

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**  
**FINAL PROJECT: INTERCULTURAL LAW AND LEGAL**  
**SYSTEMS**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE**  
**ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO**  
**LENGUA EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

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**UPN**

**Specialization in English Language and Teaching as a Foreign  
Language**



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA



**UNIVERSIDAD  
PEDAGÓGICA  
NACIONAL**

**FINAL PROJECT: Intercultural Law and Legal Systems**

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**México, DF. June 9th 2023**

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## **Introduction**

This Final Project summarizes and explains all the work done throughout the three modules of the specialty to finally put the Lesson plan into action and execute it in one of my groups in which I teach at the Autonomous University of Baja California Sur; in this case, the English II for Law Students group and being able to show the recording evidence of each activity carried out.

It is of great importance and transcendence to be able to put into practice all the strategies, dynamic activities, testing criteria and assessing tools that have been projected in the Lesson plan; as well as the related plans and extra activities that will help as alternative plans in case some activity or strategy cannot be executed in the way that it was planned or that the students present diverse challenges and interests where it is better to reformulate the planning in view of the benefit of the students and to create in them a better learning and critical thinking profile in order to solve the legal challenges that they will have to face in their future professional life.

It is essential that University students can acquire and recognize the importance of meeting the learning objectives contained in each task of the Lesson Plan in their comprehensive, global and multicultural education. Therefore, it is very practical and formative as teachers to know that planning is a basic and fundamental tool in our work as teachers but that despite being elaborated in the most careful and professional way, it can be subject to changes for the benefit of our teaching practice.

It is important to be able to transmit to the students the criteria to be evaluated in the assessment and testing tools because in this way, they will improve their degree of responsibility and professionalism, they will be clear about the grading scheme and in this way they will be able to plan and visualize the way of elaboration, delivery and fulfillment of each student duty in order to have a multitudinous and multidisciplinary training to face the global and multicultural challenges in which we live in the era of technology and continuous improvement within the professional practice.

Students, for their part, know in advance the criteria with which they will be evaluated, it allows them to know what is important and focus on their resolution and places them in the feedback exercise, encouraging debate about their own performance.

## **Chapter 1: Philosophy and theory**

### **1.1 Teaching context, philosophy, and identity**

I consider that my role as a teacher before the population of students that I have at the University where I teach interpretation, analysis and understanding of economic, legal and criminology texts in English is like a facilitator and guide who must always be at the forefront of looking for new Text approaches that are attractive to them and present in them a true catharsis and significant learning and can be used to resolve concerns and base their statements when solving real problems in their professional practice according to the global and intercultural factors that they must considered, achieve and respect.

My job is to teach, motivate and guide them at all times regarding the linguistic variations that colloquial texts suffer from scientific texts so that they can understand the synonymy and scope of each content, help them understand how to use a good dictionary and tools to translate and report the information, make proper citations of sources, help them understand the context of a paragraph when you may not understand all of the words. The context that the Universities of Mexico and Baja California Sur live rests on the resolution of real problems through the consolidation of comprehensive competencies and excellent graduation profiles as a legacy to society.

Being an example of leadership and correct use of the technical language inherent to the topics that are analyzed in the classes, in the same way, I must constantly update myself to know the interpretation and reach the texts that they analyze. to be able to guide them in concerns and doubts that arise from themselves, as well as to promote always a climate of analysis and academic cooperation with open discussions of points of view and reflections. Involve my students through various didactic plans that contain different activities and dynamics to reinforce all speaking skills, communicative approaches and models, as well as the pedagogical theories that work in the foreign language teaching models that we have developed in the study of these three Modules of this Specialization. Students need to have the skill of understand what they listened in a professional way and be able to argue and discuss important multicultural and social issues and matters in the language they want to

learn, in this case, English, to appropriate concepts and understand the structures in different tenses. In the case of the classes I teach, the student population are undergraduate and postgraduate students of the Public Autonomous University of Baja California Sur within majors and educational programs focused on Social, Economic, Legal and Criminological Sciences. Its facilities are completely accurate and organized to let students and teachers to perform in a technological and comfortable environment all the main activities that they need to do in order to fulfil the learning activities, tasks and all the things, resources and devices to study and solve their different tasks and Homework such as, computers with a good internet connection, a professional hall for trials, labs, library, common green areas, cafeteria and different halls for lectures. Because of this, students need a comprehensive globalized and multicultural profile of English language proficiency, not only in a communicative or conventional way, but equally, they must have the ability to understand a presentation or a formal lecture, podcast, video and the ability to understand technical terminology and vocabulary. and specialists in each of these select topics. In the same way, they must be able to translate as interpreters audiovisual sources and data from both English to Spanish and from Spanish to English, be able to present arguments, drills dramatizations, sketches, podcasts, videos and dissertations in academic congresses and forums in both English and Spanish, and have critical retention and comprehension of English formal vocabulary.

Therefore, the methodologies, resources and didactics tools that enhance a profile that leads them to be able to present said English listening and speaking skills must be done gradually, but through very specific and guided planning according to the student profile. In this case, the planning of the second semester is presented, in which they should start with playful activities that help to practice the necessary tools to be able to begin to have an analytical speaking skills through audiovisual resources and start to make their own arguments and critical discussions in a multicultural and technical terminology of law, criminology and economics. but, gradually providing themes related to these fields of study to introduce them to the work dynamics that they will have to face in the third semester that focuses on a more technical language.

The goals that are related to what I try to teach and what I hope students learn, are the following:

#### Main goal:

That the student can be able to understand information sources and audiovisual databases to enrich their technical knowledge of the Social and Legal Sciences and that they can formulate opinions and judgments based on critical and multicultural thinking reflecting meaningful knowledge to solve professional problems in real life with a globalized and intercultural professional profile in the application of Law and Criminal Sciences and who has oral skills within an Oral Trial and can defend positions either as defenders or Public Prosecutors and be able to understand a basic information in English, after reviewing the different tenses and grammar structures (present, past and future, passive, active voice, propositions, conditionals, present progressive) in class, as well as making a report of what is understood and answering a series of questions with precision, the use of grammar and the right vocabulary using the four basics skills of language (reading, writing, listening and speaking).

#### Specific goals:

1. Introduce them to the importance of mastering the four skills of the English language, in their social and personal development to have an intercultural profile and globalized critical thinking.
2. Develop basic and multicultural knowledge of English, so that they are able to communicate every day and common situations, as well as being able to understand instructions, audiovisual sources of information and to represent or sketch a regular oral trial and be able to speak appropriately the general and specialized vocabulary they need to develop their knowledge profile, as well as the practical use of the categories and grammatical structures of the English language according to the different cultural variations of the legal families and Systems.
3. Promote collective work among their classmates, through various dynamics so that they can practice their listening, reading, writing and speaking skills by sharing the results of the assignments as a group in class improving our cultural horizons and compare the different manifestations of English language and legal culture through their connections.
4. Guide students to improve and refine communication English focused on the fields of study of their careers so that they can understand legal and criminal vocabulary and regular basics of trial, as well as various information on the important topics of their study

profile and perform properly the stages of a regular oral trial determining the different ways that exist in the world to have a resolution in a legal system due to cultural and social variations.

5. Create a competitive, globalized and intercultural profile in students so that they are able to understand the various sources of information related to technical and specialized vocabulary and grammar tools in their fields of study, as well as being able to develop oral assignments for the analysis real drills, situation and sketches and their own ideas through academic oral discussions, for the use of the English language in various fields.

According to the things, topics and methodologies reviewed in all of these three modules, my teaching philosophy is most based on the “Student-centered approaches focus less on the academic repetition of content and more on the individual thought process and problem-solving skills of students, preparing them to be global and competitive professionals in order to keep their own cultural factors and share multicultural matters in order to become intercultural individuals that can be able to interact with all different points of view in order to have meaningful communicative skills.”

## **1.2 Theory underlying your teaching practice and identity**

My teaching practice and my teaching Identity according to my philosophy, are founded and based on the thought that knowledge is forged before the autonomous and constructivist multi and transcultural model where the teacher is a guide and is the engine to generate discussion and analysis of the topics that are presented in class. My teaching philosophy could be define and focused on create meaningful critical thinking environments to allow a professional supervised exploration of global and important social studies topics; due that, significant learning is useful and mandatory when the learner is the builder of his own knowledge of it and the unknowns are generated that will lead to the search for other sources of information and criteria for analysis of curricular content. In this scheme it is intended that the student becomes a critic of the socio-humanistic and cultural life and the historical context that surrounds him, that he be a defender of freedom, justice and the principles of equality that of the Constitution and the laws emanate and that completely repudiates all acts of violence, discrimination and disparity of social conditions proposed by the competent



authorities to face global violation of human rights and fight to protect these universal cultural fundamental rights. If we form ethical and progressive entities, with well-founded knowledge, the maximum objectives of the educational plans and the spirit of the formative school that integrates pragmatic values as media goals of social universal justice and freedom of critical thought will be fulfilled with the proper respect to all different cultural thinking.

Within my teaching philosophy as well, I believe that the veil should be removed where the teacher was only an authority figure who imparted knowledge in a linear way to his students, now what is sought is for the educator to become a psycho-emotional support generating a climate of trust, but of course maintaining prudent respect so that by carrying out the various didactic dynamics, strategies, exercises in class and tasks, the student is able to discover his talents and skills and determine the amount he has to acquire significant knowledge to be able to respond to their concerns derived from the different social phenomena that arise in this life where globalization has become a challenge but at the same time a collective demand and need and always aware to have great values and to avoid any kind of abuse, discrimination or rejection of multicultural factors.

I must prepare myself in the new challenges, trends, methodologies and teaching software so that the class is eclectic that contains direct training of authority by the teacher in a formal but participatory and collaborative way and also manage to create awareness and train students in around its role of research, updating and continuous improvement in all the skills, attitudes, aptitudes and competencies required by each Programmatic Content of the subjects, rescuing at all times, inquiry, the correct use of language, citation, curiosity scientific and seek the real and practical application of each knowledge through real demonstration and evidence. We must open our minds and our teaching practice to adapt and update to all these new teaching trends that are revolutionizing classrooms and that are endorsed by the various Universities of the world due to multicultural factors and that are also being part of reforms of laws and educational institutions. In the same way, establishing in the students an ethical profile and that they sincerely use co-evaluation and self-evaluation. Another very important measure is to consult, compare and build among

colleagues from the same school to determine general and universal criteria among teachers focused on educational quality.

Now, in order to cope with hearing current Mexican Teaching context I believe, that we must be aware of the new challenges that our educational system is experiencing and of the lag that is coming due to these health problems that have distanced us from immediacy in the classroom for a long time, my philosophy is that together we can recover all these problems that have arisen but For this, we must all work together as school and university communities, create platforms that facilitate learning without compromising the quality of the educational program or the graduation profile with cultural and respectful values and learning criteria. I believe that updating the use of technologies and platforms is essential, as well as having virtual spaces that strengthen collective distance classes between groups. If we do not have as teachers the capacity for understanding, humanism, transculturality and adaptability, without being paternalistic we could lose the place and the direction of the new challenges that we must face with commitment to the demands that the new generalizations of students have coupled with a number of emotional and motivational deficiencies, where we must know how to channel these problems and always encourage our students to stay in the fight, improve themselves and constantly update themselves in order to serve with the most distinguished ethical-cultural and professional sentiment in competitive life. My philosophy and perspective as a teacher, I believe, has become more humane, holistic and methodical, but at the same time deductive, always in search of continuous improvement and serving the new generations as a teacher who leaves a positive imprint and thought. and useful learning through the classes that I teach.

