

WHATCOM COMMUNITY COLLEGE

Spanish & 121 Sections 2641 online and 2522 hybrid

Winter Quarter: Jan 2nd- March 22nd, 2024

Dr. Walli Ann Wisniewski

wwisniewski@whatcom.edu

**All email communication at WCC must come from a WCC email account.

Office Hours: Mondays and Wednesdays from 2:30-3:15pm in the Learning Commons. Also, Tuesdays from 6-7pm on zoom. Please see zoom link on the Canvas home page for the course.

Course Information:

This is a 5 credit hour course. Section 2641 is completely online. However, I am available for help during office hours. There are also videos posted under "files" in Canvas to help you out. Section 2522 meets on Mondays and Wednesdays from 1-2:30pm.

REQUIRED MATERIALS

1. Code to access MY SPANISH LAB. This code includes the E-TEXT. Assignments will be given from both the lab component and the e-text. I believe the package with the code and e-text costs around ~\$105. Make sure you purchase the code that lasts for 2 years. You will not pass the class without the MYLAB code.

COURSE OBJECTIVES:

First year Spanish is designed to be an innovative course, which develops basic communicative proficiency in listening, speaking, reading and writing. In Spanish 121 you will study the first five chapters of *Mosaicos*. You will actively learn not only Spanish vocabulary and structures, but you will listen to real-life spoken Spanish, and you will begin reading in Spanish. The primary goal of this course is to develop the ability to communicate in spoken and written Spanish. Spanish 122 will continue the sequence with students continuing to build vocabulary skills along with reading and writing skills. The past tenses of the preterit and the imperfect will be introduced. The next five chapters of *Mosaicos* will be studied.

COURSE OUTCOMES:

- Answer questions correctly in Spanish, both orally, and in writing
- Write short paragraphs in Spanish on familiar topics
- Use present tense well
- Describe cultural aspects of Spanish-speaking communities

CORE LEARNING ABILITIES:

Whatcom Community College has identified five core learning abilities that we believe all of our graduates should achieve. They are quantitative literacy, information literacy, communication, critical thinking, and global consciousness and are skills taught and reinforced throughout our curriculum. These skills are integral to students' professional and personal lives. This course will give students the opportunity to practice and develop critical thinking and global consciousness. In this class students are expected to develop college-level critical thinking skills by continually building upon an ever-expanding base of knowledge. For example, students are encouraged to elaborate their own vocabulary lists, draw linguistic analogies, apply grammatical rules, and make informed linguistic choices at each successive stage of the acquisition process. As vocabulary and grammatical concepts are introduced, students are expected to use them to solve linguistic problems by looking for models in oral input, texts, and to practice making the right choices based on previously learned material plus a growing linguistic intuition.

COURSE FORMAT

Section 2641 is fully online. It is designed to allow you to organize your study time around your schedule. Even though there are not required live meetings, I am here to support you and your needs throughout the course. The best way to reach me is by email or Canvas message. You can also schedule an appointment to meet with me using Zoom. Occasionally, there may be optional group work and virtual group meeting times available. And to receive a bonus 5 points extra credit, prove to me you have read the syllabus by sending me a selfie from your favorite outdoor location.

Section 2522 meets twice weekly and then has online work for homework. Students from the online course are welcome to drop in with the instructor permission as needed.

AFFIRMATION OF INCLUSION:

WCC is committed to maintaining an environment in which every member of the College community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Student equipment check out: Students can check out a laptop for the quarter using this [device checkout form](#).

Access and disability services: Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the access and disability services office in academic advising and career services or call 360.383.3080 or 360.255.7182 (videophone) to make an appointment.

NON-DISCRIMINATION POLICY, TITLE IX, AND SEXUAL MISCONDUCT:

WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy ([policy 615](#)) and the student rights and responsibilities policy ([WAC 132U-125](#)) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at 360-383-3080 to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400.

Accommodations for reasons of faith or conscience

Such requests must be made to the instructor within the first two weeks of the quarter and should specify the exact dates the student will miss. The instructor and student will then identify the specific reasonable accommodations for the missed class sessions.

Guidelines for interacting with other students ["netiquette"].

The WCC netiquette statement states that students participating in WCC's online courses agree to interact with others in a positive, cooperative, and supportive manner and display respect for the privacy and rights of others. This statement is inclusive of, but not limited to, the following guidelines:

Be courteous about what you say to or about others in any electronic format. In electronic communication, the golden rule is, "remember the human"; there is a real person with real feelings on the receiving end of your post.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas, and opinions are an essential part of the scholarly environment. Keep in mind the people in your classes may come from backgrounds and have views that may vary significantly from your own.

