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# Project-based Learning for Span 316E: Criminal Justice Spanish

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## Action Plan elaborated during Workshop on PBL

### Project Description and Goals

1. In which course do you expect to use project-based learning? Span 316E
2. What learning goals do you plan for this project to address? At what level(s)? Objectives from syllabus; upper-division Spanish students  
**Identify** and **apply** the vocabulary and expressions needed to gather information from offenders, victims, and witnesses and to give basic instructions  
**Recognize** and **explain** cultural similarities and differences as they relate to Spanish-speaking offenders, victims, and witnesses  
**Practice** and **enhance** oral and written skills in Spanish as needed in law enforcement
3. What is your project? How will it address the learning goals identified? Be as specific as you can.  
Students identify important linguistic and cultural information/skills needed for law enforcement (etc) + create a product (materials, video, etc) to convey/teach these skills
4. What makes your project PBL vs. “just” a project?
  - a) student-centered development: students define topics and need; students define end product type;
  - b) b) end product is relevant and authentic; => **Question: outlet for publishing/sharing????**
  - c) going through a number of steps that include self-reflection;
5. How will you assess the impact of your project on student learning? What evidence will you collect, and how will you analyze it?
  - a) Assess each of four parts based on a point system (assess for real-life contribution, completeness, authenticity, quality of sources, etc)
  - b) Self-reflection
  - c) Peer review

### **RESEARCH PROJECT (30%) (each of the four steps is 2.5%, presentation 5%, product 15%)**

- Each student will complete an **individual research project as part of a themed group project**.
- **Groups** will be **formed during the first two weeks of class**. Each group will define a **group leader**. The **leader** will oversee facilitating group communications and sharing of individual pieces of the project, as well as pulling it all together into a coherent product.
- **Each student** will present the **individual findings** to the class. Presentations will take place during the last 4 weeks of class (**you can sign up for presentation dates during the first week of class**). Presentations need to last at least 5 minutes, but no more than 10 minutes per student, and be completely in Spanish. Each presentation should include at least one discussion question at the end. Students from the same group do NOT need to present on the same day.
- Your project will be related to the topics covered in class. Topics may include crimes and crime prevention in your neighborhood, Latino gangs (their origin, history, etc), Traffic problems/DUI, Street Spanish/Slang, Drug use, Domestic violence, etc.
- You will be guided towards defining the project **in four steps**. **Each of the four steps for completing the research project will be elaborated collaboratively during the first two weeks of class**. **The instructions for each step will be given in class**.

## **INSTRUCTIONS FOR EACH OF THE 4 PARTS**

### **PART I: In-class Activities: Week 1: Class 2**

- **Start discussion: launch open-ended question**
  - Is the vocabulary and cultural knowledge/background of First Responders, Law Enforcement, Prison Personnel important to successfully interact with the Latino Population in Southern California?
  - Does it matter how Law Enforcement interacts with the Latino Population? If so, why/how?
  - Can Law Enforcement/First Responders improve on how they interact with the Latino Population in Southern California? If so, how?
- **Follow-up discussion:**
  - What kinds of knowledge/understanding is needed for this improvement? (make list on board) (e.g. slang, Spanish dialects, Sociolects, History of country of origin, History of immigration, Cultural aspects (traditions, values, food, etc), etc. = only vocabulary or also cultural background? How much culture?
  - What cultural assumptions do we need to teach Law Enforcement? (to get rid of stereotypes)?
- **Follow-up discussion in groups**
  - More specific: what kinds of linguistic knowledge
  - More specific: what kinds of cultural knowledge/topics
  - Make a list of topics, semantic areas, dialects (have students come up with a list in groups) – combine the lists => in class: come up with a list of themes

### **PART I Project task due (Week 3: Class 1)**

1a. Formulate question & answer – i.e. topic and content & their individual contribution to a project and how it relates to the whole.