Mexico is experiencing moments of tension in the face of the current educational model, but despite this, it continues to stand out in the scientific-technological fields, which unavoidably, this accumulation of talents and successful profiles come from teachers who have believed in their ideas, have helped and guided in potentializing and development of new and innovative ideas that represent a true advance and applicability of the knowledge acquired in the classroom and this commits us as teachers to know how to channel and tend all this diversity of knowledge and be able to direct it to the best development of critical thinking . At all times I like to be that teacher who leaves a mark and a significant learning

in his students and to be remembered as a key piece in their training, not in an individualistic way or due to professional recognition, but for the satisfaction of being able to fulfill my primary objective of be a professional trainer. Mexico needs educational cooperation between teachers, students, university authorities and society to achieve higher levels of quality in education and in university terminal efficiency, with this knowledge and topics analyzed in these three Modules, I have been able to develop various strategies that They will allow my university community to replicate all this and be able to recover said lag and inconsistencies in the system.

The word test is a powerful word in the field of education. Our students have had to take tests and for many of our students, tests are stressful events. In the language classroom teachers often include tests. There are several good reasons for including tests in a language program but before giving students a test, it is important to ask ourselves why we are testing our students. The following section will briefly explore the 'why' behind tests and assessments.

To measure language proficiency. To discover how successful students have been in achieving the objectives of a course of study. To diagnose students' strengths and weaknesses, to identify what they know and what they don't know. To assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability (Hughes, 2003).

In my classes I always look for students from the beginning to know the evaluation criterion and the things that they must acquire as significant learning to demonstrate that they present those competences. Likewise, I am clear in the testing and assessing tool that each activity is going to demand with respect to the rubric.

Assessment is not the same as testing. Assessment is defined as an ongoing process that encompasses a much wider domain [than testing]. Assessing student performance can be done via the use of tests. However, teachers are constantly evaluating their learners whether the form of evaluation is incidental or intended (target test). After assessing learner performance (incidentally or intentionally), teachers can later use that knowledge about their learners to inform their teaching instructions (Brown, 2004).

I prefer to establish a clear panorama using the methodology of a rubric in order to students can know the way and criteria from what they are going to be assessed. If the only feel tested, they may hide their full potential being afraid to fail the test and get a bad note. But if they are being assessed they will feel more comfortable and open to achieve and accomplish each activity.

There are five core principles that teachers need to be familiar with in order to design and implement good-quality tests. The five principles that will be discussed are: Practicality: As you know, teaching is a very time-consuming profession. When devising tests then, it is important for teachers to think in practical terms. Reliability: When considering the reliability of a test, teachers should ask themselves whether the tool is consistent and dependable. A test that provides consistent evaluations of student performance and that is dependable is a reliable test. Validity: can be defined as the extent to which the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment Authenticity: One way to think about authenticity is to consider the reasons why people decide to learn a second or foreign language. One of the goals of learning a second or foreign language is to be able to communicate and realize real-world tasks using the target language. Therefore, when devising a test, it is useful to try to develop a test that is going to match what the learner is expected to do in a real or authentic situation. Washback: When implementing a test in a classroom, it is important for the teachers to think about the impact of the test on teaching practices and on student learning. Before moving on, we want to highlight that washback can be a positive outcome of testing, but it can also be a negative outcome (Brown, 2004).

As a teacher I like and I must include these five principles when I determine, discuss and create the testing and assessing tools for each activity of the courses that I teach. Due that if I establish this criterion based on the five principles it will be a fair and well structure tool. And the students will know from the beginning what they must do and their commitments with the class in the development of each activity.

Informal and Formal. As a language teacher, you constantly are engaging in informal forms of assessments. Every time you praise your students' work or give them feedback on an

assignment you are providing them with informal but process-oriented assessment. Therefore, informally telling learners about what they are doing well and what they need to work on is a form of assessment – not a test. Other types of informal assessments include pronunciation feedback, learning strategies, and day-to-day student-teacher interaction. Formal assessments, as the name entails, are much more official and hence formal. Brown explains that formal assessments are “systematic, planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

Formative vs. summative. The second distinction that is useful is between the functions of the test. One of the functions is to provide some formative assessment. The primary goal of formative assessment is to add to the students’ learning experience by evaluating them in the process of acquiring the language. The key word here is process. When providing learners with some formative evaluation, the assumption is that the assessment is about the students’ current level of performance to inform future learning. In order to provide formative assessment, it is imperative for the teacher to provide the learner with some feedback on their performance. A second function of assessment is to measure the students’ current abilities.

Norm-based vs. Criterion-based. The last distinction that we are going to make is between norm-based testing and criterion-based testing. When norm-based tests are implemented, we are interested in testing students against each other. This type of testing creates competition between the learners; however, norm-based tests are often required when we are interested in ranking students instead of determining student competence of specific skills (Brown, 2004).

I think and consider in a certain thinking that we must create and formulate our activities in an integral structure in order to discover all the skills and abilities that our students have. If we establish different kinds of activities and different ways of assessing them as a formative and based criterion the result are going to become better, proficient and will base a meaningful and practical thinking with a multicultural and global perspective competency.

A portfolio is a simple large folder or box where the teacher or students can keep samples of the most relevant language products. The information gathering stage, once the decisions

have been made in the planning stage, the next step is to collect the pieces of information according to the quadrants: Classroom measures, Decontextualized measures, Documentation, Comparison and Integration (Cushing Weigle, 2002).

As a final result to every class or course I think that a Portfolio is a good methodology for students to make a compilation of all the evidence that they have gathered from all the meaningful activities that they have produced during the whole course. It can be a good tool in order to remember things that they have learned and to review forgotten topics in order to consolidate all the knowledge and use this information in further courses or subjects related to our course or class.

Testing or assignment? Tests are a subset of assessment. Assessment is an ongoing pedagogical process that includes several evaluative acts on the part of the teacher. Knowing about the different tools, their particularities, and the kinds of information that they can help us obtain is of little help if we do not have an idea of the greater task or job that we are attempting to accomplish by means of those tools (Spolsky, 1995).

As a teacher I like to establish a main activity in order to test the achieved knowledge and learning process. Later the rubric for this activity is the instrument and tool for them to know how they will be graded through this rubric as a methodology of assessing tool.

Alternative assessment refers to assessment procedures that depart from these long-known, well-established forms of assessment. The main goal of alternative assessment, as that of formative assessment in general, is pedagogical (rather than administrative, as in the assigning of grades), so it should be used accordingly. The value of alternative assessment resides in that it allows teachers and students to gather evidence regarding how learners approach, process, and complete authentic tasks in the target language (Brown, 2004).

When I teach I used to discuss and socialize with my students how there are going to be assessed and tested, that is why the rubric is always open to let my students to decide amongst various methodologies or ways to develop and present their evidences from all the activities

Learner-centered Assessment: Learner- centeredness has been a concern of teachers and researchers for some time, and it has been applied successfully to teaching practice, methodology, curriculum development, and learner training, yet the same does not seem to be the case when it comes to assessment (Coombe y Kinney, 1999).

I use this assessing methodology when I ask them to solve legal/economic/criminal practical simulated case; using all the knowledge that they had acquired through the whole units that conform the class.

As for the teaching outcomes, engaging students in such problem-solving activities as constructing their own tests configures a quite novel field of interaction where teacher and students are called on to adopt roles other than their traditional ones, and where teachers can position themselves as observers and learn a good deal about their students, which “can be an important tool in improving one’s own teaching (Smith, 1994).

As global and multicultural teachers we must keep on improving and developing new assessing and testing tool paradigms to avoid being traditional and boring and we must be objective while we establish our grading criterion.

Presentations and story retelling might be a bit difficult to present considering students’ language level. Finally, the teacher decides on what aspects of the speaking skill to evaluate. Those aspects can be evaluated within a holistic rubric (as the example in this lesson) or just focusing on one aspect as pointed out earlier. As a result of such assessment, feedback will help students identify areas which need further practice (O’Malley y Valdez Pierce, 1996).

That is why while I am teaching, I try to make different kind of tasks and homework based on a variety of methodologies which are well explained in the instructions and clearly fair graded related to the rubric and the different assessing tools.

Probably writing is the most suitable skill to be assessed within the quadrant Observation of Process. Based on this idea, we will follow some five stages suggested by O’Malley and Valdez-Pierce:

Stage 1 This stage is also called Prewriting. Here, the student can choose the topic, brainstorm ideas, choose vocabulary or key concepts, and design a rough draft of the writing piece. Stage 2 The student starts the writing process. In this stage, accuracy in mechanics is not the goal; the purpose for the student is to type all the ideas following the first rough draft and the outline. Stage 3 This stage is also called Post-writing or Revising. Here, the student re-reads and revises his/her writing piece and corrects errors or mistakes based on teacher or peer feedback. Stage 4 This stage is called the editing process. The purpose here is to focus on mechanics (grammar, punctuation, spelling, capitalization) (O'Malley y Valdez Pierce, 1996).

Writing requires a long process where drafting is essential. As opposed to speaking, writing is expected to fulfill a more systematic and accurate process with the purpose of conveying meaning to certain audiences. Another difference is that the writer has more time to analyze his/her ideas and do the necessary adjustments. Speaking, on the other hand, is a spontaneous productive skill in which there is no time to correct mistakes; although, it has the advantage to use meta-linguistic aspects during the performing speech (Brown, 2004).

Writing is a complex process and it is harder when you try to write professional ideas in another language that is why I always give my students to improve their writing skills with kind and positive feedback in all the stages of the writing process in order to become more accurate and proficient.

Analytic rubrics, we can suggest that teachers do the proper adaptations according to their particular context. Assessment might be more accurate if rubrics are used, whether holistic or analytic scales (O'Malley y Valdez Pierce, 1996).

Rubrics in my Lesson plan always must present the clearest instructions, grading points and the criteria in order to be air assessed and every task and activity must have a different rubric with different criteria of grading.

An advantage of computerized input is that it is consistent for every single student who is being assessed. That is, students find more contextualized topics to learn the language in those sites. Students can also find immediate assessment of any topic. Based on the right or



wrong answers, students may find another challenge to improve their language learning (Kuhlman, 2008).

It is very important to plan different extra activities in order to make our students more competent. These extra activities I always suggest them in my Lesson Plan being more practical and dynamic with the use of computers, internet and different technological devices.

To acknowledge the importance of vocabulary learning it is necessary for teachers to explore ways of engaging students with vocabulary more effectively. Since vocabulary is a critical area in language teaching, its assessment will provide us with information regarding our student's performance learning the target language (The Free Dictionary, s.f.).

In the Mexican educational context, regardless of existing similarities between Spanish as mother tongue and English as foreign language, in the grammatical system, specifically at the syntactic level, students have great difficulty identifying any differences or similarities with structures in the foreign language. The discussion on communicative language teaching has often led to questioning the teaching of grammar from a formal point of view, so that participation and student performance in tasks or communication becomes the main point for language development (Nunan, 1998).

