# SPAN 4401: *Spanish for the Professions: Criminal Justice*

# 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 135 hours** of work for this course, so you will need to dedicate about **9 hours each week** to this course. [Note: one hour refers to a 50-minute class session]

## 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 engages you in oral and written practice in terminology as used in Criminal Justice and related fields. The exploration of this terminology occurs via case studies, culture readings, and practical application of the newly acquired vocabulary and related cultural issues. Similarities and differences in cultural practices and approaches as related to Criminal Justice are examined and discussed.

## COURSE PREREQUISITES

Prior to taking this course, the **SPAN** **2112/SPAN 2252**/**SPAN 2262** must have been taken OR consent from the instructors received.

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 entire textbook for you to keep.

## STUDENT LEARNING OUTCOMES

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

* **Interpret** Spanish vocabulary related to Criminal Justice.
* **Compare** the cultural practices in Spanish-speaking countries to those in the United States and identify similarities and differences.
* **Demonstrate** Spanish oral and written comprehension skills at the intermediate advanced level as applied to Criminal Justice.
* **Demonstrate** Spanish written skills at the intermediate advanced level as applied to Criminal Justice.
* **Apply** Spanish language and knowledge of Hispanic cultures to create and evaluate case studies related to Criminal Justice.

## 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 **intercultural communication**, all at the ACTFL level of **Intermediate Mid/High** (www.actfl.org)

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

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

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

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

4. **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*)

## modes of communication and proficienCy level

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

**Intermediate High Level**:

* **I can** usually follow the main message or story and actions in various time frames in straightforward, and sometimes descriptive, paragraph-length informational or fictional texts.
* **I can** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.
* **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

**Intermediate High Level**:

* **I can** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
* **I can** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
* **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 High Level**:

* **I can** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
* **I can** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.
* **Intercultural Communication** at the **Intermediate High Level**:
	+ In my own and other cultures, **I can** make comparisons between products and practices to help me understand perspectives.
	+ **I can** interact at a functional level in some familiar contexts.
	+ **I can** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors, and avoid major social blunders.

 **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

Online Modules (5 modules) 75 % (=15%/each)

Research Project & Presentation 10 %

Final Exam (cumulative) 15 %

\***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.

**All work is due on Fridays at 4pm (Standard Pacific Time)**

1. **ONLINE MODULES (75%)**

There is a total of **five modules**, each covering two textbook chapters. Modules are self-contained and include 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 **20-25 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 in Canvas.

Please note that **quizzes** can only be taken once, are timed, and need to be completed once started.

Make sure to **closely follow the suggested weekly agenda** in each module for **ease of navigation** and to **ensure that you complete all necessary activities** by the due date.

* **All activities have a DUE DATE, and no late work will be accepted!**
* **All work is due on Fridays at 4pm (Standard Pacific Time)**
1. **RESEARCH PROJECT AND PRESENTATION (10%)**

You will choose a topic related to one of the five modules and present it as part of a group project via Powerpoint (or Prezi or another comparable tool) accompanied by a video and/or audio for your presentation. Topics/presentation dates will be assigned during the first two weeks of classes. Groups will be based on the choice of topic/presentation date. Presentations will be scheduled for weeks 3, 6, 9, 12, and 15 (at the end of each module).

**Content:** Research a topic related to the respective chapter contents of one of the five modules. As part of your presentation, you will create an informational pamphlet or public safety announcement related to the topic and designed for Spanish-speaking clients, patients, or community members.

**Presentation:** The group presentation should have **8-10 slides per student** representing an oral presentation of about least **4-5 minutes per student,** and it should be **completely in Spanish**. It is very important that the presentation reflects prior research and efficient use of sources. Besides using the class readings, **at least two more sources** must be used. For internet sources, consult with your professor to ensure that you have a reliable and academic source of information.

**Online discussion:** Each presentation will have **2 discussion questions per student** presenter. At the end of your presentation, you must include two questions for the class, which will be a *discussion question* based on the topic of presentation. Your professor will post these questions in a discussion forum. You should be available to answer questions and respond to comments from your classmates in the online discussion during the week of your presentation.

**Submitting your presentation:** Send your Powerpoint presentation/video link and any associated files to your professor **by Thursday night (at midnight, Standard Pacific Time) of the week before your presentation week**. Your professor will then post your presentation and open a discussion forum with your questions.

1. **FINAL EXAM (15%)**

This exam is cumulative and consists of questions that test your knowledge of all the topics covered in this course and your ability for critical thinking.A study guide and list of the topics will be provided. See the Course Calendar below for availability of the Final Exam.

## COURSE CALENDAR

**All work is due on Fridays at 4pm (Standard Pacific Time).**

**Note**: Each textbook chapter contains case studies with their associated activities and culture readings with their associated activities. Activities for each week add up to 100 pts/week for a total of 1500 points for the 5 modules.