1a.a: justify your decision based on need (show need, maybe based on a particular real-life case or one portrayed in Movies, TV shows, etc)

1a.b: State why you decided to choose your project topic and how this related to your background (professional and/or personal)

1b. Interview Law Enforcement/First Responders/Prison Personnel/other Criminal Justice related professionals: what they wish they would have known or had the knowledge of/skills of and didn't (if so, how, what vocabulary and cultural knowledge) when dealing with Latinos

1c. Mention personal experiences (you, folks you know, etc) and/or use examples from movies, tv-shows to illustrate the points in your product (Narcos, Immigration movies)

### **PART II: In-class Activities: Week 3: Class 1**

- Share outcomes of Part I Project task with other students in class
- Talk about possible products and outlets – make list on board
- Form groups in class based on content (let students decide which group based on topic)
- **HW: Meet at least twice as a group in Week 3, 4, or 5 to discuss the overall project and each contribution (can be done via Zoom, if needed)**

### **PART II Project task Week 6: Class 1**

1. **Identify sources of data/Authenticity and the Type of end product (use Nerea's instructions for research project)**

2.
  - a. Describe the group end product briefly (can be the same description for all group members) (e.g. presentation, website, youtube video, pamphlet, etc; – needs to be a public and authentic/usable product)
  - b. Describe where/how your product will be used/implemented
3. Describe your specific contribution to the group project (how does your individual research portion relate to the whole)

#### **PART III: In-class Activities: Week 6: Class 1**

- Groups briefly share their project idea and individual projects in class
- **Peer review** of ideas for whole group (topic, sources, end product, etc) (Rubric provided)
  - **At least one positive comment and one suggestion**
- Students start SWAG Box: Set Weekly Attainable Goals – card in box by week Name, Project, Role, Weekly Goal for Week 7, 8, 9, 10.

#### **PART III Project task Week 7: Class 2**

1. **Summary of research conducted: Conduct research/collect data (interview; consult sources – see Nerea’s sheet) – what has been done so far?**
2. **Present initial findings of research from sources and identify each source**

#### **PART III: In-class Activities: Week 7: Class 2**

- Share results in class (individually; share with at least two students – students walk around)
- Develop a rubric to evaluate the project/end product in class
- Develop a rubric for self-reflection in class (to be used for Part IV)

#### **PART IV Project task Week 9: Class 2**

- **Self-reflection on project/critique** (results, improvements)
- **Use rubric developed in class for self-assessment**
  - E.g. where is your project now? (How) is it going to contribute to the whole?
  - (Self-)Assessment of soft skills (provide rubric to students)
  - Assessment of your group member’s soft skills (with comments)

#### **PART IV: In-class Activities: Week 9: Class 2**

- What have you learned from your self-assessment?
- What have you learned from your peers? (distribute peer assessments)
  - Peer-comments: make one positive comment and provide one suggestion

## Actual student instructions provided for each of the 4 steps to be completed

### **PROJECT: PART I: Turn in on Tuesday in Week 3**

1. **Formulate a question/problem & provide an answer** = topic and content of your individual contribution to the project and how it relates to the whole.

a: Justify your decision based on need (show need based on a particular real-life experience or a scenario portrayed in a movie, TV show, covered in news articles, etc.)

b: State why you decided to choose your project topic and how this relates to your background (e.g. mention personal experiences (you, people you know, etc) and/or use examples from movies, tv-shows, e.g. Narcos, documentaries, etc)

2. **Interview Plan** for Law Enforcement/First Responders/Prison Personnel/Community Workers/Victims' Advocates or other Criminal Justice related professionals. As part of your project, you will need to include testimony data. Ask at least 1-2 relevant people working in the field what they wish they would have known or had the knowledge of/skills of and didn't/don't have when dealing with Latinos and summarize the answers. If you can't talk to anyone before turning in your essay, state your interview plans here.

