

SPAN 0019 - SPANISH FOR PUBLIC SAFETY

Catalog Description

Hours: 54 lecture

Description: Introductory course in Spanish designed for students whose professional careers take them to the Public Safety field. This course will provide students with the basic necessary skills to establish a conversation and handle situations with the Spanish-speaking public. (CSU)

Course Student Learning Outcomes

- CSLO #1: Recognize and paraphrase elementary Spanish spoken in simple present tense at moderate conversational speed in a Public Safety setting.
- CSLO #2: Produce accurate pronunciation with grammatically correct sentences in Novice Mid level conversations.
- CSLO #3: Recognize and explain what is read in simple present tense from any elementary reading passage related to Public Safety.
- CSLO #4: Compare and contrast cultural perspectives based on readings, discussions, and videos, and how this may impact Public Safety personnel's interactions with the Spanish-speaking public.

Effective Term

Fall 2020

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Upon successful completion of the course, students will be able to:

1. Greet and use courtesy questions and expressions to establish a casual conversation with a Spanish-speaker. Compare and contrast formal and informal situations.
2. Accurately spell words in Spanish and identify the letters of the Spanish alphabet. Produce and identify numbers, ask and give the time, days of the week, months, and dates.
3. Describe people, including body parts, tattoos, other relevant traits, and clothing. Describe physical surroundings, buildings, and locations.
4. Talk about family members and family relationships.
5. Formulate questions and answers that would take place in a typical telephone conversation. Formulate YES and NO questions.
6. Formulate questions and expressions related to traffic accidents and violations, home accidents, fire and water emergencies, street crime,

domestic violence, sexual assault, homelessness, drug addiction, and mental health. Formulate follow-up questions and identify responses.

7. Employ common expressions for use of force situations.
8. Formulate common positive and negative commands for different contexts with an emphasis in high risk stop/contact commands.
9. Read the Miranda rights. Formulate questions to ensure comprehension on behalf of detainee.
10. Discuss and understand cultural nuances of everyday life in the Hispanic communities, and evaluate how the different perceptions and attitudes of these communities have developed towards public safety personnel.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: After reading an article about "el machismo" (male chauvinism), the class is asked to compare and contrast what they have learned with their own culture. The instructor might have them speak in small groups before conducting a larger discussion among the whole class.
- Objective Examinations
 - Example: Instructor will play a recording about a conversation between a firefighter and a traffic accident victim. After listening to the recording, students will answer True/False questions about what they heard.
- Projects
 - Example: In pairs, students create a presentation on any cultural aspect of the Spanish-speaking world that might affect their job as Public Safety personnel. The students must research their topic, prepare a five-minute oral presentation with visuals, and provide an activity for the class. Examples of topics: "La mordida", "el machismo and its effect on health related issues".
- Skill Demonstrations
 - Example: Using a provided Miranda Warning card in Spanish, the student will read it with accurate pronunciation and explain the questions the detainee (played by your partner) may have regarding the meaning of the statements.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. To discuss the theme of cultural differences between the relationships of the Spanish-speaking public and law enforcement the students will be assigned to read the article "Perspectives from the Latino Communities and Policing and Body Worn Cameras". In

the class period students will be divided into small groups to discuss the article and share their findings. In this same class period the instructor will show a few examples (videos, quotes, etc..) of police interaction with the Latino public and guide a discussion on the cultural differences and how police officers are perceived in some Spanish-speaking countries.

- To introduce description vocabulary the instructor will project images on a screen to walk students through adjectives. As the vocabulary is introduced the instructor will check student comprehension by asking a series of questions such as "¿Cómo es Taylor?" ("What is Taylor like?"), "¿De qué color es tu auto?" (What color is your car?). Students then will pair up to play "¿Quién es quién?" ("Who is who?") to practice descriptions.

Distance Learning

- This activity can be adapted for the online environment by having students read the article online, view a video presentation by the instructor, and then share their findings in a discussion board post. Students will be required to view and respond to a minimum of three other posts by their classmates.
- This activity can be adapted for the online environment with an introductory presentation of the adjectives vocabulary in the target language. After viewing the presentation, students will be asked to record themselves introducing a friend or family member and post the video to a class discussion board. The students can then ask a minimum of three questions about their classmates' person and respond to the questions they receive from their classmates.

Typical Out of Class Assignments

Reading Assignments

1. Based on the reading, "It Pays to Know "What's in a name", determine the surnames of the following Latino children: a) The father is Rogelio Gómez Guzmán and the mother is Laura Chagoya de Gómez. The child's full name is Rogelio _____. b) The father is Mario Badillo Portal and the mother is Alondra Rosalinda Valenzuela de Badillo. The child's full name is Rosalinda _____. 2. Read the following dialogue between a police officer and a domestic violence victim and answer the questions according to the information provided in the dialogue.

Writing, Problem Solving or Performance

1. Work with a partner to write and act out a conversation between a 911 dispatcher and a parent whose child is locked in a car on a very hot summer day. 2. Write a dialogue between a police officer and a DUI suspect. Use positive and negative formal commands.

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- Simple Spanish for Law Enforcement
 - Author: Rivera, Schuessler
 - Publisher: CreateSpace Independent Publishing Platform
 - Publication Date: 2017
 - Text Edition: 1st
 - Classic Textbook?:

- OER Link:
- OER:
- Spanish for Law Enforcement Enhanced Edition
 - Author: Jarvis, Lebrede
 - Publisher: Heinle Cengage
 - Publication Date: 2016
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Basic Spanish Enhanced Edition
 - Author: Jarvis, Lebrede, Mena-Ayllón
 - Publisher: Heinle Cengage
 - Publication Date: 2014
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Quick Spanish for Emergency Responders
 - Author: David Dees
 - Publisher: McGraw-Hill
 - Publication Date: 2006
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Spanish for Law Enforcement
 - Author: Houston, Rush
 - Publisher: Pearson Prentice Hall
 - Publication Date: 2005
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.