

Sistema Universitario Ana G. Méndez
School for Professional Studies
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

CRIM 206/207/400

Introduction to Judicial Procedure
Introducción a Procedimientos Judiciales

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Prontuario

Título del Curso	Introducción a Procedimientos Judiciales
Codificación	CRIM 206/207/400
Duración	Cinco Semanas o según aplique
Pre-requisito	Ninguno

Descripción

En este curso estudiaremos los procedimientos establecidos en el estado de Florida para llevar a cabo el cumplimiento de la ley. También estudiaremos los procedimientos aplicables para el cumplimiento de la ley en el sector federal. Este estudio cubre los procedimientos a seguirse en la investigación de un crimen, el arresto y tratamiento de sospechosos, la determinación de causa, la acusación y diversos procedimientos con antelación al juicio. Le daremos atención especial a los derechos de los ciudadanos bajo las especificaciones de la Constitución de los Estados Unidos.

Objetivos Generales

Al finalizar el curso el estudiante:

1. Estará familiarizado con las reglas de procedimiento criminal y las disposiciones del código de enjuiciamiento criminal vigentes en el sector federal y en el estado de Florida.
2. Podrá identificar y describir las varias etapas procesales a que es sometida una persona sospechada o acusada de haber cometido un delito.
3. Conocerá los más sobresalientes derechos constitucionales aplicables en el proceso criminal.
4. Comprenderá la importancia para el ciudadano el estar familiarizado con el proceso penal y los derechos que acompañan dicho derecho.

Textos y Recursos

Abramson, L. W. (2004). *Criminal Procedure: Cases, Problems and Exercises*, West Group Publishing.

Bloom, R. M. (2000). *Criminal Procedure: Examples and Explanations*. Aspen Publishers.

Emanuel, S. L. (2004). *Criminal Procedure*, Aspen Publishers.

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Israel, J. (2001). *Criminal Procedure: Constitutional Limitations in a Nutshell*. West Publishing.

Kamisar, Y. (2002). *Basic Criminal Procedure: Cases, Comments and Questions*. West Group.

Levenson, L. L. (2003). *Federal Rules of Criminal Procedure, A Student's Guide*. West Publishing

Natali, L. M. (2001). *Practice Commentaries: Federal Rules of Criminal Procedure*. National Institute for Trial Advocacy.

NITA (2000). *Federal Rules of Criminal Procedure*, National Institute for Trial Advocacy.

West (2004). *Florida Criminal Laws and Rules*, Thomson-West.

Zalman, M. (2002). *Criminal Procedure, Constitution and Society*, Prentice Hall.

Evaluación

La evaluación del grado de aprovechamiento del estudiante consiste en varias medidas que tienden a determinar el nivel de los conocimientos adquiridos por el estudiante durante el curso. Dicha evaluación será basada en el número de puntos otorgados al estudiante en las actividades asignadas para cada taller. Se otorgarán puntos por los trabajos entregados, informes orales en clase, trabajo en grupo, participación en clase, y examen final. La nota final será una combinación, en una escala de 100, de todos los puntos acumulados por el/la estudiante durante el curso.

Usando dicha fórmula, la calculación de la nota final será como sigue:

1. Informes escritos	25%
2. Informes orales en clase	25%
3. Trabajo en grupo y participación en clase	25%
4. Examen final (ensayo a ser entregado en el 5to taller)	25%
TOTAL	100%