3. Describe briefly **what kind of product you envision** to create for the project individually and as a group (e.g. website, podcast, paper manual, etc)

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- Escriba **una página en español** describiendo su tema y los planes para su proyecto. Use las **partes** descritas **arriba** como **guía** de contenido para su ensayo. También incluya dudas que tiene para completar su proyecto. Este trabajo se tiene que completar individualmente. Después de entregarlo, se compartirá con los miembros del grupo.

## **PART II Project task Week 6: Class 1**

4. **Identify sources of data/Authenticity and the Type of end product (use instructions for research project)**
  5. **a. Describe the group end product briefly (can be the same description for all group members) (e.g. presentation, website, youtube video, pamphlet, etc; – needs to be a public and authentic/usable product)**  
**b. Describe where/how your product will be used/implemented**
  6. **Describe your specific contribution to the group project (how does your individual research portion relate to the whole)**
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### **Instrucciones para la parte #2 del proyecto**

#### **1-2 páginas, 12pt font, espacio simple, márgenes de 1 pulgada**

1. **Identifique las fuentes que vaya a consultar y utilizar en su proyecto (vea la guía sobre las fuentes en la parte atrás)**  
Necesita:
  - una fuente con estadísticas (números concretos)
  - una fuente con noticias (p.e. periódico, documental de un noticiero, etc.)
  - una fuente en donde se cubre el tema de manera ficcional o documental (p.e. una serie en televisión – necesita referirse a un episodio específico) o un artículo científico/académico
  - una fuente empírica (= entrevistas)
2. **Describa el producto final de su proyecto con más detalles (esta parte puede ser idéntica para todo el grupo y todos pueden usar el mismo texto)**
  - Necesita ser un producto auténtico y usable en público (p.e. página web, folleto, video, etc)
  - Describa brevemente en dónde/cómo quisiera presentar su producto al público (p.e. distribuir el folleto en un centro comunitario, etc.)
3. **Describa cómo su parte individual formará parte del producto final de su grupo.**

### **PART III Project task due Week 7: Class 2**

3. Summary of research conducted: Conduct research/collect data – what has been done so far? Report on results?
  - a. Present initial findings of research from sources and identify each source
4. Detailed action plan and timeline for remaining work (make a realistic plan!)

### **PART III: In-class Activities: Week 7: Class 2**

- Share results in class (individually; share with at least two students – students walk around)
- Develop a rubric to evaluate the project/end product in class
- Develop a rubric for self-reflection in class (to be used for Part IV)

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### **Instrucciones para la parte #3 del proyecto**

#### **1-2 páginas, 12pt font, espacio simple, márgenes de 1 pulgada**

1. Presente los resultados de su investigación a base de las fuentes que utilizó (debe de ser específico con respecto a la fuente de cada resultado que presenta) , es decir qué sacó de cada una de sus fuentes y cómo contribuyó esto a su producto final.
  - a. También describa brevemente cuáles aspectos sus resultados individuales van a contribuir al proyecto final del grupo
  
2. Describa un plan de acción para lo que le falta para completar el proyecto (debe de ser muy específico, con fechas y detalles de cada actividad que falta: p.e. *1. Para el 1 de marzo: entrevistar a persona X, 2. Para el 5 de marzo: dos juntas en grupo sobre el producto final, 3. Para el 10 de marzo: crear la presentación para la clase, ...*)

**Ojo:** para #1 escriba oraciones enteras (= whole sentences!). Esta parte tiene que ser **AL MENOS MEDIA PAGINA A ESPACIO SIMPLE!**

**Ojo:** para #2 puede presentar su plan de acción en una tabla con las fechas.

## PART IV Project task due Week 10: Class 1

- **Linguistic and cultural outcomes** (relevant word list + culture comparison)
- **Self-reflection on project & end-product/critique** (results, improvements)
- **Use rubric developed in class for self-assessment**
  - E.g. where is your project now? (How) is it going to contribute to the whole?
  - (Self-)Assessment of soft skills (provide rubric to students)
  - Assessment of your group member's soft skills (with comments)