The correct and practical use of grammar and vocabulary are fundamental in order to create an integral profile of learning in our students. As a teacher I am teaching them new vocabulary all the time and explaining the fundamental rules and the practical use of grammars structures in order to speak and write as better as they can and with a higher grade of language accuracy and proficiency.

It is also important to decide the format in which our evaluation instrument will be presented to our students. The importance of evaluating vocabulary relies on the fact that if we do not assess it, we do not know if students are learning it, we do not know which students need more focus on vocabulary, and we do not know if our instructions are effective.

Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs (Lataiwish, s.f.).

Create the habit of self-assessment in our students; this will help them monitor academic progress in our subject. It is also advisable to have them compare results. These three actions should be a constant in our teaching practice, and they should be aimed at the learning goals set at the beginning of the course (Hughes, 2003).

I like to create and formulate different kind of strategies in order to grade my students through testing and assessing tools but I also like to make the self and peer valuations in order to create in them a critical thinking criteria and perspective giving a proper feedback to their classmates and assessing to the goals and the things that they have reviewed during the whole course in order to keep improving the Lesson Plan.

## **Chapter 2: Methodology and practice**

### **2.1 A practical and useful lesson plan**

The latest version of the Lesson Plan is presented in the appendices section, a didactic plan for the second English course now taking in consideration all the testing and assessment tools for each activity based on the four basic English skills (reading, listening, writing and speaking) and completely focused and aimed to create a globalized and multicultural profile in my students, designed for the second semester of the Criminology, Economics and Law majors, with which it seeks to meet the first three specific objectives and what I intend to teach, so that in the continuation of the course of the next semester, to be able to delve into the technical and specialized aspects that are projected in the specific objectives four and five without disdaining that through this planning a progress of the fulfillment of these preparatory way begins to be presented. The description and analysis of the procedure of the learning activities are completely adequate as we use to teach law for college students focusing on practice, doing all the task and activities in a pragmatism way in order to solve and face real legal situations and affairs that they will solve on their daily professional activities, that is why I have used a very detailed tool for assessing and testing in order to make them know what knowledge and skill they have to reinforce in order to solve the activities, we will keep on doing the same methodology and kind of tools for the next semester an course because they have feedback that these were meaningful for them, regarding to a critical thinking approaches in order to make them competent to face these threats. This lesson plan included in the Appendices contains the following requirements:

**2.2 Designing of necessary tools to assess/test the progress of students.** I have analysed the outcomes of my assessing and testing tools and the rationale behind each of all my designed materials to check how these assess and test my students' development and progress.

Testing and Assessment Tool for each activity

a) Session 1: Introduction to the Lesson

Testing: This is an introductory activity. It will not be graded but students are supposed to feel involved and attracted to the class in order to participate and break the ice introducing themselves and talk about their goals and expectations related to the course and their field of study.

Assessment: There is no rubric and grading. Just a check list for teacher's control in order to know if the students has participated or not.

**Student's Name:**

<b>The student has participated</b>	<b>Yes</b>	<b>No</b>

b) Session 2: Introduction (Law /Economics/Criminology).

Testing: The student must upload in Google Clasrrom a report containing the following:

- Own definition of law based in audio sources
- A summary and comment of famous podcast related with the history of Law/Crime
- Analyze a Profile of Crime/Judges/Economists and their own criminal profile after listened to a video in YouTube.
- An important short biography of a Judge or an Economist

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>

<b>Format</b>	It has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos, etc. There are no errors	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect	It does not present any kind of reference or consultation	

	in the references.	references and/or web pages have errors.	or does not have one.		
<b>Content</b>	It has: all the parts that are requested.	A part is missing	Two items are missing.	The content is wrong, invalid or null	

c) Session: Constructions of Crime/Law/Economics.

Testing: Students must post in the academic forum and comment at least two of their classmate's posts about their favorite podcast and their favorite movie of criminal cases and post a personal opinion on legal/economic/criminal issues from the podcast.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
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<b>Format</b>	Your participation in the forum is clear, respectful and has at least 250 words	It is missing some element of netiquette and has less than 250 words	It is missing two elements or more elements or it has less than 200 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	Respond to what the Academic Discussion Forum requests according to the instructions	Gives an answer, but more arguments are missing	Answer, but without arguing	The content is wrong, invalid or null	

d) Session 4: Criminology/Law/Economics in Social Studies.

Testing: The students will select and watch a TEDTALK related to the subject to be analyzed and create and upload to Google Classroom a Power Point Presentation

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The PowerPoint presentation includes: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	



<b>Content</b>	It has the key elements of a Microsoft Power Point presentation according to the instructions shown in class: Few words, use of graphics and images.	You are missing an ítem	Two items are missing.	The content is wrong, invalid or null	
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e) Sessions 5 &6: Legal Procedure in a Criminal Case.

Testing: In a Google Meet Video Class Session the students must Difference between Criminal Procedure and civil common procedure. Taking in consideration social and cultural comparison sheets between the Legal/Economic Systems to resolve conflicts and legal controversies. They will make an infographic using Microsoft Publisher, Microsoft Power Point, LOOM, CANVA, etc. of the difference between Legal/Economic Systems and present them to the class sharing their screen

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The file where you deliver the final product of your infographic has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	

	paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.				
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	It has the key elements of an infographic according to the instructions shown in class: Few words, use of graphics and images.	You are missing an ítem	Two items are missing.	The content is wrong, invalid or null	

f) Sessions 7&8: Formal speaking and translations.

Testing: The students must prepare a sketch of an oral trial and analyze judicial and criminological resolutions, as well as statements of economic results to make inferences and professional conclusions and grievances performing a sketch of a criminal trial as a whole group. The half as defenders and the other half as public Prosecutors.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	He has participated in the role assigned to him in the simulated oral trial in an active and professional manner, keeping what the script and the trial stages demand	He has participated in the role that he has had in the simulated oral trial in an active but unprofessional manner, failing to comply with two aspects that the script and the trial stages require	He has participated in the role assigned to him in the simulated oral trial in a passive and unprofessional manner, failing to comply with three aspects that the script and the trial stages require	Does not comply with the format	
<b>Orthography</b>	There are no misspellings in the delivered script.	Has 3 to 8 misspellings in the script	Has more than 8 misspellings in the script	Doesn't follow spelling rules	
<b>References</b>	You used to make the script at least 2 books, newspaper or printed magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	It has the elements of performance of judgment according to the role of the	He is missing two or three elements of judgment performance according to the role	You are missing four or more elements of judgment performance according to the role	The content is wrong, invalid	

	character that he had to dramatize	of the character that he had to dramatize	of the character you had to dramatize	d or null	
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g) Sessions 9 & 10: Legal culture and social interculturalism in the UK for Common Law System.

Testing: ) A permanent reading club will be formed every Friday at 5:00 pm. during the remainder of the semester, where all these topics will provide new information to the students who will be able to understand the culture of the United Kingdom in a much deeper way and thus be able to contribute their own opinion on these topics and Discuss this texts to the whole class in a round table using Microsoft Publisher, Microsoft Power Point, LOOM, CANVA, etc. to present them to the class.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The presentation that you have chosen to talk about your text has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	

<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 4 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	He used only 2 printed documents and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	It has all the elements of an in-depth analysis of the texts consulted, the comparison between them and the analysis or reflection on the application of that text in the cultural life of Law.	You are missing an ítem	Two items are missing.	The content is wrong, invalid or null	

h) Session 11& 12: Worldwide Legal Culture and mixture of interculturalism.

Testing: Students must write a short essay in order to realize the importance of culture for Law and Legal Systems and to be able to notice the great diversity and integration that these cultures have in our society for the consolidation of the protection of Human Rights through social-cultural evolution.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
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<b>Format</b>	The essay has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 4 quotes from text or paraphrase. At least 1000 words, not counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 4 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	He used only 2 printed documents and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	The essay has an introduction, development, conclusions and references.	You are missing an item	Two items are missing.	The content is wrong, invalid or null	

i) Session 13 & 14: Cultural and social context of Common Law.

Testing: d) After watching a video The students will finish this cultural didactic proposal with a written comprehension activity in which the students will have to search for information in the different international news websites and will look for news that is

currently happening with the Common Law System and post their opinion in an academic blog.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	Your participation in the forum is clear, respectful and has at least 250 words	It is missing some element of netiquette and has less than 250 words	It is missing two elements or more elements or it has less than 200 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 4 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	He used only 2 printed documents and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	

<b>Content</b>	Respond to what the Academic Discussion Forum asks according to the instructions	Gives an answer, but more arguments are missing	Answer, but without arguing	The content is wrong, invalid or null	
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**2.3 Attached evidence of (graphics, photos, images)** The rest of the evidence were attached also in the Appendices section.



**TED** Ideas worth spreading

Traumatic Brain Injury.  
...is a disruption in brain function caused by an external blow to the head.

-50 to 80 percent of people in the criminal justice have a Traumatic Brain Injury. These are kinds of injuries that requires hospitalization.

**TED** Ideas worth spreading

PLAN

-Working kim and with the state and local partners, they crafted a plan to meet everyone's needs: the system, the inmates and probationers. In this program they assess how each person's brain works, so they can recommend basic modifications, to make this system more effective and safer.

- They write two reports, one a report for the system with specific recommendations on how to manage that inmate. The other is a letter to the inmate with specific suggestions for how to manage themselves.

THE SURPRISING CONNECTION BETWEEN BRAIN INJURIES AND CRIME | KIM GORGENS





# CRIMINAL TRIALS

The trial is a structured process where the facts of a case are presented to a jury, and they decide if the defendant is guilty or not guilty of the charge offered. During trial, the prosecutor uses witnesses and evidence to prove to the jury that the defendant committed the crime.

## CIVIL LAW

In the civil law, usually the process consists of multiple audiences, written or oral testimonials or statements to give to the judge (or in some cases judges) enough information of the case to decide if the defendant is or is not guilty.

## COMMON LAW



In the common law, usually consists in only one unique event that can take several days or just one. In this family the people can also testify under oath to tell the truth to prove their accusations. At the final part, only one judge and the jury (usually 12 people) decide whether or not the defendant is guilty.

## IN BOTH CASES...



They have several things in common, as we already said, the judge is who decide the guilt or not, both have the opportunity to show up with evidence why the parts have or not the truth of the case.



classroom.google.com/g/hg/NTY2MjQwMjQyOTQ4/NTESMTExODg3MjYzThi=es+u=MTB3NTwNj40DEs+f

My Settings

Essay: Worldwide Legal Culture and mixture of interculturalism

Ivey Dayana Gutierrez Berber 100/100

Devolver

### The Importance of Culture in Law and Legal Systems: Promoting Diversity, Integration, and the Protection of Human Rights

Culture plays a pivotal role in shaping the foundation of any society, influencing its values, norms, and behaviors. When it comes to the realm of law and legal systems, culture assumes even greater significance. It not only shapes the laws and regulations that govern a society but also contributes to the diverse fabric of legal frameworks, fostering integration and consolidating the protection of human rights through social-cultural evolution. Recognizing and embracing the importance of culture in the legal sphere is crucial for promoting a just and inclusive society.

One of the key aspects of culture's significance in the realm of law lies in its ability to offer a diverse range of perspectives and traditions. Different cultures possess distinct beliefs, customs, and moral codes, which contribute to a rich tapestry of legal ideas and principles. By acknowledging and incorporating these diverse cultural perspectives, legal systems become more comprehensive and responsive to the needs of their societies. This inclusivity ensures that the laws and regulations are not related towards any particular cultural group but instead reflect a collective representation of the community's values and aspirations.