| Week | Module  | Topics and Learning Outcomes | Due date |
| --- | --- | --- | --- |
| 1 | Mod 1 | **Chapter 1: *Delincuencias por drogas y medicinas***1. **Demonstrate** effective use of written and oral Spanish in situations related to *drugs and* *drug offenses.*2. **Interpret** written and oral Spanish from a variety of sources related to *drugs and* *drug offenses.*3. **Recognize** cultural differences and similarities related to *drugs and* *drug offenses.*4. **Evaluate** diverse perspectives available through Hispanic cultures and Law enforcement needs as related to *drugs and* *drug offenses.* | September 2, 2022 |
| 2 | Mod 1 | **Chapter 2: *Los tipos de drogas***1. **Demonstrate** effective use of written and oral Spanish in situations related to *types of drugs and drug courts.*2. **Interpret** written and oral Spanish from a variety of sources related to *types of drugs and drug courts.* 3. **Recognize** cultural differences and similarities related to *types of drugs and drug courts.*4. **Evaluate** diverse perspectives available through Hispanic cultures by learning about *types of drugs, drug use in Latin America, and victimization of drug users.* | September 2, 2022 |
| 3 | Mod 1 | Chapter 1 & 2 summary & activities**Research Project Presentations/Discussion****Module 1 Quiz** | September 9, 2022 |
| 4 | Mod 2 | **Chapter 3: *La violencia doméstica***1. **Demonstrate** effective use of written and oral Spanish in situations related to *domestic violence.*2. **Interpret** written and oral Spanish from a variety of sources related to *domestic violence.* 3. **Recognize** cultural differences and similarities related to *domestic violence.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *domestic violence, elderly abuse, child abuse.* | September 16, 2022 |
| 5 | Mod 2 | **Chapter 4: *La violencia laboral***1. **Demonstrate** effective use of written and oral Spanish in situations related to *workplace violence and sexual abuse.*2. **Interpret** written and oral Spanish from a variety of sources related to *workplace violence and sexual abuse.* 3. **Recognize** cultural differences and similarities related to *workplace violence and sexual abuse.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *workplace violence and farm worker abuse.* | September 23, 2022 |
| 6 | Mod 2 | Chapter 3 & 4 summary & activities**Research Project Presentations/Discussion****Module 2 Quiz** | September 30, 2022 |
| 7 | Mod 3 | **Chapter 5: *Recursos legales para inmigrantes***1. **Demonstrate** effective use of written and oral Spanish in situations related to *immigration and resources for immigrants.*2. **Interpret** written and oral Spanish from a variety of sources related to *immigration and resources for immigrants.* 3. **Recognize** cultural differences and similarities related to *immigration and resources for immigrants.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *immigration, dreamers, and resources for immigrants.* | October 7, 2022 |
| 8 | Mod 3 | **Chapter 6: *Los inmigrantes como víctimas***1. **Demonstrate** effective use of written and oral Spanish in situations related to *victimization of immigrants.*2. **Interpret** written and oral Spanish from a variety of sources related to *victimization of immigrants.* 3. **Recognize** cultural differences and similarities related to *victimization of immigrants.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *human trafficking and victimization of immigrants.* | October 14, 2022 |
| 9 | Mod 3 | Chapter 5 & 6 summary & activities**Research Project Presentations/Discussion****Module 3 Quiz** | October 21, 2022 |
| 10 | Mod 4 | **Chapter 7: *Crímenes de cuello blanco***1. **Demonstrate** effective use of written and oral Spanish in situations related to *white collar crime.*2. **Interpret** written and oral Spanish from a variety of sources related to *white collar crime.* 3. **Recognize** cultural differences and similarities related to *white collar crime.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *white collar crime and cybercrime.* | October 28, 2022 |
| 11 | Mod 4 | **Chapter 8: *Crímenes cibernéticos***1. **Demonstrate** effective use of written and oral Spanish in situations related to *cybercrimes.*2. **Interpret** written and oral Spanish from a variety of sources related to *cybercrimes.* 3. **Recognize** cultural differences and similarities related to *cybercrimes.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *cybercrimes.* | November 4, 2022 |
| 12 | Mod 4 | Chapter 7 & 8 summary & activities**Research Project Presentations/Discussion****Module 4 Quiz** | November 11, 2022 |
| 13 | Mod 5 | **Chapter 9: *Evaluación del riesgo en el sistema judicial: Antes del juicio*** 1. **Demonstrate** effective use of written and oral Spanish in situations related to *pre-trial risk assessment*.2. **Interpret** written and oral Spanish from a variety of sources related to *pre-trial risk assessment*.3. **Recognize** cultural differences and similarities related to *pre-trial risk assessment.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *pre-trial risk assessment.* | November 18, 2022 |
| 14 | Mod 5 | **Chapter 10: *El Sistema penitenciario***1. **Demonstrate** effective use of written and oral Spanish in situations related to *the prison system*.2. **Interpret** written and oral Spanish from a variety of sources related to *the prison system*.3. **Recognize** cultural differences and similarities related to *the prison system.*4. **Evaluate** diverse perspectives available through Hispanic cultures related to *the prison system and restorative justice.* | November 28, 2022 (Mon) |
| 15 | Mod 5 | Chapter 9 & 10 summary & activities**Research Project Presentations/Discussion****Module 5 Quiz** | December 2, 2022 |
| **Final exam: available Monday, December 5, 8am-Wednesday, December 7, 4pm** |

## Sample Module & Recommended Pacing Calendar

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| --- | --- | --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| **Week 1**:Ch 1: Intro discussion | *Connect to office hour, if needed*Case study 1 | *Connect to office hour, if needed*Culture reading 1 | *Connect to office hour, if needed*Case study 2 | **Submit all work by 4pm**Culture reading 2 |  | Start next week |
| **Week 1**:Ch 2: Intro discussion | *Connect to office hour, if needed*Case study 1 | *Connect to office hour, if needed*Culture reading 1 | *Connect to office hour, if needed*Case study 2 | **Submit all work by 4pm**Culture reading 2 |  | Start next week |
| **Week 3**:Complete module 1 summary activities | *Connect to office hour, if needed* | *Connect to office hour, if needed*Review student pre-sentation, post to discussion | *Connect to office hour, if needed* | **Complete module quiz and all work by 4pm** |  | Start next week |

## 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.