**CSUSB - Department of World Languages and Literatures**

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# SPANISH 2261: Intermediate Criminal Justice Spanish I

# Fall 2022

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|  | **Your professor: Carmen Jany****Office:** UH-201.43**Contact**:909-537-7386; cjany@csusb.edu**Office Hours: In Person on campus: Wednesdays 1:45pm-3:15pm** **Virtual (Zoom)**: **Thursdays 11am-12:15pm & by appt** **Office hour link: https://csusb.zoom.us/j/9661143238**Professor Jany specializes in Spanish linguistics and general linguistics and has taught Spanish classes at all levels at CSUSB since 2007. Her research focus includes Native American languages and language contact. Please see the *Meet your instructor* folder and video for more information. |

COURSE FORMAT:This course is taught in an online asynchronous format. You will complete five online modules with weekly activities by the respective due dates. Each module is self-contained and includes course materials, discussions, assignments, and a quiz, all organized by week. Be prepared to spend **a total of 150 full hours** of work for this 4-unit course *(= 180 course hours, 50 min each*), so you will need to dedicate about **10 full hours each week** to this course *(= 12 course hours, 50 min each*).

## Communication and Instructor role

* Email or office hours is the best way to contact me. I will try to answer your email inquiries within two working days (Mon-Fri).
* My role is select and create the appropriate course materials and to support your learning by interacting with you via discussions, keeping track of your progress, providing feedback on your work (usually within a week after the due date), reminding you of due dates, following up on your performance, and providing additional guidance and practice as needed.

## COURSE DESCRIPTION

This course is the first course in an intermediate-level two-course sequence specifically designed for Criminal Justice Spanish. In this course, you will develop your written and oral Spanish language skills, as well as gain knowledge of Hispanic cultures with particular attention to criminal justice related vocabulary, concepts, and situations. The writing-intensive course requires weekly written assignments and discussions. We will also review grammar topics and explore elements of Hispanic cultures as pertinent to criminal justice and related fields through written and oral communication. The main goal of this course is for you to develop communicative competence in the Spanish language as needed to interact in this professional field. Spanish is the primary language to be used in this course.

## COURSE PREREQUISITES

Prior to taking this course, the **SPAN** **1112** or **equivalent class** or **Placement Exam results**.

REQUIRED TEXTBOOK **– $ ZERO COST MATERIALS**

Specifically­-designed textbook materials will be provided to you at no cost. You will find everything in Canvas and will also receive a digital copy of the textbook materials for you to keep.

## Course objectives

* To develop the students’ communicative competence in Spanish as pertinent to criminal justice and related fields
* To help with the development of the students’ linguistic abilities in the written and oral areas of the Spanish language
* To increase the students’ interest in and awareness of Hispanic cultures

## STUDENT LEARNING OUTCOMES

The following refer to **three modes of communication**: interpersonal, interpretive, presentational, as well as to the ACTFL level of **Novice High/Intermediate Low** (www.actfl.org)

Upon successful completion of this course, you will be able to:

1. **Demonstrate** effective use of written Spanish in a variety of situations related to Criminal Justice (*as evidenced by your ability to complete written assignments and to write reports in Spanish*).

2. **Interpret** written Spanish from a variety of sources related to Criminal Justice. (*as evidenced by your ability to complete assignments and discuss topics based on written input in Spanish*).

3. **Demonstrate** effective use of spoken Spanish in a variety of situations related to Criminal Justice (*as evidenced by your ability to complete oral assignments and deliver an oral presentation in Spanish*).

4. **Interpret** spoken Spanish in a variety of situations related to Criminal Justice (*as evidenced by your ability to complete assignments and discuss topics based on oral input in Spanish*).

5. **Identify** social and cultural factors (such as cultural practices, beliefs, and behaviors) that influence the communication between criminal justice professionals and Hispanics (*as evidenced by your ability to contribute to relevant discussions of case studies and culture topics in Spanish*).

5. **Evaluate** diverse perspectives available through Hispanic cultures as related to Criminal Justice (*as evidenced by your ability to explore the perspectives, products, and practices of Hispanic cultures through comparisons to your own*).

## Three modes of communication (use all three in each chapter)

* **Interpretive Communication**:  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**Intermediate Level**: **I can** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

* **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Intermediate Level**: **I can** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

* **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

**Intermediate Level**: **I can** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

## Activities & grammar aligned with 7 COMMUNICATIVE functions

## (1) Describe (descriptions)

* (2) Compare (comparisons)
* (3) Narrate in the past (tell what happened/a story)
* (4) Recommend/react (recommendations, commands)
* (5) Talk about likes/dislikes and express opinions
* (6) Develop a hypothesis
* (7) Talk about the future

## GRADING SCALE

93%-100% = A 83%-86% = B 73%-76% = C 63%-66% = D

90%-92% = A- 80%-82% = B- 70%-72% = C- 60%-62% = D-
87%-89% = B+ 77%-79% = C+ 67%-69% = D+ 59% and under = F

## COURSE REQUISITES

5 Online Modules\* 75 % (=12.5% each)

Research Project & Presentation 10 %

Final Exam (cumulative) 15 %

\*Each module includes a final module quiz & 2 hours of Transparent Language (see below).