Besides, the protection of human rights is inherently linked to culture and its evolution over time. Cultural norms and values have a profound influence on the perception and realization of human rights within a society. As cultures evolve, so too do the interpretations and applications of human rights principles. The dynamic relationship between culture and human rights creates opportunities for progress and development. By embracing cultural diversity, legal systems can adapt to changing societal needs, ensuring that human rights are

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Favourite Book

Ivey Dayana Gutierrez Berber 100/100

Devolver

## Derecho Penal

Irma Griselda Amuchategui Requena



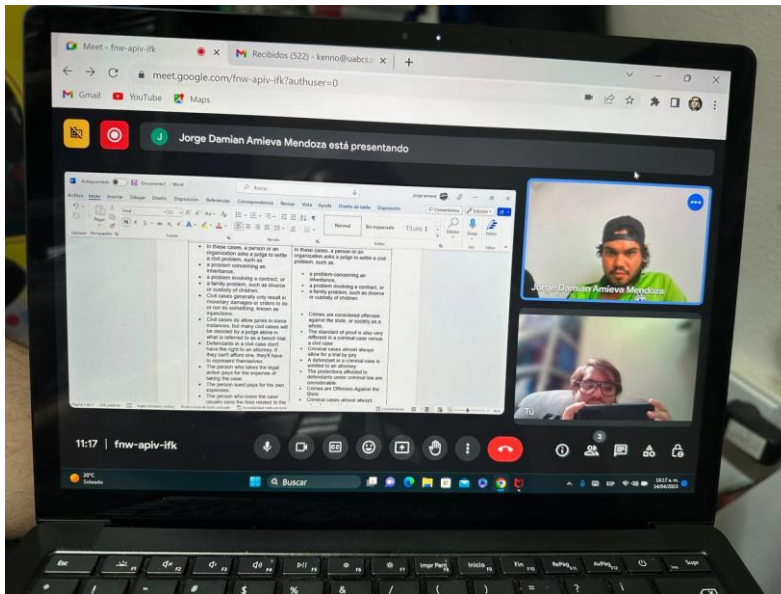
- Griselda Amuchategui's criminal law book is a widely recognized work in the field of criminal law. It is a fundamental text that addresses the main topics and concepts of this area of law in a clear and accessible way for students, professionals, and experts.

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My Settings

Infographic: Civil V.S. Criminal Trial (Common Law)

Ivey Dayana Gutierrez Berber 100/100 Completada con retraso

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Infographic: Civil V.S. Criminal Trial (Common Law)

Jorge Damian Amieva Mendoza 100/100 Completada con retraso

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### Infographic civil vs criminal trial

Civil	Criminal
<p>In these cases, a person or an organization asks a judge to settle a civil problem, such as</p> <ul style="list-style-type: none"> <li>• a problem concerning an inheritance,</li> <li>• a problem involving a contract, or</li> <li>• a family problem, such as divorce or custody of children.</li> </ul> <p>Civil cases generally only result in monetary damages or orders to do or not do something, known as injunctions.</p> <p>Civil cases do allow juries in some instances, but many civil cases will be decided by a judge alone in what is referred to as a bench trial.</p> <p>Defendants in a civil case don't have the right to an attorney. If they can't afford one, they'll have to represent themselves.</p> <ul style="list-style-type: none"> <li>• The person who takes the legal action pays for the expense of</li> </ul>	<p>Most crimes and their punishments are described in the Criminal Code of Canada. Some crimes involve other people, including</p> <ul style="list-style-type: none"> <li>• assault,</li> <li>• murder,</li> <li>• sexual assault, and</li> <li>• identity theft.</li> </ul> <ul style="list-style-type: none"> <li>• Crimes are considered offenses against the state, or society as a whole</li> <li>• The standard of proof is also very different in a criminal case versus a civil case</li> <li>• Criminal cases almost always allow for a trial by jury</li> <li>• A defendant in a criminal case is entitled to an attorney.</li> <li>• The protections afforded to defendants under criminal law are considerable.</li> </ul> <p>Crimes are Offenses Against the State</p>

**2.4 Show evidence of the designed tools to assess my students.** In the Appendices section I have determined how successful enough were all the tools used for the criteria of my planning. But now I present the results about what went well and especially on those things in the Lesson Plan that can be improved and how I will modify them for further classes as an analysis in order to determine if every tool was successful enough for the criteria of my lesson planning to establish the necessary changes to modify these tools to get better results, expectations and outcomes.

Grammar Structures Review.- This activity has worked a lot, since it helped to know the panorama of the level of English that the students of their past courses have and that is also differentiated by the different experiences that each one has had in their education and individual training. What could be improved from this activity is to create examples that are a little more related to their fields of study and not to basic everyday situations so that from the first class they become familiar with the specific technical content of the course in terms of vocabulary and terminology.

Introduction (Law /Economics/Criminology.- In this activity, the use of podcast and the round table has been a success, because the students began to interact with each other and get to know each other and this, in turn, has indirectly served to break the barriers of language

and oral communication that they may have due to the stress of uncertainty, what can be improved is to have a performance evaluation rubric in the round tables, where the teacher can more than give a grade to detect the problems and difficulties that students have with the management of the spoken language, the comprehension of oral instructions and their listening skills.

Constructions of Crime/Law/Economics.- The Podcast that they have heard about famous crimes both in Mexico and internationally, they have loved it so much that they have looked for more sources and various podcasts where they have been interested and have become followers and subscribers and have been very motivated to continue on searching and experienced, which will help them improve their vocabulary and understand more the formal and informal things they hear related to their topic of study in the social and legal sciences, including economic and criminological situations, which will improve their listening skills, which What can be improved in this activity is better planning and distribution of time when playing the podcasts and avoiding errors and instabilities in Internet access in the classroom.

Criminology/Law/Economics in Social Studies.- this activity has gone great, the students alike have loved the Tedtalks and have become followers of several and have commented the following class on the things they have found and how they have shared with friends and other students how important and interesting they are, what could be improved in this activity is to motivate or make them generate a podcast or a Tedtalk type video to be uploaded in the Google Classroom group and shared with the community school. Detecting this field of opportunity for improvement has been good since I plan to promote this activity in future units of the course.

Legal Procedure in a Criminal Case.- The students have been motivated and have successfully presented their positions and arguments in relation to these sensitive and high-interest issues that have to do with Human Rights and the social problems that we currently face and that they should improve in their professional future. What I would improve in future applications of this methodology is to have an expert guest give them a reading on the

subject to open their minds more to these sensitive issues and have a more objective judgment after being analyzed together with an expert on the subject.

Formal writing and translations.- The Simulated Oral Trial has been a true integrative tool and strategy that has helped students to break the barrier of shyness to express solid ideas and arguments orally through simulated discussions of what they will face in their professional practice with the use of speaking and being aware of listening to the arguments of others in order to replicate them has been an excellent way to exercise, improve and evaluate their listening skills. What I would improve is to do more rehearsing guided by the teacher and by them alone and give them more time to prepare this task so that they will use materials that simulate the courtroom.

Legal culture and social interculturalism in the UK for Common Law System. - This task was so meaningful and funny because they have learned many cultural differences between the UK and the USA. They have compared and discovered the similarities in the application of the Common Law System and they have improved their criteria and grade on intercultural factors from American and European perspective according to Law. What I would change in future sessions is letting them to choose another culture instead of the UK if they want to discover and learn the cultural aspects that are important for their Legal System.

Worldwide Legal Culture and mixture of interculturalism.- The result from this activity was a very meaningful and well structured short essays in order to be used as a final opinion and reflection of the course taking in consideration all of the multicultural factors that they have to protect and respect as Lawyers who fight for Human Rights in a global society. I think that for this activity I just only would change the way to present this opinion and reflection allowing them to use a graphic or a professional mind map.

Cultural and social context of Common Law. – This activity was great, they have loved the movie “12 Angry Men” and their points of view were very important in order to differentiate how a Trial in the Common Law System is completely different than a trial in Mexico, due that they have a jury and we do not, so, they have argued and discussed the importance of

being officially judged by the society. I would change the activity giving them to opportunity to research and watch another movie of their choice related to these cultural topics of Law

**2.5 As required on assignment 2B,** I have performed and recorded a video of the activities since this video is the moment where I show everything that I have learned or acquired through this Specialization. I present in the video that all the materials I have designed for it were used according to what was presented when planning the lessons according to the appendices section were, I present the whole Lesson Plan. It was a very meaningful and pleasant experience to record the whole application in real classes of the things that I have prepared, designed and predicted in order to modify, adapt and adequate the things that I must and would improve in further lessons or semesters to apply all the acquired knowledge from this Specialization. The materials and tools were very useful to reinforce the meaningful contents and to have recorded them it is a great guide to re-watch it and learn from the things that were not a good as I have planned in order to change them for the good of my students in the future courses in order to become a better guide and teacher. I have learn so many tools and methodologies with their strategies in this Specialization that I have applied in my Lesson plan and which I present in this video how I have applied them and what have happened for good and I have determined what things should or must be reformulated in order to have a better lesson Plan for future students and to get an integral, globalized and multicultural profile for my students and philosophy as a teacher.

**Video URL:**

<https://drive.google.com/file/d/13lmr2bc7OoqEgYM4eOBFjUIHWHncFX8/view?usp=sharing>

As extra activities the Lesson Plan will contain the following:

- 1.- There will be a Virtual class in Google Classroom where there will be an always open Google Meet link so that students can have video calls with their classmates to be able to do teamwork and likewise be able to help one another.

2.- The Teacher through the same link for the virtual class in Google Meet will give advice to those students who require it and request it to express their doubts, concerns, tutorials and to be able to answer questions in relation to the tasks and the final oral trial.

3.- Each week the teacher will create in Google Classroom a topic of general cultural interest for discussion in a group forum, where students are required to comment on their opinion on said topic and provide feedback to at least three of their classmates to stablish an environment of analysis and discussion ethical and cordial group discussion.

4.- The teacher will provide resources and links with audiovisual materials, complementary readings, references and tutorials to be able to correctly use word processing software, to make presentations of works, correct use of translators and virtual dictionaries, where each student must accredit at least 6 hours a day of consultation and active work on the platform.

5.- A Conversation club as a part of the previous reading lab will be created virtually and in person to have conversations in common small talks related to pop culture and arts and to still make recommendations for classic texts and technical texts in English, as well as voluntary circles for reflection and book commentary, of reading aloud of poetry and classic English short stories, as well as a workshop on literary expression and composition of free texts in English and as well as tutoring to be able to compose their mandatory writing composition assignments in English for the class.

6.- An official course podcast will be created where there will be collaborative participation with other teachers who teach the same subject at the University in order to share ideas, resources, presentations, concerns and open chat rooms in English for students to interact and practice their communication and multicultural listening skills, as well as being able to make recommendations for audiovisual resources that are of interest for speaking practice.



