duolingo, Grammarly, EasyBib and Office 365, especially Outlook (the school provides access to all of these, and instructions for login and proper use will be given in class).
- **Blue- or black-ink pens ONLY** - NO neon, pastel, or bright colors, please!
- **Pencils** - sometimes required, but usually the student is allowed to choose whichever s/he prefers (pen or pencil).
- **PROVIDED BY SCHOOL AND MUST REMAIN IN THE CLASSROOM**: Spanish textbooks, workbooks, and dictionaries

OPTIONAL MATERIALS

- Highly recommended, but NOT required: 1 pair of **headphones*, or earbuds, with on-board microphone, that can plug into standard laptop headphone jack or USB port** (iPhone earbuds do have on-board microphone that will work for our purposes, but the newer model, for iPhone 7, cannot plug into the Chromebooks - I have found pairs with on-board microphones as cheap as $3 at Walmart and local dollar stores). *See note below regarding use of technology in the classroom.
- Subscribe to the “Notes in Spanish for Inspired Beginners” podcast on iTunes
- For those families that wish to contribute to the classroom supply closet, these items are **used frequently and always appreciated, but NOT required**:  
  - facial tissues  
  - cleaning wipes  
  - hand sanitizer  
  - dry erase markers  
  - washable markers  
  - highlighters  
  - glue sticks  
  - tape for standard tape dispensers  
  - notebook paper  
  - scissors (adult sized)  
  - index cards
*Special note on technology*: I try to integrate technology into my classroom as much as possible. Therefore, all students will be expected to bring their school-issued Chromebooks to class EVERY day, charged and ready to use, although we may not use them every day. As per school guidelines, students may NOT bring their own laptops/personal devices in lieu of the Chromebooks. Also, students will need to use headphones, or earbuds, with on-board microphone regularly for speaking and listening activities. If possible, students should bring their own headphones, or earbuds, which they may choose to label and leave in my classroom (in a cabinet that stays locked when I am not in the room). I do have a classroom set of headphones provided by the school, but currently only have 15 pairs, some of which will likely not work at some point.

**COURSE DESCRIPTION**

Dual Credit Spanish is the exit-level Spanish course offered through Llano ISD. This course is only offered at the high school level, for which the prerequisite courses are: Spanish I, II and III. Additionally, students must pass the standard assessment(s) set by the district in order to enroll in any dual credit course at LHS. This course is designed as a fourth-year capstone, which strengthens and builds upon the basic Spanish language structures learned in Spanish I, II and III. This is a sequential program that will increase accuracy in listening, speaking, reading and writing Spanish, and promote exploration of the Spanish culture.

Students enrolled in Dual Credit Spanish at LHS will be concurrently enrolled in Spanish 1412 (Beginning Spanish II) for the fall semester, and Spanish 2311 (Spanish III) for the spring semester, through Angelo State University (ASU). This course meets the requirements for Spanish 1412 and Spanish 2311 at the college level, as set forth by ASU.

Daily class activities will be conducted primarily in Spanish, and active participation from all students will be encouraged. **Novice-level Spanish-speakers should not worry about making mistakes, as it is a vital part of the learning process. We are all here to learn! Any ridiculing or otherwise bullying behavior of any students will NOT be tolerated under any circumstances.** The primary goal of this course is to simultaneously improve each student’s ability to effectively communicate in Spanish as well as deepen each student’s understanding of the customs, arts, literatures, history and geography associated with the Spanish language. This is achieved through active participation in all in-class activities, as well as through the completion of all assigned homework, quizzes and exams. **Busy work is NEVER assigned!**

**NOTE**: Language learning is a cumulative process that requires full participation in all activities and assignments, from both the students and teacher. Thus, excessive absences and/or missed work will inevitably result not only in a lower grade for the student, but more importantly will leave the student feeling lost and unable to keep up with new material. **Any student that finds himself or herself in this situation should meet with Sra. Fleming immediately**. I will do everything in my power to ensure that you learn and do well in this course, but I cannot will not do your work for you. **You, the student, must play an active role in your own education.**
CLASSROOM EXPECTATIONS

As your teacher, you can expect that I will:

- Respect you, listen to you and treat you fairly;
- provide you with opportunities and activities to learn, practice and assess your language skills;
- speak Spanish the majority of the time and make it comprehensible for you;
- grade and return your work as soon as possible;
- provide you with regular feedback regarding your progress;
- make myself and/or peer tutors available for extra help as requested;
- create a classroom environment that is challenging, rewarding and fun;
- and encourage and inspire you to be the great human being I know you ARE. 😊

As a student, I expect that you will:

- Respect students, teachers and visitors in the classroom;
- arrive to class on time (be ready to learn when the bell rings);
- come to each class meeting prepared (have all homework completed and all required materials with you – every single day);
- focus, be attentive and participate in ALL portions of classroom activities/instruction (this includes speaking Spanish as much as possible);
- adequately prepare yourself for each assessment (study);
- follow all behavior and dress code guidelines set forth in the LHS Student Handbook;
- refrain from damaging any school property and the personal property of other students;
- spend an average of five (5) minutes per day practicing your Spanish skills outside of class time;
- and seek help from the teacher as soon as the need arises.

LEARNING OBJECTIVES

NOTE: The main objective of this course is for each student to build upon the Spanish language skills and cultural knowledge acquired prior to enrollment in this course, so that the student’s overall communicative ability and cultural knowledge has improved upon completion of this course. Although the objectives for Spanish 1412 and 2311 are outlined below, according to the standards set forth by ASU, each student should strive to achieve the highest level of proficiency possible. I.E. “Novice high” proficiency is the minimum goal!