Descripción de las normas del curso

1. La asistencia es obligatoria. El estudiante debe excusarse con el facilitador, si tiene alguna ausencia y reponer todo trabajo. El facilitador se reserva el derecho de aceptar la excusa y el trabajo presentado y ajustar la evaluación, según entienda necesario.
2. Las presentaciones orales y actividades especiales no se pueden reponer, si el estudiante presenta una excusa válida y constatable (Ej. médica o de un tribunal), se procederá a citarlo para un examen escrito de la actividad a la cual no asistió.
3. Este curso es de naturaleza acelerada y requiere que el estudiante se prepare antes de cada taller, según especifica el módulo. Se requiere un promedio de por lo menos 10 horas semanales para prepararse para cada taller.
4. El estudiante debe someter trabajos de su autoría, por lo tanto, no deberá incurrir en plagio. Debe dar crédito a cualquier referencia.
5. Si el facilitador realiza algún cambio, deberá discutir los mismos con el estudiante en el Taller Uno. Además, entregará los cambios por escrito a los estudiantes y a la administración.
6. El facilitador establecerá el medio y proceso de contacto.
7. El uso de teléfonos celulares está prohibido durante los talleres.
8. No está permitido traer niños o familiares en los salones de clase.
9. El estudiante tendrá la oportunidad de aprender tanto a través del español como del inglés. Los talleres serán facilitados en ambos idiomas en días alternos. Esto significa que los talleres serán facilitados en un idioma diferente cada semana. Un estudiante puede interactuar y hacer preguntas en el idioma de su preferencia; pero, en general, se le solicitará que utilice un solo idioma en trabajos específicos. En cada curso se utilizará el español y el inglés de forma equilibrada.
10. En trabajos grupales, salvo situaciones excepcionales, se considerará que el mismo es preparado por todos los integrantes del grupo y serán evaluados por igual.
11. Todo estudiante está sujeto a las normas de comportamiento de la institución y las que se establezcan en el curso.
12. Los trabajos y asignaciones deberán entregarse en la fecha indicada y en su

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totalidad.

Nota: Si por alguna razón no puede acceder las direcciones electrónicas ofrecidas en el módulo, no se limite a ellas. Existen otros “web sites” que podrá utilizar para la búsqueda de la información deseada. Entre ellas están:

- www.google.com
- www.Altavista.com
- www.AskJeeves.com
- www.Excite.com
- www.Pregunta.com
- www.Findarticles.com

El facilitador puede realizar cambios a las direcciones electrónicas y/o añadir algunas de ser necesario.

Filosofía y Metodología Educativa

Este curso está basado en la teoría educativa del Constructivismo. Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio conocimiento sobre el mundo en el que vivimos.

Cada uno de nosotros genera nuestras propias “reglas” y “métodos mentales” que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder acomodar nuevas experiencias. Como Facilitadores, nuestro enfoque es el mantener una conexión entre los hechos y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros estudiantes y motivar a los mismos a analizar, interpretar y predecir información.

Existen varios principios para el constructivismo, entre los cuales están:

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.
2. Significado requiere comprender todas las partes. Y, las partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios, no en hechos aislados.
3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.
4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, no sólo memorizar las contestaciones “correctas” y repetir el significado de otra persona. Como la educación es intrínsecamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer del avalúo parte esencial de dicho proceso, asegurando que el mismo provea a los estudiantes con la información sobre la calidad de su aprendizaje.
5. La evaluación debe servir como una herramienta de auto-análisis.

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6. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.
7. El aprendizaje debe ser controlado internamente y analizado por el estudiante.

Study Guide

Course Title	Introduction to Judicial Procedure
Code	CRIM 206/207/400
Time Length	Five Weeks or as applicable
Pre-requisite	None

Description

In this course we will study the judicial procedures that must be followed by the authorities, both state and federal, in the enforcement of the criminal laws. Emphasis will be placed on the procedural rules prevailing in the State of Florida. We will follow the procedural steps utilized by the authorities beginning with the investigation of a crime, through the arrest of suspects and the preliminary proceedings leading to the trial of the accused. Particular emphasis will be placed on the constitutional rights afforded to the citizen who conflicts with the law or is suspected of any criminal wrongdoing.

General Objectives

Upon completion of this course, the student will:

1. Be familiar with the rules of criminal procedure and the precepts contained in the criminal codes in effect in the federal sector and in the State of Florida.
2. Be able to identify and describe the procedural stages to which is subjected a person suspected or accused of having committed a crime.
3. Know the outstanding constitutional rights applicable to the criminal process.
4. Understand the importance for the citizen to be familiar with the penal process and the concomitant constitutional rights available to the citizen.

Texts and Resources

Abramson, L. W. (2004). *Criminal Procedure: Cases, Problems and Exercises*, West Group Publishing.

Bloom, R. M. (2000). *Criminal Procedure: Examples and Explanations*. Aspen Publishers.

Emanuel, S. L. (2004). *Criminal Procedure*, Aspen Publishers.

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Israel, J. (2001). *Criminal Procedure: Constitutional Limitations in a Nutshell*. West Publishing.

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Natali, L. M. (2001). *Practice Commentaries: Federal Rules of Criminal Procedure*. National Institute for Trial Advocacy.

NITA (2000). *Federal Rules of Criminal Procedure*, National Institute for Trial Advocacy.