### **Chapter 3: Experience Report**

The following are possible solutions to face and control the most common problems carrying out the planned activities and that have occurred in this Lesson Plan and that in the same way students could face in further classes, based on this lesson planning, are the following:

1. That the student population presents different levels of English, that is, that some are intermediate, advanced and the rest are completely beginners, so they do not have the skills to communicate basic things in English or to understand simple listening instructions and probably they will not be quite aware of intercultural differences related to the topics that they will study.
2. That they do not integrate into all activities, either due to shyness or lack of interest, even apathy for not considering English proficiency important in their professional training and the fell that they will never speak English in their professional lives as lawyers or experts in economics or criminology because they will work in Mexican Law System. They may need to be advised to the different fields of opportunity that exist in other families of law and worldwide systems and the resources that they can get becoming more interculturally globalized.
3. That students commit academic dishonesty such as plagiarism or misuse of translators instead of carrying out the translation themselves, the analysis of the audiovisual sources and tools and their compositions or academic analysis. They can get lost in the different manifestations and meanings that the words and idioms may have related to their cultural, social and historical origin.
4. That there is difficulty in being able to understand at first, technical and specialized audiovisual sources of the fields of study and that this causes frustration, or they believe that they will not be able to understand them throughout the course and they fell that they will never be able to speak English properly and in a technical professional way and they could feel frustrated and think that they will not be able to speak with people from other culture.
5. That students do not have the digital or economic means to have access to the sources and technical tools in English that will be analyzed in class because they cannot understand what they are listening when they try to analyze this audiovisual sources

and tools. They can feel frustrated when they realize that there are different accents and grammar structures from different countries and parts of the world where English is spoken due to cultural and social variations.

6. That students have an educational barrier and think that their arguments and discussions analysis are not entirely professional, feel intimidated in being able to socialize with their peers through oral communication, do peer evaluation and self-assess. They may find communicating barriers and different interests due to social and cultural diversity.
7. Lack of quality in classes or complementary courses in their field of study that prevent them from having analytical listening and speaking skills, oral argumentation retention and literary composition tools, even in their mother's tongue, and not necessarily in the target language. Sometimes students can think and considered that it is quite hard to acquire skills from another country or culture.

For these problems, the following preventive and corrective criterion are proposed in order to promote the strengths and the areas of opportunities from the Lesson Plan:

1. Motivate and create confidence in them by reinforcing their listening and speaking, reading and writing skills in their mother tongue and in basic knowledge of the English language based on multicultural and social aspects.
2. Have an always open space for vocational advice and consultancy to be able to guide them in the preparation of assignments and discussions doing some oral rehearsals of common issues that they will face in their professional lives as global and multicultural professionals.
3. Create a base of teaching resources in Google Classroom so that they have legal access to different topics related to the culture of Law and Legal Systems such as podcasts, videos, Tedtalks, presentations, audios and more sources and tools that will be used in the subject and provide them with the computer equipment that the University's Library has.
4. Generate a climate of respect and trust in class so that feedback on the different assignments can be given in a professional manner, as well as a cordial evaluation among peers and an ethical and honest self-evaluation of their sketches and drills and always avoid unpolite criticisms about their culture and way they communicate and

argument their critical thinking and point of view to become students with an intercultural and global way of thinking and be critical speakers and writers.

5. Carry out a continuous and comprehensive evaluation of planning progress so that, if necessary, perfect, modify and adapt it due to the demands and needs of the student profile in order to improve their speaking, writing, reading and listening comprehension skills with an intercultural profile.
6. Always promote an ethical-academic and multicultural sense to avoid academic dishonesty and teach them to use information processing tools such as dictionaries and translators in a responsible and professional manner. Similarly, reinforce the way in which they must cite and make references when they present their argumentation to the class in an oral way.

After having applied my latest version and full Lesson Plan to my group of students of English II for Law Students, I present the outcomes obtained below:

- a) The planned sessions, their contents and the Speaking, Listening, reading and writing activities outlined in the Lesson Plan have been fully complied with.
- b) Students have also understood the rules of the course, as well as their commitments from the beginning and have fully demonstrated what they have committed to with no controversial comments.
- c) The activities and instructions were easy to understand and apply due that the testing and assessing criteria were clear and explained since the beginning of the course in order to be fair graded and assessed according to the rubrics.
- d) They were always provided with due feedback and the correction of errors in their speaking, listening reading and writing skills was constructive, avoiding humiliation or intimidation and respecting multicultural factors.
- e) Continuous evaluation, hetero-evaluation and collective and peer review have given good results on the three academic forums and when they have shared their work to the class.
- f) There were only 3 students who failed the unit (two, due to not attending class and one due to non-compliance with the evaluation criteria).

- g) The students have expressed their complete motivation to continue with the next English III course.
- h) The physical space, the technological tools and virtual environments, as well as the didactic resources have functioned correctly, and their use has been promoted for learning based on technological competences.
- i) The students have understood the importance of following a Lesson Plan for a better development of the class and have clear and well explained testing and assessing tools.
- j) An overall evaluation of the course has been made again in order to improve the Lesson Plan and its objectives have been achieved, achieving significant learning in students based on critical thinking to sustain and defend their arguments and oral discursive skills.
- k) An environment of multicultural diversity and human rights respect has been created among the students so as not to mock or point out discursive errors in the students' oral presentations.
- l) The simulated oral trial has helped students to have more global and cultural perspective from the different Systems of Law confidence in communicating orally with their classmates, defending their positions and arguments through speaking skills and they have also demonstrated the ability to understand the positions and arguments of their classmates through of listening skills to be able to debate and defend the case and their positions in court, either as a Defender or Public Prosecutors

## **Chapter 4: Conclusions**

In conclusion for this Final Project, I would like to determine that One of the main benefits of the lesson plan is the organization, it will help you to generate a vision of the complete course. With this, teachers will be able to better organize the time they will spend on each content and also the order of presentation of each topic. From the beginning of the Lesson Plan, the teacher will decide which resources and tools will be used to implement his course and when he will use each of the options. In the case of online courses, digital tools are essential because they allow students to understand the content and follow up on topics and assessments.

Preparation is essential, although as a teacher you already know about the subject. Having a plan, it will be possible to practice beforehand so that, when teaching the class, as a teacher you do not lose track of it and focus on the established objectives. In addition, it will help to optimize time and find relative content for the class.

When preparing the lesson plan, perhaps as a teacher you will realize resources or content that need to be reviewed, tools that should change and topics that need more time and attention. By getting to know your group and giving the first classes, you will be able to realize if your plan needs changes and having the base will make it much easier to optimize.

Lesson Planning can help the teacher to be well prepared and aware of what he wants to teach the students. It can also help the teacher to focus on starting with the basic knowledge and then take the students to the next step. The teacher will not have problems since the class will be prepared in advance and in a timely manner. The teacher is one of the first inspirations of a student. Setting a good example of planning ahead can always help you become a good inspiration and build confidence about the class being taught. Each student's ability to learn is different, so lesson planning can minimize gaps in understanding if the teacher plans the lesson effectively. And they can be supported by starting to teach from the core, so no one is left behind, and all students are on the same vision.

The knowledge that I have achieved in these three Modules accomplishes through all this Specialization Program has had in a significant way; because my teaching practice and intervention in the classroom has been diversified and improved in its entirety because I have developed a detailed lesson plan based and focused in the four basic skills of language and I have recorded all of the stages, tasks and lessons.

After applying my whole Lesson Plan and been analyzed and determined all the results that I have got and what things and strategies need to be reformulated, improved or what kind of extra activities can be planned in order to meet and fulfil all the things that my students want to cope and Master in order to become proficient and competitive professionals of Law. Due that the general and average profile of the students of the multicultural Social and Legal Sciences Majors of the Autonomous University of Baja California Sur; requires students who can solve these challenges within their professional profiles and their roles. I am really quite sure that my profile as a teacher has improved and grown with quality thanks to the knowledge acquired in this Specialization Program, which is evidenced by the creation of this Lesson Plan that is designed to fully meet the goals and objectives as well as cover the needs of the profile of my students and the interests of our University and its multicultural philosophy and global vision jus I have told before but now I can be positive that my lesson Plan was well organized, practical and it was interesting for my students always respecting their cultural diversity and be fair and clear when I grade them according to the Testing and Assessing tools given and shown through the different rubrics for each task and activity changing completely for good improvement my teaching philosophy, profile and context for the very best of my students and University.

## Appendixes

a) Lesson Plan



Teaching sequence template



Date & Place La Paz, Baja California Sur.  
México. March 20<sup>th</sup>, 2023

1. Lesson Plan	
Author	Dr. Kenno Aleen Amador Cervantes
Educational stage	University
Title of your Lesson plan	English II
Learning Objective of the plan/Competency	This Learning Unit contributes to the competencies of the graduation profile since the activities are developed with the practice and management of a second language, this being English, with clarity and accuracy to communicate and interact in everyday contexts, academic, professional and scientific, enabling the student to face the challenges of contemporary society locally and globally related to cultural Legal Systems and social interculturality with a critical attitude and human, academic and professional commitment. With all this, it contributes to consolidate the general well-being and sustainable development as a preamble in the preparation of

	comprehensive programs for physical, patrimonial or human protection in response to the different threats of law, economics and crime in their different modalities.
Communicative skill considered	Listening, Speaking, Reading and Writing
State of the following options	Use a second language, preferably English, clearly and correctly to communicate in everyday, academic, professional, and scientific contexts with the due respect and acknowledgement of different cultures and their connections.
Functions	This course provides the student with knowing the technical language, in the English language, applicable in the context of the communication of legal, economical criminological science to guide it in the professional practice at an international level with a multicultural perspective and social values related to Human Rights.
Main Grammar structure	<ul style="list-style-type: none"> <li>a) Vocabulary of Economics/Law/ Criminology. Make a list of the most common every day and technical concepts</li> <li>b) Spelling. As a directed class remember how to spell English words</li> <li>c) Verb Tenses and Modal verbs Do exercises on the board and individual assignments to remember the essential uses of the English language</li> </ul>



	d) Use of practical discursive and argumentative skills in order to perform an oral regular trial
Other Grammarstructures	a) Prepositions Conditional Tenses and Indirect questions. Review and reinforce with examples b) Passive voice - Active voice. Write texts in passive voice and convert them to active voice
Brief description of the plan	This course is in the field of consulting and outreach; communication and research; it is professional in nature; theoretical-practical, compulsory. In the field of Social, Administrative and legal sciences, it is therefore important that the graduate communicate orally and in writing with clarity, coherence and precision developing an integral, globalized and multicultural professional profile.
Hours of the plan implementation	28
Number of sessions	14
Contents required for the lesson	Reading, audio, Video and Interactive apps and platforms
Link of the content	<a href="http://www.wordreference.com">www.wordreference.com</a> , <a href="http://www.youtube.com">www.youtube.com</a> , <a href="http://www.uabcs.com">www.uabcs.com</a> Google Classroom: <a href="https://classroom.google.com/c/NTYzMjQwMjQyOTQ4">https://classroom.google.com/c/NTYzMjQwMjQyOTQ4</a>
EEAILE tutor on line	Lic. Rocío Salgado Perea