Fall Semester Objectives – Spanish 1412 (Beginning Spanish II)

- Students should be able to communicate at the ACTFL Novice mid to high level (or better), which includes the ability to:
  - Use isolated words and memorized phrases with reference to a particular context in which the language has been learned.
  - Ask and answer some direct questions.
Spring Semester Objectives – Spanish 2311 (Spanish III)

● Students should be able to communicate at the ACTFL Novice high to Intermediate low level (or better), which includes the ability to:
  o Express personal meaning.
  o Hold simple conversations.
  o Ask and answer simple questions.
  o Write short, simple narrations on topics covering basic personal information such as self and family, daily activities, personal preferences, and immediate needs.
  o Have some oral and written control over regular present tense and emerging control over irregular present tense, as well as past and future time frames.
  o Read and comprehend slightly more complex texts in more detail.
  o Communicate important features of the history and culture of the Spanish-speaking world.

COURSE REQUIREMENTS & POLICIES

Grading

As a dual credit course, this course will carry two sets of grades, one that meets the LISD grading policy, and another that meets the ASU grading policy.

For the LISD portion of the grade, the course grade for each six weeks, as well as the final course grade, will be calculated based on the following components, each of which will be weighted as indicated:

● Daily Assignments………………………………………………………….. 30%
● Quizzes & In-class Compositions……………………………………………… 30%
● Tests/Projects (minimum of 2/nine weeks)…………………………………….. 40%

For the ASU portion of the grade, the “Daily” grades indicated above will not be factored into the course grade. Students will be given a letter grade, rather than a numerical grade, and a grade of “D” will be considered passing ONLY FOR THE PURPOSES OF ASSESSING COLLEGE CREDIT. **NOTE: It is the responsibility of the student to check with his/her university of choice to confirm that university’s policy on accepting dual credit course work completed prior to admission.** All universities set their own standards for this, and some of them do NOT accept a “D” for credit. The LHS counselors will be happy to assist in this, but ultimately it is the student’s responsibility to find this information.
Participation

As stated previously, language learning is a cumulative process that requires full participation in all activities and assignments, from both the students and teacher. Therefore, in-class participation will be a large part of the student’s “Daily” grades in this course. This includes completing all assigned work for the “Cuaderno Interactivo,” as well as the online work assigned through the OneNote Class Notebook. Most importantly, this also includes the student’s active participation in all in-class activities. Hint: If you are genuinely trying to participate in classroom discussions and activities, your “Daily” grades will be very high. If, however, you are disrupting the lesson or simply not putting forth any effort to communicate in Spanish, your “Daily” grades will be low.

Attendance & Make-up Work

The attendance and make-up work policies for this course will follow the guidelines set forth by the district. Please refer to the LHS Student Handbook for this information and contact Sra. Fleming if you have any questions regarding these policies.

Academic Honesty

All work turned in for this course should be the original work of the student. Cheating of any kind, including plagiarism, will not be tolerated. The first instance of cheating will be handled by the teacher; the second instance of cheating (and beyond) will be referred to the Asst. Principal, Mr. Fletcher. Parents/guardians will be notified at the first instance of cheating. **NOTE**: In a Spanish course, students often fail to realize that the use of an online translator such as Google Translate IS cheating. Online dictionaries are acceptable, when looking up individual words. However, if you are typing even just one sentence into an online translator and using that in your Spanish assignment, you ARE cheating and, in most cases, I can tell when an online translator has been used. Please do not give in to that temptation, it is not worth receiving a zero (0) on your assignment. It is not important to me that your homework and projects be perfectly correct in the Spanish grammar and spelling; rather, I simply want to see YOUR best effort.

ACKNOWLEDGEMENT

I understand all of the terms set forth in this 2017-2018 Dual Credit Spanish Course Syllabus. I am also aware that the course syllabus, assignment due dates and all other course information are clearly posted on the course website in Google Classroom, and are subject to change at the discretion of the teacher and/or school administration, in which case a reasonable effort will be made to notify students in a timely manner.

**NOTE**: In an effort to reduce paper waste, I am requesting that this year’s signatures be submitted to me electronically. If this is not possible for you to do, please have your student request a paper copy to bring home, sign and return. To submit your signature electronically, please follow these steps:
1. PARENT(S) OR GUARDIAN(S), please email your electronic signature to me via YOUR personal email address – sending it my school email address, which is listed on the first page of the syllabus.

2. In the subject line of the email, please include the following information:
   a. Student’s full name,
   b. Spanish class period, and
   c. The words “Signed Syllabus”
   d. EXAMPLE: “Subject: Billy Smith, 2\textsuperscript{nd} Period, Signed Syllabus”

3. In the body text of the email, please include the following information:
   a. The full name of the parent/guardian sending the email, (relationship to student in parentheses) and
   b. The full name of the student (and the word “student” in parentheses).
   c. EXAMPLE: “Reviewed and signed by Jane Smith (mother) and Billy Smith (student).”

SAMPLE EMAIL:

<table>
<thead>
<tr>
<th>To:</th>
<th><a href="mailto:sfleming@llanoisd.org">sfleming@llanoisd.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td><a href="mailto:janesmith@gmail.com">janesmith@gmail.com</a></td>
</tr>
<tr>
<td>Subject:</td>
<td>Billy Smith, 2\textsuperscript{nd} Period, Signed Syllabus</td>
</tr>
</tbody>
</table>

Reviewed and signed by Jane Smith (mother) and Billy Smith (student).