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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# SPANISH 2262: Intermediate Criminal Justice Spanish II

# Adapted syllabus (updates highlighted)

# TERM

|  |  |
| --- | --- |
|  | **Your professor:**  **Office:**  **Contact**:  **Office Hours (in person):**  **Office Hours (virtual):**  **Zoom link for office hours**:  About your professor here. |

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 to 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 second course in an intermediate-level two-course sequence specifically designed for Criminal Justice Spanish. In this course, you will further 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: **SPAN** **2261** or **equivalent class** or **Placement Exam results** or instructor consent.

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 further 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 **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 and general professional settings (*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 and general professional settings. (*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 and general professional settings (*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 and general professional settings (*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 and other professionals and Hispanics and between (*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 and general professional settings (*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 dedicated towards a service-learning public safety project (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 is 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).

**SERVICE-LEARNING PUBLIC SAFETY PROJECT (separate from research project)**

In each 3-week period you will also work on a service-learning project. This will allow you to investigate a topic related to public safety more thoroughly and to develop a project in Spanish that will help Spanish speakers in your community to be better informed about matters pertaining to public safety. The related activities will be due in week 3 of each module as follows: Module 1: Identify a public safety problem in your community; Module 2: Investigate the topic and find some statistical data; Module 3: Investigate potential solutions/mitigations for the problem; Module 4: Develop a public safety announcement (1-minute video; flyer, etc); Module 5: Disseminate project & share your experience with classmates.

* **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%) (separate from service-learning)

**Content:** Your will choose and research **a topic related to the court system, the prison system, reintegration after incarceration, juvenile justice, or emergencies**. 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 6-8 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 presentation and 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 occur in the last week of each module, so in weeks 3, 6, 9, 12, or 15.

**Submitting your presentation:** Send your 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 (at 4pm) |
| --- | --- | --- | --- |
| 1 | Mod 1 | ***The court system***  Case study 1  Culture reading 1  Grammar topics:  6.1Pronombres de objeto de preposición  6.2 Las preposiciones *por* y *para* | February 2, 2024 |
| 2 | Mod 1 | ***The court system***  Case study 2  Culture reading 2  Grammar topics:  6.3 Los comparativos  6.4 Los superlativos | February 2, 2024 |
| 3 | Mod 1 | ***The court system***  Grammar topic: 6.5 Las cláusulas con *si* en situaciones reales o probables  Vocabulary review  Chapter summary & activities  Service-learning project  **Research Project Presentations**  **Module Quiz #1**   * Email Writing: This includes using common greetings and closings, along with polite phrases to maintain professionalism. Students could learn to say “Following up on my last message…” and “Please let me know if you need further details.” | February 9, 2024 |
| 4 | Mod 2 | ***The prison system***  Case study 1  Culture reading 1  Grammar topics:  7.1 La ‘a’ personal  7.2 Las conjunciones | February 16, 2024 |
| 5 | Mod 2 | ***The prison system***  Case study 2  Culture reading 2  Grammar topics:  7.3 El indicativo y subjuntivo en cláusulas adverbiales  7.4 El indicativo y subjuntivo en cláusulas adjetivales | February 23, 2024 |
| 6 | Mod 2 | ***The prison system***  Grammar topic: 7.5 Comparaciones  Vocabulary review  Chapter summary & activities  Service-learning project  **Research Project Presentations**  **Module Quiz #2**   * Phone Conversations: Covering the basics of making a good impression over the phone, students could practice phrases like, “I’m calling regarding…” and “Could you please hold?” to ensure clear communication. | March 1, 2024 |
| 7 | Mod 3 | ***Reintegration after incarceration***  Case study 1  Culture reading 1  Grammar topics:  8.1 Repaso: presente del subjuntivo  8.2 Repaso: imperfecto del subjuntivo | March 8, 2024 |
| 8 | Mod 3 | ***Reintegration after incarceration***  Case study 2  Culture reading 2  Grammar topics:  8.3 Repaso: hipótesis probables  8.3 Hipótesis improbables | March 15, 2024 |
| 9 | Mod 3 | ***Reintegration after incarceration***  Grammar topic: 8.4 Preguntas abiertas  Vocabulary review  Chapter summary & activities  Service-learning project  **Research Project Presentations**  **Module Quiz #3**   * Scheduling Meetings: Students could learn how to set up meetings effectively in Spanish, using expressions like “What time works best for you?” and “Can we reschedule?” | March 22, 2024 |
| 10 | Mod 4 | ***Juvenile justice***  Case study 1  Culture reading 1  Grammar topics:  9.1 El imperfecto de subjuntivo: Cláusulas nominales  9.2 El imperfecto de subjuntivo: Cláusulas adverbiales | March 29, 2024 |
| SPRING BREAK | | | |
| 11 | Mod 4 | ***Juvenile justice***  Case study 2  Culture reading 2  Grammar topics:  9.3 El imperfecto de subjuntivo: Cláusulas principales  9.4 Repaso del imperativo: Los mandatos formales e informales | April 12, 2024 |
| 12 | Mod 4 | ***Juvenile Justice***  Grammar topic: 9.5 El imperativo con las formas de *vos*  Vocabulary review  Chapter summary & activities  Service-learning project  **Research Project Presentations**  **Module Quiz #4**   * Cultural aspects: The cultural importance of the city main square (la plaza mayor) for business and development | April 19, 2024 |
| 13 | Mod 5 | ***Emergencies***  Case study 1  Culture reading 1  Grammar topics:  10.1 Repaso: El presente del subjuntivo  10.2 Repaso: El Presente Progresivo  10.3 Repaso: El condicional como hipótesis | April 26, 2024 |
| 14 | Mod 5 | ***Emergencies***  Case study 2  Culture reading 2  Grammar topics:  10.4 Repaso: El futuro perifrástico  10.5 El futuro de probabilidad | May 3, 2024 |
| 15 | Mod 5  Research Project | ***Emergencies***  Vocabulary review  Chapter summary & activities  Service-learning project  **Research Project Presentations**  **Module Quiz #5**   * Video Conference Etiquette: It would be good to cover introductions and maintaining focus during virtual meetings, with phrases such as “Let’s take turns” and “I believe you’re on mute.” | May 10, 2024 |
| **Final exam: available Monday, May 13, 8am-Wednesday, May 15, 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 provides food and personal hygiene items for enrolled students in need. Services are confidential.

## Students with Disabilities

If you are seeking classroom accommodations under the ADA, you are required to register with the Office of Services to Students with Disabilities (SSD). If you are taking classes at the San Bernardino Campus (SBC), SSD is located in UH-183. At the Palm Desert Campus (PDC), SSD is located in RG 203A. You can telephone the SBC-SSD at (909) 537-5238, or the PDC-SSD at (760) 341-2883, ext. 78117, or email them at ssd@csusb.edu. To receive academic accommodations for this class, please obtain the Faculty Notification Letter from SSD. Students should inform their instructors about the type of assistance that may be required in the event of any emergency, and also to contact the SSD office regarding special needs for evacuation.

## 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](mailto: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.