West (2004). *Florida Criminal Laws and Rules*, Thomson-West.

Zalman, M. (2002). *Criminal Procedure, Constitution and Society*, Prentice Hall.

Evaluation

The student performance evaluation consists of various quantitative and qualitative measures designed to determine the extent of learning demonstrated by the student during the course. Such evaluation will be based on the number of points earned by the student in the several activities assigned for each workshop. Points will be assigned for written work submitted, oral presentations in class, group work, class participation, and final exam. The final grade will be a combination, on a 100 scale, of all the points earned by the student during the course. The breakdown for the calculation of the final grade is as follows:

1. Written assignments	25%
2. Oral presentations in class	25%
3. Group work and participation in class.....	25%
4. Final examination	25%
TOTAL	100%

Description of course policies

1. Attendance at all class sessions is mandatory. If the Facilitator excuses an absence, the student must make up for all presentations, papers, or other assignments due on the date of the absence. The Facilitator will have the final decision on approval of absences. He/she reserves the right to accept or reject assignments past due, and to adjust the student's grade accordingly.
2. Oral presentations and special activities cannot be remade. If the student provides a valid and verifiable excuse (Ex. medical or from a court), he/she will be summoned for a written test on the activity in which he/she did not attend.
3. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires at least ten hours of preparation.
4. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own.
5. If the Facilitator makes changes to the study guide, such changes should be discussed with the students during the first workshop. Changes agreed upon should be indicated in writing and given to the students and to the program administrator.
6. The facilitator will establish the means and way of contact with the students.
7. The use of cellular phones is prohibited during sessions.
8. Children or family members are not allowed in the classrooms.
9. Workshops will be facilitated in English and Spanish in alternate days, in keeping with the format established in this module. Students may interact and ask questions in the language of their preference, but generally it is expected that they use the language of the specific assignment. Each course will have an equal balance of Spanish and English usage.

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10. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.
11. In group work, except under exceptional circumstances, it will be considered that all the members of the group perform work and thus they will be evaluated equally.
12. The written works and assignments will be turned in on the assigned date in their entirety.

Note: If for any reason you can not access the URL's presented in the module, do not limit your investigation. There are many search engines you can use for your search. Here are some of them:

- www.google.com
- www.Altavista.com
- www.AskJeeves.com
- www.Excite.com
- www.Pregunta.com
- www.Findarticles.com

The facilitator may make changes and add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objectives

At the end of this workshop, the student will:

1. Be familiar with the legal principles and rights contained in the 4th amendment to the United States Constitution.
2. Be able to assess a particular situation and determine if the facts demonstrate a violation of the rights protected by the 4th amendment.
3. Understand the procedure to be followed by the authorities in carrying out a legal search and seizure.
4. Be familiar with the landmark decision of the United States Supreme Court in Mapp v. Ohio with respect to the application of the 4th amendment.

URLs

Constitution of the United States

http://www.landmarkcases.org/landmarkframe_national.html

Opinions of the Supreme Court of the United States

<http://laws.findlaw.com/us.html>

Decision of the U.S. Supreme Court in Mapp v. Ohio, 367 U.S. 643

<http://caselaw.lp.findlaw.com/us/367/643.html>

Federal Rules of Criminal Procedure: Rule 41

<http://www.law.cornell.edu/rules/frcrmp/>

Assignments to be completed before Workshop One

1. Students with last names from “A” to “L” should study the 4th amendment to the United States Constitution and write an analytical essay describing their understanding of that amendment. This essay is to be turned in to the Facilitator.
2. Students with last names from “M” to “Z” should read and prepare a case analysis of the decision of the United States Supreme Court in Mapp v. Ohio, 367 U.S. 643. The analysis should follow the format of **Facts**, **Issues** before the Court, and **Holding** (the decision of the Court and its reasoning.) This case analysis is to be turned in to the Facilitator.

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3. Read for discussion in class **Rule 41 of the Federal Rules of Criminal Procedure**. Prepare to present your understanding of this rule in the context of the 4th amendment to the U.S. Constitution. This assignment is for oral discussion only and need **not** be turned in.

Activities

1. Welcome and introduction of students by students.
2. Selection of student class representative.
3. Introduction by the Facilitator and review of the module.
4. Students who studied the 4th amendment meet in groups of four to compare their findings and prepare their strategy for presenting such findings to the class.
5. Students who studied and analyzed the case of Mapp v. Ohio will form three groups: One group will prepare to present the facts of the case. A second group will prepare to present the issues before the Court. The third group will prepare to present the holding of the Court, with its reasoning.
6. Open class discussion of Rule 41 of the Federal Rules of Criminal Procedure.
7. The Facilitator will review the assignment for Workshop Two.