**Introduction to the Lesson**

Step of the lesson	Teacher activities	Students activities	Session number
<p>1- Break the ice.                      2.- Know the name of each participant and emotional state.                      3.- Create a pleasant atmosphere.                      4.- Respect between peers.                      Monday                      04/10/2023</p>	<p>1.- Identify alternatives, make rational choices and establish rules of respect from possible multicultural differences                      2.- Avoid interpersonal and cultural conflicts, cooperate and obtain cooperation, motivate others.                      Teamwork                      3.- Guide students to be able to apply the previous knowledge acquired in their previous English courses</p>	<p>1.- Vocabulary of Economics/Law/ Criminology.                      Make a list of the most common every day and technical concepts.                      2.- Spelling. As a directed class remember how to spell English words.                      3.- Verb Tenses and Modal verbs                      Do exercises on the board and individual assignments to remember the essential uses of the English language.                      4.- Prepositions Conditional Tenses and Indirect questions.                      Review and reinforce with examples.                      5.- Passive voice - Active voice.                      Write texts in passive voice and convert them to active voice.</p>	<p>1                      120minutes</p>

**Communicative skills development**

Listening					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p><b>Introduction (Law /Economics/Criminology).</b></p> <p>- The student will be competent to detect the historical advance of Criminology/ Law/ Economics; using the English language for analysis and critical thinking related to the cultural differences amongst the Legal Systems</p> <p>Tuesday 04/11/2023</p>	<p>1.-The teacher will ask if they know any authors and books related to their field of study and will ask for a volunteer to write on the blackboard the fundamental vocabulary of the audio that they have selected.</p> <p>2.- The teacher will answer questions if there are any.</p> <p>3.-The teacher will give instructions on the activity to be carried out</p> <p>4.- Wil give feedback</p>	<p>1.-Definition of Criminology/Economics/Law. Research the definition in audio sources and make the corresponding citations to the references</p> <p>2.-History of Crime/Economics/Law. Listen to a famous podcast and communicate in a round table their conclusions.</p> <p>3.- Profiles of Crime/Judges/Economists. Make a criminal profile after listened to a video in YouTube.</p> <p>4.-Developmental Criminology/Economics/Law, the biography of a Judge or an Economist</p> <p>5.- Criminals/Economy and the Media. - Investigate videos of news of interest on crimes and</p>	<p>-Board</p> <p>- Markers</p> <p>- Draft</p> <p>- YouTube</p> <p>- Mobile</p> <p>-Blank sheet</p> <p>- Pencil</p> <p>-Printer-sheets</p> <p>- Computer</p> <p>-Tablet</p>	2 120 minutes	<p>- Internal hetero-evaluation</p> <p>- Checklist (teacher).</p>

		criminals/Economy/legal conflicts. Comment this video to the whole class			
<b>Constructions of Crime/Law/Economics.</b> - The student will be able to use methodological instruments of Information and Communication Technologies for research in various sources on selected topics of Criminology/Law/Economics in the English language and legal culture. Wednesday 04/12/2023	1.- The teacher performs a demonstration of the fundamental concepts of the analyzed podcast, in relation to the most common criminal cases from a famous podcast. 3- The teacher will answer questions if there are any. 4.- Give feedback of what has been learned by the students.	1.- Common criminal cases/common economy issues. Listen to the most common podcasts of criminal cases and create an opinion blog on legal/economic/criminal issues. 2.- Researching database and legal7criminal profiles- Practice searching in audio databases. 3.- Watching movies, videos and podcasts on the internet. Organize round tables, book clubs, Reading Labs, blogs and forums for consultation and discussion of these topics.	- Board - Marker - YouTube - Mobile - Sheet - Pencil - Computer -Internet -Tablet	3 120 minutes	Internal hetero-evaluation
<b>Criminology/Law/Economics in Social Studies.</b> The	1.-The teacher will Provide resources,	1.-The students will select and watch another TEDTALK related to	- Chalkboard - Marker	4 120 minutes	- Internal hetero-

<p>student will be competent to form a logical-analytical criterion of the sociological and psychological phenomena of the culture of these fields of study that affect Criminology / Law / Economics.</p> <p>a) Races b) Genre. c) Religion d) Mildstones and age e) Social Networks f) Victimology</p> <p>Thursday 04/13/2023</p>	<p>readings, texts and publications of social and cultural interest on these topics related to the three fields of study to create group and peer discussions.</p> <p>2.-The teacher will put an audio of a presentation or Tedtalk on a topic related to the field of study for students to analyze.</p> <p>3.- The teacher asks them to express orally a reflection of what they have learned, using technical vocabulary.</p> <p>4.- Feedback of what the students have learned and of the analyzes they have</p>	<p>the subject to be analyzed, to which the teacher will request their participation.</p> <p>2.- Students will correct their arguments and postures for which the teacher will request their participation.</p>	<p>- Draft -YouTube- Music - Mobile Computer -Tablet -Internet</p>		<p>evaluation - Observation Peer- evaluation</p>
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Speaking					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p><b>Legal Procedure in a Criminal Case.</b> - The student will be competent to recognize the fundamental Human Rights, the stages and phases of the Legal Procedures and Instruments of Criminal Trials in the Common Law Legal System that belongs to the multicultural Anglo-Saxon Nations.</p> <p>Friday-Monday 04/14-17/2023</p>	<p>1.-The teacher will introduce the main facts of Legal Procedure and the basic stages</p> <p>2.- Will answer questions if they exist.</p> <p>3.- The teacher will give instructions of the task and teaches how to create a good infographic.</p> <p>4.- The teacher will answer questions if there are any.</p> <p>5.-Give feedback of what has been seen in class asking directed</p>	<p>a) Human Basic Rights Critics in round tables and debates the fulfillment or not of Human Rights in our Legal and Economic System.</p> <p>b) Difference between Criminal Procedure and civil common procedure. Make roundtables of social and cultural comparison sheets between the Legal/Economic Systems to resolve conflicts and legal controversies.</p> <p>c) Common Law System vs. Roman system. Perform using Microsoft Publisher, Microsoft Power Point, LOOM, CANVA, etc. useful infographics of the difference between Legal/Economic Systems</p>	<p>-Board</p> <p>- Marker</p> <p>- Draft</p> <p>- YouTube - Music</p> <p>- Mobile</p> <p>- Sheets</p> <p>- Pencil</p> <p>- Internet</p> <p>-Computer</p> <p>-Tablet</p> <p>-Projector</p>	<p>5 &amp; 6</p> <p>240 minutes</p>	<p>Internal hetero evaluation</p> <p>- Checklist (teacher).</p> <p>Peer-evaluation</p>

	questions.	and present them to the class. d) The Trial and Hearings. Conduct criminal/customs trial drills, skits, and practice as a whole group.			
<p><b>Formal speaking and translations.</b> - The student will be able to understand, translate and write cultural and technical texts with Criminological/Legal/Economic Terminology in the English Language.</p> <p>Tuesday-Wednesday 04/18-19/2023</p>	<p>1.-teacher will ask for the date and ask for a volunteer to write the date on the board. In the same way, they will be asked to express their doubts about the previous class.</p> <p>2.- The teacher will write a Fundamental Theory on the blackboard, ask the students to analyze it.</p> <p>3- The teacher will answer questions if there are any.</p> <p>4.- Will give Feedback of what has been learned by the students.</p>	<p>a) Reading Comprehension Strategies for criminal/legal/economic files. Being able to understand files and trial files, as well as projects, statistics, theses and topics of scientific dissemination of these study topics.</p> <p>b) Translating Resolutions. Make a translation and interpretations of a texts in English, as well as being able to carry out professional conversations and presentations in the future professional field according to multicultural factors. Prepare a sketch of an oral trial.</p> <p>c) Criminal Trials. - Be able to carry out analysis of judicial and criminological resolutions, as well</p>	<ul style="list-style-type: none"> <li>- Board</li> <li>- Markers</li> <li>- YouTube</li> <li>- Mobile</li> <li>- Internet</li> <li>- Computer</li> <li>-Tablet</li> </ul>	7 & 8 240 minutes	<p>Internal hetero-evaluation</p> <ul style="list-style-type: none"> <li>- Checklist (teacher).</li> <li>Peer-evaluation</li> </ul>

		as statements of economic results to make inferences and professional conclusions and grievances performing a sketch of a criminal trial as a whole group. The half as defenders and the other half as public Prosecutors.			
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Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p><b>Legal culture and social interculturalism in the UK for Common Law System.</b></p> <p>- This activity is designed for students to learn more about the United Kingdom. The United Kingdom is one of the most important geographical blocks for the Common Law Legal System, and is also considered a</p>	<p>1.-The teacher will introduce the main facts of the social matters and cultural issues in the UK related to the Law</p> <p>2.- Will answer questions if they exist.</p> <p>3.- The teacher will give instructions of the task and teaches how to discuss and argue in a round table.</p>	<p>a) First of all, the students will carry out a survey in which they will have to put all the cultural knowledge they already know about the United Kingdom. In most cases this prior knowledge will be based on the image that these students have created of the UK and the people in the country, as well as the culture. The survey will consist of 12 questions of a general nature in which students will</p>	<p>-Board</p> <p>- Marker</p> <p>- Draft</p> <p>- YouTube - Music</p> <p>- Mobile</p> <p>- Sheets</p> <p>- Pencil</p> <p>- Internet</p> <p>-Computer</p> <p>-Tablet</p> <p>-Projector</p>	<p>9 &amp; 10</p> <p>240 minutes</p>	<p>Internal hetero evaluation</p> <p>- Checklist (teacher).</p> <p>Peer-evaluation</p>



<p>multicultural and multicultural region, since people of different religions, castes and cultures coexist and in turn maintains a common culture in the whole territory. The biggest problem we find is that on many occasions people have a created image of what the United Kingdom is and its culture, as per. For this reason, this activity is focused on providing new knowledge to students about the United Kingdom, historical, geographical, artistic and cultural knowledge related to Law.</p> <p>Thursday-Friday 04/20-21/2023</p>	<p>4.- The teacher will answer questions if there are any.</p> <p>5.-Give feedback of what has been seen in class asking directed questions.</p>	<p>answer individually about what they know about this region and its relationship with Law and Common Law.</p> <p>b) Next the students will work with some real texts of literature of the culture of the United Kingdom that are a clear reflection of the reality and of the legal culture in the English society. These texts represent a true image of the society and culture of the United Kingdom and will be read and worked on by the students in class so that they can see how many traditional cultural elements of the legal culture of the United Kingdom are maintained in the 21st century. These texts deal with different topics related to the Common Law. Discussed through a round table.</p> <p>c) A permanent reading club will be formed every Friday at 5:00 pm. during the remainder of the</p>			
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		<p>semester, where all these topics will provide new information to the students who will be able to understand the culture of the United Kingdom in a much deeper way and thus be able to contribute their own opinion on these topics in the wall newspaper and in cultural events that the university offers in its various forums.</p> <p>d) Discuss using Microsoft Publisher, Microsoft Power Point, LOOM, CANVA, etc. and present them to the class.</p>			
<p><b>Worldwide Legal Culture and mixture of interculturalism</b> - To develop and consolidate students' cultural awareness of Law, this activity's main objective is to find out what the students' prior knowledge is</p>	<p>1.-teacher will ask for the date and ask for a volunteer to write the date on the board. In the same way, they will be asked to express their doubts about the previous class.</p> <p>2.- The teacher will</p>	<p>a) Students will share their opinions on the idea of a globalized and stereotyped world within legal life and will work with different images to talk about cultures and the image we have of people from other countries with other customs and will complete a questionnaire on general culture so that they</p>	<ul style="list-style-type: none"> <li>- Board</li> <li>- Markers</li> <li>- YouTube</li> <li>- Mobile</li> <li>- Internet</li> <li>- Computer</li> <li>-Tablet</li> </ul>	<p>11 &amp; 12 240 minutes</p>	<p>Internal hetero-evaluation - Checklist (teacher). Peer-evaluation</p>