**Please note**: No late work will be accepted unless there is a serious and documented valid excuse that prevents the student from submitting an assignment, taking a quiz, or giving a presentation.

## 1. ONLINE MODULES (75%)

There is a total of **five modules**, one per textbook chapter covered. Each module is self-contained and includes a) **oral and written materials**, b) **associated activities, discussions, and assignments**, c) **and a final quiz**. Each module will be covered over a period of three weeks; it will take you about **30 hours to complete each module**, so plan accordingly. You will find an agenda with weekly activities and points for each task, as well as due dates on Canvas.

Please note that **quizzes** can only be taken once, are timed, and need to be completed once started. They will only be open during the third week for each module (as indicated in the agenda).

**TRANSPARENT LANGUAGE** is a **language learning software** that will allow you to explore additional topics and engage in additional language practice. You will receive a subscription to the software for the duration of our course via our Multimedia Language Center and will be required to complete **a total of 10 lab hours** of practice for the semester using the software. Specific activities are suggested, but you may complete any activities for Spanish to receive credit for the ten hours.

* **All activities have a DUE DATE, and no late work will be accepted!**
* **Make sure to follow the suggested weekly agenda in each module.**

## 2. RESEARCH PROJECT AND PRESENTATION (10%)

**Content:** Your will choose and research a topic related to law enforcement, crimes and crime types, criminal justice, or the court system, depending on the module topic. Before you begin your research, you need to confirm your topic with the professor and receive approval by sending an email to your professor. You may work with a classmate or as a group (with no more than 3 students per group) or you can work individually.

**Presentation:** You will prepare a 3 to 5-minute presentation in Spanish about your topic and create a video of your presentation (about 5-6 PPT slides per student). At the end of your presentation, you need to include ONE discussion question PER PRESENTER and list the sources for your work (publications, websites, etc.).

**Online discussion:** Your professor will post your discussion questions to an online forum. You should be available to answer/comment on your classmates’ posts regarding your presentation during and after the week of your presentation.

**Presentation schedule:** Presentations will take place in the last week of each module, so in weeks 3, 6, 9, 12, or 15.

**Submitting your presentation:** Send your PPT slides along with a link where to find your video (Zoom or YouTube) to your professor **by Thursday night of the week before your presentation week (so in week 2, 5, 8, 11, or 14)**. Your professor will then post your presentation and open a discussion with your questions. If you work as a group, you may send multiple links of your video group presentation or a single link with the entire presentation.

## 3. FINAL EXAM (15%)

This exam is cumulative and consists of questions that test your knowledge of all the topics covered in this course. See the Course Calendar below for availability of the Final Exam.

## COURSE CALENDAR

| Week | Module  | Topics and Grammar | Due date |
| --- | --- | --- | --- |
| 1 | Mod 1 | ***Introduction to policing***Case study 1Culture reading 1Grammar topics: 1.1El género de los artículos definidos e indefinidos | September 2, 2022 |
| 2 | Mod 1 | ***Introduction to policing***Case study 2Culture reading 2Grammar topics:1.2 El presente de indicativo y presente de subjuntivo1.3 Diferencia entre *ser, estar, haber* y *tener* | September 2, 2022 |
| 3 | Mod 1 | ***Introduction to policing***Vocabulary reviewChapter summary & activitiesTransparent Language practice**Research Project Presentations****Module Quiz #1** | September 9, 2022 |
| 4 | Mod 2 | ***Law enforcement activities***Case study 1Culture reading 1Grammar topics: 2.1 ¿Cuánto tiempo hace que...?2.2 Hablar del futuro: *ir a* + infinitivo 2.3 Narraciones en el pasado: pretérito e imperfecto | September 16, 2022 |
| 5 | Mod 2 | ***Law enforcement activities***Case study 2Culture reading 2Grammar topics: 2.4 Narraciones en el pasado: presente perfecto2.6 Expresiones indefinidas y negativas | September 23, 2022 |
| 6 | Mod 2 | ***Law enforcement activities***Vocabulary reviewChapter summary & activitiesTransparent Language practice**Research Project Presentations****Module Quiz #2** | September 30, 2022 |
| 7 | Mod 3 | ***Violent versus property crimes***Case study 1Culture reading 1Grammar topics:3.1 Modo: indicativo y subjuntivo3.2 Presente perfecto y participio pasado3.3 Tiempos perfectos: subjuntivo | October 7, 2022 |
| 8 | Mod 3 | ***Violent versus property crimes***Case study 2Culture reading 2Grammar topics:3.4 Mandatos formales e informales3.5 Saber y conocer | October 14, 2022 |
| 9 | Mod 3 | ***Violent versus property crimes***Vocabulary reviewChapter summary & activitiesTransparent Language practice**Research Project Presentations****Module Quiz #3** | October 21, 2022 |
| 10 | Mod 4 | ***Other types of crimes***Case study 1Culture reading 1Grammar topics:4.1 El presente perfecto y el participio pasado4.2 *Se* reflexivo y *se* impersonal | October 28, 2022 |
| 11 | Mod 4 | ***Other types of crimes***Case study 2Culture reading 2Grammar topics:4.3 El presente de subjuntivo : mandatos formales4.4 Los verbos reflexivos | November 4, 2022 |
| 12 | Mod 4 | ***Other types of crimes***Vocabulary reviewChapter summary & activitiesTransparent Language practice**Research Project Presentations****Module Quiz #4**  | November 11, 2022 |
| 13 | Mod 5 | ***Introduction to the Court System***Case study 1Culture reading 1Grammar topics:5.1 Pronombres de complemento directo5.2 Pronombres de complemento indirecto | November 18, 2022 |
| 14 | Mod 5 | ***Introduction to the Court System***Case study 2Culture reading 2Grammar topics:5.3 Verbos como *gustar*5.4 El future5.5 El condicional | November 28, 2022 (Mon) |
| 15 | Mod 5Research Project | ***Introduction to the Court System***Vocabulary reviewChapter summary & activitiesTransparent Language practice**Research Project Presentations****Module Quiz #5** | December 2, 2022 |
| **Final exam: available Monday, December 5, 8am-Wednesday, December 7, 4pm** |