Flaming – the posting of messages that are deliberately hostile and insulting in an online social context – is not appropriate under any circumstances. While everyone (learners and instructors alike) is

encouraged to share ideas and opinions openly, you should never use insults or resort to name-calling, even if you disagree strongly with what someone else has written.

When responding to messages or posts made by others, address the ideas, not the person.

Be careful when using sarcasm and humor. Without social cues, such as facial expressions and body language, a remark meant as humorous could come across hurtful or offensive. Don't assume that the use of emoticons, such as :-), are enough to convey your tone or intent.

Capitalizing whole words is generally seen as SHOUTING and is often offensive to the reader. Use all capital letters sparingly, such as to highlight a meaningful word or point.

Course requirements and policies

~Quizzes 5 at 10% each for 50% of grade.

~MyLab. The assigned exercises are worth 30% of your grade.

~ 2 writing assignments to be determined and assigned by me. 7.5%

~Signed acknowledgement and understanding of the syllabus as binding to the course. 5%

Return a signature page saying that you have read, understood and are willing to abide by the syllabus.

The final grade will be based on this grading scale:

93-100: A	83-86: B	73-76: C	60-65: D
90-92: A-	80-82: B-	70-72: C-	59 and below: F
87-89: B+	77-79: C+	66-69: D+	

Students who enroll for satisfactory/unsatisfactory (S/U) grading in this course should be aware that a C- (or C, depending on the course) grade is required to earn an S grade. Students who are considering changing to an S/U grading approach through registration should check with me first to determine your current standing in the course. You should then [check with an advisor](#) to determine the best course of action for your success. Some programs, schools, and universities may not recognize the S grade in the same manner as WCC.

Technology requirements

Please ensure you have regular access to a desktop or laptop computer with an internet connection to complete coursework. High-speed broadband access (LAN, Cable, or DSL) is highly recommended for an optimal learning experience. The College has numerous computer labs and a library with computers that may be used to complete coursework. Also, laptops can be checked out for the quarter with this [device checkout form](#). While tablets, smartphones, and other mobile devices may allow for completion of some coursework, they are not guaranteed to work in all areas. For example, it is recommended students do not attempt quizzes on Canvas when using a mobile device, such as a smartphone or tablet, due to compatibility issues.

Web browser: Please use Firefox or Chrome as your web browser when you use Canvas.

Student support services

WCC communicates with students via their [WCC issued student email](#). Students can check email by logging into their MyWCC account.

WCC is committed to supporting the academic success of all its students. The College has adopted a proactive [early alert](#) referral system, which is a collaborative, student-centered initiative-involving faculty, advisors, and students. The early alert referral system is a tool for faculty to identify students who are experiencing academic or attendance difficulties during the first few weeks of each quarter. Students who receive an alert will be contacted by someone on the early alert student success team to direct them to appropriate next steps and resources for success. As your instructor, I also encourage you to contact me if you receive an alert so we can discuss options for helping you to be successful in this course and at WCC.

The [virtual one-stop](#) has moved online and now offers many support services virtually.

The [learning center, writing center, and math center](#) offer free virtual tutoring and writing support.

The [student helpdesk](#) is available for technical assistance and device checkout.

[Academic advising and career services](#) offers phone and zoom appointments.

[WCC's virtual library](#) is open and librarians are available to assist you.

The [virtual intercultural center](#) welcomes all students looking for community, connections, and engagement.

The [veteran services office](#) offers support to veterans, service members, and eligible dependents to help them accomplish their educational goals.

[Student success coaching through AIM](#) provides ongoing personalized advising, coaching, mentoring, and more to students who meet one of the following criteria: You identify as a person of color; neither of your parents earned a bachelor's degree; you received a Pell/state need grant as part of your financial aid award; you started in Math 94, Math 97, or English 95; or you have a documented disability and registered with WCC's access and disability services.

[Sign up to receive text and email notifications](#) about college closures due to inclement weather or any other unforeseen circumstances. You can also find out about closures on your [MyWCC page](#) and [WCC's website](#), or by calling 360.383.3000. If the College is open, you should always base your decision on whether or not to attend class on what is safest or best for you.