<p>of the legal cultural references of the different families of Law in the world and their cultural interconnections. . It will be a session designed for students to contribute their opinions and thoughts towards all the cultural elements that surround them and to assess to what extent the media have become cultural representatives of other countries and how people integrate these cultural elements in their life in order to consolidate respect for Human Rights.</p> <p>Monday-Tuesday 04/24-25/2023</p>	<p>encourage students to share their outcomes and points of view.</p> <p>3- The teacher will answer questions if there are any.</p> <p>4.- Will give Feedback of what has been learned by the students.</p>	<p>know the previous knowledge they already have of other countries or of the general culture.</p> <p>b) Students will be asked to read and analyze different academic sources in order to be able to talk about the importance of languages in the world and communication between people of different cultures for the protection of International Law.</p> <p>c) The final objective of this activity is for students to realize the importance of culture for Law and Legal Systems and to be able to notice the great diversity and integration that these cultures have in our society for the consolidation of the protection of Human Rights through social-cultural evolution</p>			
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Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
<p><b>Cultural and social context of Common Law.</b> - The student will be competent to recognize the main cultural aspect of the Common Law Legal System and the social impact that it has according to the jury and their interculturality</p> <p>Wednesday-Thursday 04/26-27/2023</p>	<p>1.-The teacher will introduce the main facts of Legal Procedure and the basic stages</p> <p>2.- Will answer questions if they exist.</p> <p>3.- The teacher will give instructions of the task and teaches analyze a movie and search in databases</p> <p>4.- The teacher will answer questions if there are any.</p> <p>5.-Give feedback of what has been seen in class asking directed questions.</p>	<p>a) Students will be divided into small groups of three or four people and will work as a group to carry out activities with different real materials from the Common Law legal family culture. This activity requires at least one computer in each group.</p> <p>B) This activity will allow students, first, to work as a team, providing various information for a final project. The first of the activities has to do with the cinematographic world with a film that reflects the Common Law System, such as: 12 Angry Men.</p> <p>c) Students will have to find information about the film and write a review. Next, students will watch a video of an oral trial according to the Common Law</p>	<p>-Board</p> <p>- Marker</p> <p>- Draft</p> <p>- YouTube - Music</p> <p>- Mobile</p> <p>- Sheets</p> <p>- Pencil</p> <p>- Internet</p> <p>-Computer</p> <p>-Tablet</p> <p>-Projector</p> <p>-</p>	<p>13 &amp; 14</p> <p>240 minutes</p>	<p>Internal hetero evaluation</p> <p>- Checklist (teacher).</p> <p>Peer-evaluation</p>

		<p>System. With this video, students will first be able to listen to the technical English that is spoken in court through the different protagonists in the video, and secondly, they will learn the social situation that exists in these countries according to the Law.</p> <p>d) After watching the video The students will finish this cultural didactic proposal with a written comprehension activity in which the students will have to search for information in the different international news websites and will look for news that is currently happening with the Common Law System.</p> <p>e) Then they will have to select the most interesting one for them and complete a table where they will explain why, and the references consulted. In this way they will use computers and internet access to</p>			
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		search for information and will be able to see that this Legal System has an important impact on our society.			
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2. **Intercultural component** Quality culture. Honesty and rectitude. Responsibility and compromise. Formality and punctuality. Perseverance, tenacity and discipline. Appreciation and respect for diversity, globalization and multiculturalism. Self-learning.

3. **General Evaluation**

Initial evaluation. - Diagnostic evaluation through the establishment of a test to measure previous knowledge in the field of English Language.

Formative evaluation. - To assess the knowledge learned, as well as the development of skills and attitudes, individual and group work will be taken into account in both oral and written presentations (Articles) of the students; as well as the elaboration of the learning process itself, through the elaboration of essays for the students, on some Legal research work or some Philosophical problem of interest in Criminology / Law / Economics.

Summative evaluation. - This will allow us to assign to each student qualitative and quantitative parameters of knowledge, skills and attitudes, developed during the classes via exams, questionnaires and rounds of participation as a result of investigations assigned by the teacher on the subunits of studied competencies:

a) Round tables-debates-discussions, tasks. 50 %

b) Participation. 30 %

c) Homework. 20 %

d) Portfolio (All tasks and homework): Not to be graded but It is mandatory to be uploaded in Google Classroom the last week of the course if they want to have the right to be graded.

#### 4.- Testing and Assessment Tool for each activity

a) Session 1: Introduction to the Lesson

Testing: This is an introductory activity. It will not be graded but students are supposed to feel involved and attracted to the class in order to participate and break the ice introducing themselves and talk about their goals and expectations related to the course and their field of study.

Assessment: There is no rubric and grading. Just a check list for teacher's control in order to know if the students has participated or not.

Student's Name:

The student has participated	Yes	No

b) Session 2: Introduction (Law /Economics/Criminology).

Testing: The student must upload in Google Clasrrom a report containing the following:

-Own definition of law based in audio sources

-A summary and comment of famous podcast related with the history of Law/Crime

-Analyze a Profile of Crime/Judges/Economists and their own criminal profile after listened to a video in YouTube.

-An important short biography of a Judge or an Economist

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	It has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	



<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	It has: all the parts that are requested.	A part is missing	Two items are missing.	The content is wrong, invalid or null	

c) Session: Constructions of Crime/Law/Economics.

Testing: Students must post in the academic forum and comment at least two of their classmate's posts about their favorite podcast and their favorite movie of criminal cases and post a personal opinion on legal/economic/criminal issues from the podcast.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	Your participation in the forum is clear, respectful and has at least 250 words	It is missing some element of netiquette and has less than 250 words	It is missing two elements or more elements or it has less than 200 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	

<b>Content</b>	Respond to what the Academic Discussion Forum requests according to the instructions	Gives an answer, but more arguments are missing	Answer, but without arguing	The content is wrong, invalid or null	
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d) Session 4: Criminology/Law/Economics in Social Studies.

Testing: The students will select and watch a TEDTALK related to the subject to be analyzed and create and upload to Google Classroom a Power Point Presentation

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The PowerPoint presentation includes: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	

<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	It has the key elements of a Microsoft Power Point presentation according to the instructions shown in class: Few words, use of graphics and images.	You are missing an item	Two items are missing.	The content is wrong, invalid or null	

e) Sessions 5 &6: Legal Procedure in a Criminal Case.

Testing: In a Google Meet Video Class Session the students must Difference between Criminal Procedure and civil common procedure. Taking in consideration social and cultural comparison sheets between the Legal/Economic Systems to resolve conflicts and legal controversies. They will make an infographic using Microsoft Publisher, Microsoft Power Point, LOOM, CANVA, etc. of the difference between Legal/Economic Systems and present them to the class sharing their screen

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The file where you deliver the final product of your infographic has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 2 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	

<b>Content</b>	It has the key elements of an infographic according to the instructions shown in class: Few words, use of graphics and images.	You are missing an item	Two items are missing.	The content is wrong, invalid or null	
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f) Sessions 7&8: Formal speaking and translations.

Testing: The students must prepare a sketch of an oral trial and analyze judicial and criminological resolutions, as well as statements of economic results to make inferences and professional conclusions and grievances performing a sketch of a criminal trial as a whole group. The half as defenders and the other half as public Prosecutors.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	He has participated in the role assigned to him in the simulated oral trial in an active and professional manner, keeping what the script and the trial stages demand	He has participated in the role that he has had in the simulated oral trial in an active but unprofessional manner, failing to comply with two aspects that the script and the trial stages require	He has participated in the role assigned to him in the simulated oral trial in a passive and unprofessional manner, failing to comply with three aspects that the script and the trial stages require	Does not comply with the format	

<b>Orthography</b>	There are no misspellings in the delivered script.	Has 3 to 8 misspellings in the script	Has more than 8 misspellings in the script	Doesn't follow spelling rules	
<b>References</b>	You used to make the script at least 2 books, newspaper or printed magazine and online documents or magazine or videos, etc. There are no errors in the references.	You used only 1 print document and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	It has the elements of performance of judgment according to the role of the character that he had to dramatize	He is missing two or three elements of judgment performance according to the role of the character that he had to dramatize	You are missing four or more elements of judgment performance according to the role of the character you had to dramatize	The content is wrong, invalid or null	

g) Sessions 9 & 10: Legal culture and social interculturalism in the UK for Common Law System.

Testing: ) A permanent reading club will be formed every Friday at 5:00 pm. during the remainder of the semester, where all these topics will provide new information to the students who will be able to understand the culture of the United Kingdom in a much deeper way and thus be able to contribute their own opinion on these topics and Discuss this texts to the whole class in a round table using Microsoft Publisher, Microsoft Power Point, LOOM, CANVA, etc. to present them to the class.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The presentation that you have chosen to talk about your text has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 2 quotes from text or paraphrase. At least 500 words, without counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 4 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	He used only 2 printed documents and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	



<b>Content</b>	It has all the elements of an in-depth analysis of the texts consulted, the comparison between them and the analysis or reflection on the application of that text in the cultural life of Law.	You are missing an item	Two items are missing.	The content is wrong, invalid or null	
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h) Session 11& 12: Worldwide Legal Culture and mixture of interculturalism.

Testing: Students must write a short essay in order to realize the importance of culture for Law and Legal Systems and to be able to notice the great diversity and integration that these cultures have in our society for the consolidation of the protection of Human Rights through social-cultural evolution.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	The essay has: Regulatory cover. Use font Arial or TNR 11 or 12. Line spacing 1.5. Justified margins. Use indentation or double space to separate paragraphs. 4 quotes from text or paraphrase. At least 1000 words, not counting references and information on the cover.	It is missing some element, or it has between 400 and 499 words, without counting the references and information on the cover.	It is missing two elements or more elements or it has less than 400 words, without counting references	Does not comply with the format	
<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 4 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	He used only 2 printed documents and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	

<b>Content</b>	The essay has an introduction, development, conclusions and references.	You are missing an item	Two items are missing.	The content is wrong, invalid or null	
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i) Session 13 & 14: Cultural and social context of Common Law.

Testing: d) After watching a video The students will finish this cultural didactic proposal with a written comprehension activity in which the students will have to search for information in the different international news websites and will look for news that is currently happening with the Common Law System and post their opinion in an academic blog.

Assessment: Rubric. Total Average grade: 20

<b>CRITERIA</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>Points</b>
<b>Format</b>	Your participation in the forum is clear, respectful and has at least 250 words	It is missing some element of netiquette and has less than 250 words	It is missing two elements or more elements or it has less than 200 words, without counting references	Does not comply with the format	

<b>Orthography</b>	There are no misspellings.	Has 3 to 8 misspellings	Has more than 8 misspellings	Doesn't follow spelling rules	
<b>References</b>	You used at least 4 books, print newspaper or magazine and online documents or magazine or videos etc. There are no errors in the references.	He used only 2 printed documents and online documents or magazine or videos etc. Or you only have 1 reference. The references and/or web pages have errors.	You did not use printed documents, or you do not have citations, you refer incorrectly and/or the references is incorrect or does not have one.	It does not present any kind of reference or consultation	
<b>Content</b>	Respond to what the Academic Discussion Forum asks according to the instructions	Gives an answer, but more arguments are missing	Answer, but without arguing	The content is wrong, invalid or null	

## **5.- Conclusion**

This Class contributes to the competencies of the graduation profile since the activities are developed with the practice and management of a second language, this being English, with clarity and accuracy to communicate and interact in everyday contexts, academic, professional and scientific, enabling the student to face the challenges of contemporary society locally and globally with a critical attitude and human, academic and multicultural professional commitment. With all this, it contributes to consolidate the general well-being and sustainable development as a preamble in the preparation of comprehensive programs for physical, patrimonial or human protection in response to the different threats of law, economics and crime in their different modalities.