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- **Instrucciones para la parte #3 del proyecto**
  - **1-2 páginas, 12pt font, espacio simple, márgenes de 1 pulgada**

Incluya lo siguiente en su reporte:

- 1) Un **listado de vocabulario relevante** para su tema con **al menos 15 palabras por persona** específicas en español y su traducción al inglés. [de estas 15 palabras no pueden solapar más de 4-5 en el mismo grupo]

Ejemplo:

Tema: El delito contra la vida silvestre

Vocabulario:

Español	Inglés
la explotación forestal	logging
La concentración de delitos en ciertas zonas	hot spots

- 2) **Un punto cultural con respecto a su tema: puede ser una diferencia o una similitud de algún aspecto cultural relacionado.** La comparación se refiere a la comparación entre la cultura anglosajona y la latina. [Ejemplo: las interacciones personales, el detalle de tomarse el tiempo para explicar algo e interactuar es más pronunciado en la cultura latina; armonía de grupo es más importante que el espacio personal o la independencia, etc]
- 3) ¿Cómo va a servirle su producto final a la comunidad? ¿En dónde lo va a distribuir/compartir? ¿Cuáles autocríticas puede ofrecer? ¿Qué haría diferente la próxima vez para completar su proyecto? Describa al menos dos autocríticas y ofrezca una solución para cada una.
- 4) Autoevaluación siguiendo la rúbrica elaborada en clase.

**Ojo:** para 2), 3), y 4) escriba oraciones enteras (= whole sentences!). Esta parte tiene que ser **AL MENOS MEDIA PAGINA A ESPACIO SIMPLE!**



Rubrics developed in class together with the students

**Rúbrica para la autoevaluación: Total 100 puntos**

<b>Rúbrica/Categoría 1</b>	<b>Puntos (1-15; 15 = máx)</b>	<b>Justificación</b>
Informativo (provee información de manera clara y detallada)		
Relevancia para la comunidad (es importante para la comunidad)		
Sentido práctico (si el producto se puede utilizar)		
Calidad y presentación del producto final (efectividad del producto final, ¿cómo se ve? ¿(cómo) va a ayudar?, ¿es correcto o tiene errores?)		
<b>Rúbrica/Categoría 2</b>	<b>Puntos (1-10; 10 = máx)</b>	<b>Justificación</b>
Creatividad (originalidad y técnicas innovadoras utilizadas)		
Recursos y fuentes utilizadas		
Colaboración en grupo (si su parte individual contribuye al proyecto común en grupo)		

Técnicas de distribución (en dónde va a distribuir el producto final, cómo lo va a hacer)		

### Instrucciones y rúbrica de evaluación para la presentación final del proyecto

Duración: 3 minutos por persona; Visuales: usar visuales, si es posible

Contenido: a) presentar tema y exponer un punto cultural, b) presentar el resultado y contribución individual al producto final, c) presentar el impacto para la comunidad

**Rúbrica: 0-5 puntos** (5 = excelente, 4 = bien, 3 = suficiente, 2 = débil, 1 = fatal)

Presentación: a) cubre el contenido requerido, b) uso del tiempo, c) claridad de la presentación

Proyecto: Impacto a la comunidad y creatividad

#### Grupo: Violencia doméstica

Nombre	Presentación	Proyecto

#### Grupo: Víctimas y tráfico humano

Nombre	Presentación	Proyecto

#### Grupo: Cortes, cárceles, leyes

Nombre	Presentación	Proyecto

#### Grupo: Padres de crianza y abuso de menores

Nombre	Presentación	Proyecto

#### Grupo: Drogas y pandillas

Nombre	Presentación	Proyecto


**Grupo:** Vigilancia vecinal y prevención del crimen en el vecindario

<b>Nombre</b>	<b>Presentación</b>	<b>Proyecto</b>