Odds and Ends---

Every week, mostly on Sundays, (mostly for the online class) you will receive an announcement from me detailing the work for the upcoming week. Be sure that you check your emails. This is the only way that I have to communicate with you and you are responsible for the course material.

Also, you will find the class lectures on Canvas. I used my laptop for the recordings. They are not Oscar-worthy by any means, but they should help. 😊

Should you need further clarification on a topic, please please let me know and I will do my best.

DATES

Material Covered

Week 1

January 3-5 Read Syllabus. Register for My Spanish lab. Look at pronunciation video. Start preliminary chapter p. 2-28. Look at MY SPANISH LAB for homework exercises.

HYBRID JAN 3 Intro to class; preliminary chapter

Week 2

January 8-12 Preliminary chapter—p. 2-28. Study: greetings, useful expressions, objects in the classroom, days of the week, months, weather, telling time and descriptions of people. Look at MY SPANISH LAB for homework exercises. **Quiz preliminary chapter.**

HYBRID JAN 8 p. 2-28

HYBRID JAN 10 p. 2-28 and **Quiz over preliminary chapter**

Week 3

January 15-19 Chapter 1. P. 28-40 pretty much all cultural readings. Read through and look at MY SPANISH LAB for any exercises that go along with the text.

HYBRID JAN 15 NO CLASS MLK DAY

HYBRID JAN 17 p. 28-40

Week 4

January 22-26 Chapter 1 p. 40-61 p. 40-60. Interrogatives. Subject pronouns and -ar verbs. Study -ar verbs and the verb estar. Also articles and making nouns plural and er/ir verbs. Look at MY SPANISH LAB for homework. **Quiz over Chapter 1**

HYBRID JAN 22 p. 28-40

HYBRID JAN 24 p. 28-40 and **Quiz over Chapter 1**

Week 5

January 29- February 2 Chapter 2 Pages 62-74. Mostly cultural readings and new vocabulary. Look at MY SPANISH LAB for homework.

HYBRID JAN 29 p. 62-74

HYBRID JAN 31 p. 62-74

Week 6

February 5-9 Chapter 2 p. 75-94. Adjectives, present tense of ser, ser and estar with adjectives, possessive adjectives, expressing likes and dislikes. Look at MY SPANISH LAB for homework.

HYBRID FEB 5 p. 75-94

HYBRID FEB 7 p. 75-94

Week 7

February 12-16 Chapter 3 p. 100-113. Mostly cultural readings and new vocabulary. Read through and look at MY SPANISH LAB for any homework exercises that go with the text. **Quiz over Chapter 2**

HYBRID FEB 12 p. 100-113

HYBRID FEB 14 p. 100-113 and **Quiz over Chapter 2**

Week 8

February 19-23 Chapter 3 p. 114-132 The verb ir, por and para, present tense of verbs hacer, poner, salir, traer and oír, numbers, and saber/ conocer. Look at MY SPANISH LAB for homework that goes along with the text.

HYBRID FEB 19 PRESIDENT'S DAY HOLIDAY

HYBRID FEB 21 p. 114-132

Week 9

February 26- March 1 Chapter 3 p. 114-132 The verb ir, por and para, present tense of verbs hacer, poner, salir, traer and oír, numbers, and saber/ conocer. Look at MY SPANISH LAB for the homework that goes along with the text. **Quiz over Chapter 3.**

HYBRID FEB 26 p. 114-132

HYBRID FEB 28 p. 114-132 and **Quiz over Chapter 3**

Week 10

March 4-8 Chapter 4 P. 138-149. Cultural readings and new vocabulary. Also, look at MY SPANISH LAB for the homework exercises.

HYBRID MAR 4 p. 138-149

HYBRID MAR 6 p. 138-149

Week 11

March 11-15 Chapter 4 p. 150-166 obligation, stem changing verbs: e→ie, o→ue, e→i. reflexive verbs and reciprocal reflexives, expressions of time with "hace." Look at MY SPANISH LAB for homework.

HYBRID MAR 11 p. 150-166

HYBRID MAR 13 p. 150-166

Week 12

March 18-22

Quiz over Chapter 4.

HYBRID MAR 18 finish up chapter 4

HYBRID MAR 20 Quiz over chapter 4

I have done my best to coordinate the mylab exercises with the pages in the text. In the event that some lab exercises come before some of the explanations, just look ahead in the text.

HAVE FUN AND LEARN TONS!!!