## **6.- Follow up activities**

- 1.- There will be a Virtual class in Google Classroom where there will be an always open Google Meet link so that students can have video calls with their classmates to be able to do teamwork and likewise be able to help one another.
- 2.- The Teacher through the same link for the virtual class in Google Meet will give advice to those students who require it and request it to express their doubts, concerns, tutorials and to be able to answer questions in relation to the tasks and the final oral trial.
- 3.- Each week the teacher will create in Google Classroom a topic of general cultural interest for discussion in a group forum, where students are required to comment on their opinion on said topic and provide feedback to at least three of their classmates to stablish an environment of analysis and discussion ethical and cordial group discussion.
- 4.- The teacher will provide resources and links with audiovisual materials, complementary readings, references and tutorials to be able to correctly use word processing software, to make presentations of works, correct use of translators and virtual dictionaries, where each student must accredit at least 06 hours a day of consultation and active work on the platform.

5.- A Conversation club as a part of the previous reading lab will be created virtually and in person to have conversations in common small talks related to pop culture and arts and to still make recommendations for classic texts and technical texts in English, as well as voluntary circles for reflection and book commentary, of reading aloud of poetry and classic English short stories, as well as a workshop on literary expression and composition of free texts in English and as well as tutoring to be able to compose their mandatory writing composition assignments in English for the class.

6.- An official course podcast will be created where there will be collaborative participation with other teachers who teach the same subject at the University in order to share ideas, resources, presentations, concerns and open chat rooms in English for students to interact and practice their communication and multicultural listening skills, as well as being able to make recommendations for audiovisual resources that are of interest for speaking practice.

**b) Peer Evaluation Checklist**

<b>Peer Evaluation Checklist</b>					
		<b>Course: English II (Open Course)</b>			
		<b>Group: Second</b>			
		<b>Evaluation period: April/10/2023-April 27/2023</b>		<b>Date: April/27/23</b>	
<b>Name of the subject: English II</b>					
<b>N°</b>	<b>INDICATORS TO EVALUATE</b>	<b>COMPLIANCE</b>		<b>POINTS 0/100</b>	<b>OBSERVATIONS</b>
		<b>Complies</b>	<b>Fails</b>		
<b>ORGANIZATION</b>					
<b>1.</b>	<b>The class is properly conditioned for its start and execution</b>				
<b>2.</b>	<b>The time was divided into four moments: Presentation-introduction, body of the discussion, question-answer session and conclusion.</b>				
<b>3.</b>	<b>At the beginning, the duration of each moment and each intervention is indicated, in addition the rules on which the discussion will be guided are defined.</b>				

<b>ROLE OF EACH PARTICIPANT</b>					
<b>TEACHER</b>					
<b>4.</b>	<b>Is able to direct the introduction, the presentation of the class and give a conclusion of the topic.</b>				
<b>5.</b>	<b>Is capable of taking care of compliance with participation times and student interventions</b>				
<b>6.</b>	<b>Gives relevant and pertinent contributions to the topic addressed.</b>				
<b>1.</b>	<b>Expresses herself adequately and fluently imparts her message.</b>				
<b>STUDENTS</b>					
<b>8.</b>	<b>They are attentive and respectful to the discussion.</b>				
<b>9.</b>	<b>They ask appropriate questions that complement the topic and correct errors and mistakes</b>				
<b>10.</b>	<b>They collaborate and do their tasks using the</b>				



	<b>technological apps. and devices</b>				
<b>11.-</b>	<b>They solve their tasks (listening/speaking/reading and writing activities) and share their results in order to have collaborative feedback</b>				

**Scale**

0-50: Fails

60 Complies

70 Good

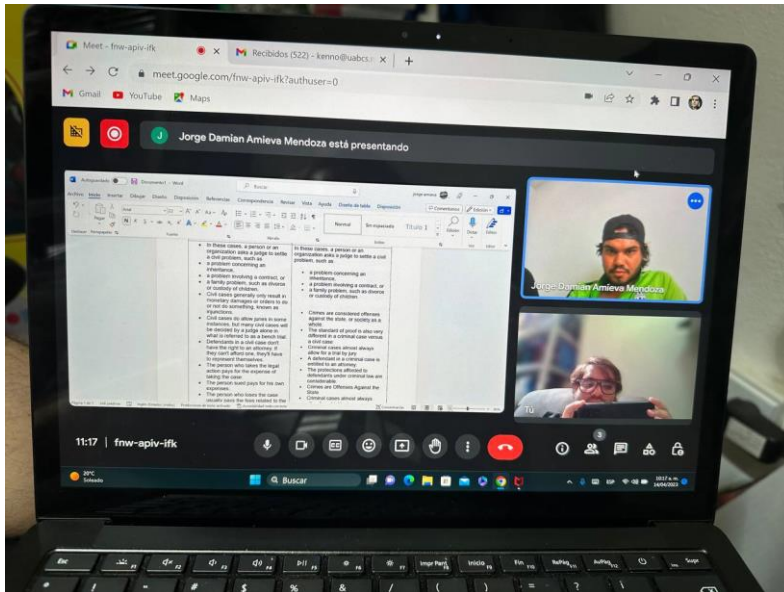
80 Well done

90 Great

100 Outstanding

**c) Photographs (All of them taken by me)**







MiQyOTQ4

Lesson 9: Improving | X | Assignment for L...

Tablón Trabajo de clase Personas Calificaciones

**English. Law**  
Dr. Kenno Aleen Amador Cervantes

Personalizar

Meet

Generar enlace

Código de clase

yoopmex

Proximas entregas

Se entrega hoy  
23:59 - Essay: Worldwide...

Ver todo

Amorosa algo de tu clase

Kenno Aleen Amador Cervantes ha publicado una nueva tarea: Essay: Worldwide Legal Cultu...  
23 abr

Kenno Aleen Amador Cervantes

Academic Discussion Forum #5: Cultural and social context of Common Law: Post your opinion related to the cultural reception of Common Law System Worldwide

2 comentarios de clase

Sebastian Sanchez Cervantes: Ayr

Almost always, in my opinion, people does not have an idea about the law systems that exist around the world. However, many times people thing that the foreign systems are better than the system they have in their own country. That is the case of Mexican people, they thing in USA the law system is better, but they don't know how it works. Basically, the ignorance of knowledge brings wrong concepts about a topic, in this case, the common law or any other law system.

Tablón Trabajo de clase Personas Calificaciones

**Kenno Aleen Amador Cervantes**  
23 mar (Última modificación: 23 mar)

Academic Discussion Forum #1: Constructions of Law

Listen to the most common podcasts related to crucial Law topics or criminal cases, post your opinion related to what you have studied and make recommendations for your classmates and comment their posts: emphasizing cultural aspects.

4 comentarios de clase

Damarhys Dayana Flores Muñoz 29 mar

I recommend you The Kendall Rae's podcast on her Youtube Channell, she talks about different cases, about crimes, about stories of people in prison, and how and why they got there.

Sebastian Sanchez Cervantes 11 abr

I recommend a podcast on a Youtube channel called "Podcast del Iceberg", in a video they talk about serial mexican killers, some of them very famous and I think it is very interesting

Oscar Alberto Leyva 13 abr

The Pennsylvania Passion Slayer his family says that a traumatic brain injury when he was 13 changed Peter Kudznowski behavior but alcohol always made him aggressive and angry. When he was 25 years old, he was found intoxicated on the street in Detroit and put in the drunk tank. He hinted at committing horrible crimes.

Ivey Dayana Gutierrez Berber Ayr

I recommend "Bliss True Crime" it's a youtube channell about a girl from Italy, she talks about facts related to crimes occurred in her country and how the law acts.

Kenno Aleen Amador Cervantes ha publicado una nueva tarea: Task 1: Introduction to Law  
22 mar (Última modificación: 23 mar)

Tablón Trabajo de clase Personas Calificaciones

**Kenno Aleen Amador Cervantes**  
23 mar

Academic Discussion Forum #2. Media sources of Law

Analyze and recommend movies, documentaries or series related to important issues about Law or Crime. Post a discussion of these for your classmates and comment their posts emphasizing cultural aspects.

3 comentarios de clase

**Damarhys Dayana Flores Muñoz** 29 mar  
HOW TO GET AWAY WITH MURDER. It shows everything we don't have to do that is illegal, but you learn about criminal law. And with their knowledge they attempt to free themselves from their murders. BRAZEN. It's about a writer who investigates the death of her sister together with the police. CRIMINAL MINDS, the investigative team goes inside the minds of the criminals to study why they did what they did. Plus, Spencer Reid is amazing and a genius.

**Sebastian Sanchez Cervantes** 11 abr  
CRIMINAL MINDS Its about an investigation team that studies and shows up what is thinking and why a person do a crime  
LAW & ORDER very common TV show, very interesting and its about multiple crime cases, full of investigation and action  
NCIS Its about an elite investigation team that works with crimes related yo the U.S Marines

**Ivey Dayana Gutierrez Berber** 17 abr  
UNSOLVED MYSTERIES  
Joined by a team of detectives and journalists, members of a family offer clues, present theories and identify suspects with the hope that one spactator will hold the key to solving the mystery.  
DINOSAUR YLOGS  
Its a youtube channel from a girl from Argentina, she relates a lot of crimes from Latin America. She start speaking about de facts of the crime, offer probes, and tell her theorie.

Tablón Trabajo de clase Personas Calificaciones

Anuncia algo a tu clase

**Kenno Aleen Amador Cervantes ha publicado una nueva tarea: Essay: Worldwide Legal Cultu...**  
23 abr

**Kenno Aleen Amador Cervantes**  
23 abr

Academic Discussion Forum #3. Cultural and social context of Common Law. Post your opinion related to the cultural reception of Common Law System Worldwide.

2 comentarios de clase

**Sebastian Sanchez Cervantes** Ayer  
Almost always, in my opinion, people does not have an idea about the law systems that exist around the world. However, many times people thing that the foreing systems are better than the system they have in their own country. That is the case of Mexican people, they thing in USA the law system is better, but they don't know how it works. Basically, the ignorance of knowledge brings wrong concepts about a topic, in this case, the common law or any other law system.

**Ivey Dayana Gutierrez Berber** Ayer  
As same as my classmate Sebastian, i think that mexican have grow up with the idea of common law it's more efficent just as we see in movies or tv shows, but that it's just how hollywood industry have created that idea, not the total reality.

**Kenno Aleen Amador Cervantes ha publicado una nueva tarea: Favourite Book**  
19 abr

## d) Carta de Originalidad



A 05 del mes de junio de 2023

Consejo de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

Coordinación de Posgrado

PRESENTE

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ATENTAMENTE

FIRMA

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Tutor: Rocío Salgado Perea

## References

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