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

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# SPAN 4402: Spanish for the Professions: Criminal Justice: Activity

# Fall 2022

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|  | **Your professor: Carmen Jany**  **Office:** UH-201.43  **Contact**:909-537-7386; [cjany@csusb.edu](mailto: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 a series of online activities each week due on Fridays at 4pm. Be prepared to spend at least **3 hours each week** on this course. [Note: one hour refers to a 50-minute class session]

COURSE theme: **Promoting CSUSB campus safety and crime prevention and educating the community**

## 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 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 information as needed.

## COURSE DESCRIPTION

This course engages you in oral and written Spanish practice in specific terminology and topics used in Criminal Justice and related fields (such as sociology, social work, etc.). You will demonstrate your acquired Spanish skills by engaging in a supervised and guided service-learning activity. Your product may be disseminated in a community, university or private sector sponsored event, such as public safety trainings, radio and television, public service conferences, and/or cultural events. You will add your activity report to your E-portfolio.

## COURSE PREREQUISITES

Prior to taking this course, the **SPAN** **2112** or **SPAN 2252** or **SPAN 2262** must have been taken.

REQUIRED TEXTBOOK **– None**

## STUDENT LEARNING OUTCOMES

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

1. **Discuss** cultural similarities and differences related to Hispanic communities and Criminal Justice.
2. **Demonstrate** Spanish oral and written presentation skills at the intermediate advanced level as applied to Criminal Justice and related fields.
3. **Apply** Spanish language and knowledge of Hispanic cultures to create and evaluate a service-learning projects related to Criminal Justice and related fields.
4. **Research** the Criminal Justice needs of Hispanics in the US.

## 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 Hispanic community members  
(*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 proficieny 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 – Graded Credit-No Credit

**To receive credit for this class, you will need to complete the activities for each week by Friday at 4pm and complete a service-learning project.**

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

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

**WEEKLY ACTIVITES**

Each week there will be several activities for you to engage with the topics and to interact with your classmates and with your instructor. You will find the respective information and instructions in Canvas. Weekly activities will be announced by Monday afternoon to be completed by 4pm on Friday of that week.

**PROJECT AND PRESENTATION**

**Part A:** In this class you will work with existing resources from our [CSUSB Police Department on campus](https://www.csusb.edu/police) and help translate one of two campus safety resources as part of a group project.

* Campus safety plan [https://www.csusb.edu/sites/default/files/2022\_Campus\_Safety\_Plan.pdf](https://www.csusb.edu/sites/default/files/2022_Campus_Safety_Plan.pdf3) (3 groups)
* Threat Assessment brochure: <https://csusb.edu/sites/default/files/upload/file/TAT%20Brochure.pdf> (2 groups)

**Part B**: In addition, you will choose a topic related to the class theme and create a public safety announcement in Spanish as part of a group project. The topic will be chosen during the first couple of weeks. Potential topics include homelessness, substance abuse, crime prevention (fraud, cybercrime, car theft, car vandalism, etc), domestic violence, sexual assault, etc.

The project will involve the following steps:

1. **Background research/Sources**: Choose topic and research content (what are the related issues? What are some useful and reliable sources for the topic? What information is important? Is there any misinformation about this topic?
   1. Your group will present the results of your research in class in Week 6 and receive feedback from your peers. You will then have the chance to correct/improve your project based on the received feedback.
2. **Create service-learning project**: Create a public safety announcement in Spanish (e.g., How can you protect yourself from theft? How to take extra precautions when walking alone on campus at night? What to do in an event of an immediate threat (e.g., active shooter)? etc.).
   1. Your group will present your public safety announcement in class in Week 11. You will then have the chance to correct/improve your project based on the received feedback.
3. **Dissemination**: Your group will find a way to disseminate your product in Weeks 12-14 and report to the class on your experience in Week 15 and upload it to your e-portfolio.

**E-portfolio**: Go here to access the site free for CSUSB students: <https://www.csusb.edu/its/software/student-software> (scroll down to almost the end of the page)

**Format:** The public safety announcement created by your group (entirely in Spanish) can have one of the following formats:

* a flyer
* a pamphlet (brochure)
* a video (YouTube ad)
* an audio (radio advertisement – EYE: if you only use audio, look very well at what it says and how it says it)
* a short powerpoint presentation

## COURSE CALENDAR

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

| Week | Type | Work | Due date |
| --- | --- | --- | --- |
| 1 | Research: *Identify a problem* | Introduction, topics, sources  Translation: Identify your group members  **Note: Part A translation group is different from Part B public safety announcement group and will be assigned by your professor.** | September 2, 2021 |
| 2 | Research: *Identify a problem* | Topic choice & identify sources & create plan  Translation: Review the materials to be translated | September 2, 2021 |
| 3 | Research: *Identify a problem* | Share group topics & ideas with class  Translation: Divide up the work | September 9, 2021 |
| 4 | Research: *Identify a problem* | Research topic & share progress  Translation: Share first draft of your portion with group members for feedback | September 16, 2021 |
| 5 | Research: *Identify a problem* | Complete research project & share with professor & update plan  Translation: As a group proofread & share your portion with class | September 23, 2021 |
| 6 | Service: *Create the solution* | Revise & share research project with classmates  Translation: Divide up group work for peer-editing of other group’s translation | September 30, 2021 |
| 7 | Service: *Create the solution* | Evaluate other group’s research & begin work on service component  Translation: Review & revise other group’s work | October 7, 2021 |
| 8 | Service: *Create the solution* | Work on service component & share ideas within your group  Translation: Review & revise other group’s work | October 14, 2021 |
| 9 | Service: *Create the solution* | Work on service component & share ideas, progress, & challenges with class  Translation: Share your translation edits with the original translation group | October 21, 2021 |
| 10 | Service: *Create the solution* | Work on service component & plan dissemination  Translation: Review other group’s feedback of your translation and revise accordingly | October 28, 2021 |
| 11 | Dissemination: *Share solution* | Present group service-project to other groups  Translation: Share your final version of the translation with the class & comment on what you have learned | November 4, 2021 |
| 12 | Dissemination: *Share solution* | Revise & disseminate project & share progress  Translation: Format translation to fit original source | November 11, 2021 |
| 13 | Dissemination: *Share solution* | Revise & disseminate project & evaluate own & other group’s progress  Translation: Share final formatted version (this concludes Part A of the project) | November 18, 2021 |
| 14 | Dissemination: *Share solution* | Disseminate project & share challenges & successes with other groups | November 28, 2021 (**Mon**) |
| 15 | Dissemination: *Share solution* | Reflect on your experience & upload your work to e-portfolio | December 2, 2021 |

## 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](mailto: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](mailto: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](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.