## Statement of Inclusion, Diversity, and Equity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. All students are welcome, and all students belong in this class regardless of race, ethnicity, gender identity, political stance, religion, citizenship, or immigration status whether the status is documented or undocumented. If your name and/or pronouns differ from those on your college record, please let me know. If anything in the course content, lectures, or discussions prevents you from engaging in the course in the richest way possible, please let me know by email or other method.

## Student Support Services

### Academic Services

A complete list of all academic support services is available on the [Academic Success](https://www.csusb.edu/academic-support-resources) section of the [CSUSB Student Affairs](https://www.csusb.edu/student-affairs/student-services) website.

For help with improving your writing ability, the staff at the CSUSB [Writing Center](http://writingcenter.sdsu.edu/) is available in person and online.

### Counseling Services

[Counseling and Psychological Services](https://www.csusb.edu/caps) offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by calling (909) 537-5040.

### Food Insecurity/Scarcity

[The Obershaw Den](https://www.csusb.edu/community-engagement/den) provides food and personal hygiene items for enrolled students in need. Services are confidential.

## Students with Disabilities

If you have a documented disability, please read the below information to have your right to accommodation met. If you have an undocumented disability, please schedule a time to meet with me so we can discuss your needs.

### San Bernardino Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909) 537-5238 or ssd@csusb.edu.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

### Palm Desert Campus:

If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at the Palm Desert Campus at 760-341-2883 extension 78117, or at the San Bernardino Campus at 909-537-5238, ssd@csusb.edu.

If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

I support a wide range of learning styles and abilities of all students. Materials and content for this class are presented and approached in different modes (visual, auditory, and hands-on).

## Technical Support for Canvas

Student support for Canvas is provided by the Technology Support Center, located on the 1st floor of the Pfau Library Wedge, PL-1108. They can be reached at 909-537-7677 or support@csusb.edu

## Academic Honesty

Please refer to the course bulletin’s [Academic Regulations and Standards](http://bulletin.csusb.edu/academic-regulations/) for the University’s policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of Plagiarism include but are not limited to:

* Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
* Copying and pasting work from an online or offline source directly and calling it your own
* Using information, you find from an online or offline source without giving the author credit
* Replacing words or phrases from another source and inserting your own words or phrases
* Submitting a piece of work you did for one class for another class

## Success in an Online Course

This online course offers the advantage of learning anyplace and anytime. Despite this flexibility, to succeed in the online learning environment students should keep in mind the following requirements:

* A computer with a stable Internet connection. Higher speed Internet connections are strongly recommended.
* Basic computer skills - email, surf the Internet, and create basic word processor files.
* Microsoft Office 2010 or higher (Must include Word and PowerPoint).
* A reliable email address that will not change from the beginning until the end of the semester.
* A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working.
* Time. Distance learning courses require as much time as traditional (classroom) instruction. The primary difference is that online instruction allows flexibility.
* Self-motivation. Online students must be "self-starters" and can work with a minimum of supervision. Students who procrastinate are rarely successful in distance learning courses.

Students are also required to:

* Make use of the online course materials available via Canvas. Access to these materials is available once you have registered to the course
* Participate in asynchronous online discussions
* Complete readings and assignments by the dates indicated on the syllabus
* Check email daily

## Netiquette

Netiquette is online etiquette. It is important that all participants in online courses be aware of proper online behavior and respect one another.

Use appropriate language for an educational environment:

* Use complete sentences
* Use proper spelling and grammar
* Avoid slang and uncommon abbreviations
* Do not use obscene or threatening language

Remember that the University values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](http://www.albion.com/netiquette/corerules.html) by Virginia Shea.