Evaluation

1. See "Evaluation" on page 10 of this module.

Taller Dos

Objetivos Específicos

Al finalizar el Taller Dos, el estudiante:

1. Estará familiarizado con los conceptos de debido proceso y la prohibición de auto incriminación que contiene la 5ta enmienda a la constitución de los Estados Unidos.
2. Al observar y analizar una situación, podrá determinar si los hechos demuestran una posible violación de la prohibición constitucional de la auto-incriminación.
3. Entenderá el procedimiento que deben seguir las autoridades al arrestar una persona y subsiguiente al arresto.
4. Estará familiarizado con la famosa opinión de la Corte Suprema de los Estados Unidos en Miranda v. Arizona, 384 U.S. 436, sobre la auto incriminación.

Direcciones Electrónicas

Constitución de los Estados Unidos: 5ta enmienda

http://www.landmarkcases.org/landmarkframe_due2.html

Miranda v. Arizona, 384 U.S. 436 (1966)

<http://laws.findlaw.com/us/384/436.html>

Federal Rules of Criminal Procedure: Rule 5

<http://www.law.cornell.edu/rules/frcrmp/>

Confesiones: Interrogación, debido proceso, auto-incriminación

http://www.landmarkcases.org/landmarkframe_due2.html

Tareas a realizar antes del Taller Dos

1. Estudiantes con apellidos paternos de “A” a “L” deben leer y estudiar la 5ta enmienda a la constitución de los Estados Unidos y prepararse para presentar los varios componentes de esta enmienda en la clase.
2. Estudiantes con apellidos paternos de “M” a “Z” deber leer y estudiar la regla número 5 de las reglas federales de procedimiento criminal (Federal Rules of Criminal Procedure) y prepararse para presentar a la clase los varios aspectos de esta regla.
3. Leer y preparar un análisis de la decisión de la Corte Suprema de los

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Estados Unidos en el caso de Miranda v. Arizona, 384 U.S. 436.

Este análisis debe seguir el formato de *facts, issues, and holding*. Este escrito es para entregar al Facilitador.

Actividades

1. Estudiantes que leyeron y estudiaron sobre la 5ta enmienda se reúnen en grupos de tres y preparan una dramatización de un incidente en el cual las autoridades no cumplieron con los mandatos de dicha enmienda sobre procedimiento criminal.
2. Estudiantes que leyeron y estudiaron la regla número 5 de las reglas de procedimiento criminal federal (*Federal Rules of Criminal Procedure*) se reúnen en grupos de tres y preparan una dramatización de un incidente en el cual las autoridades no cumplieron con los requisitos de dicha regla.
3. Presentación por los estudiantes del caso de Miranda v. Arizona. Estudiantes serán llamados al azar a presentar los *facts, issues y holding*. Se discutirá el impacto de la decisión en Miranda sobre las responsabilidades de las autoridades en el cumplimiento de la ley.
2. Discusión de la asignación para el Taller Tres.

Evaluación

1. Ver "Evaluación" en la página 4 de es módulo.

Workshop Three

Specific Objectives

At the end of this workshop, the student will:

1. Be familiar with the basic rules of criminal procedure in effect in the State of Florida.
2. Understand the methods of arrest and procedures after arrest, which must be followed by law enforcement officials in the State of Florida.
3. Know the circumstances under which a person may be searched and arrested without a warrant.
4. Understand the concept of “stop and frisk,” as it is permitted in the State of Florida.
5. Understand how the United States Supreme Court has interpreted “stop and frisk” laws, such as that in effect in Florida.

URLs

Title XLVII, Chapter 900, of the Florida Statutes: Criminal Procedure

<http://www.flsenate.gov/statutes/index>

Procedure upon arrest in Florida

<http://www.soflalaw.com/criminal.html>

Stop and Frisk Law (Section 901.151, Fl. Statutes)

<http://www.flsenate.gov/statutes/index>

Terry v. Ohio, 392 U.S. 1 (1968) (“Stop and Frisk” case)

<http://laws.findlaw.com/us/392/1.html>

Assignments to be completed before Workshop Three

1. Complete the criminal procedure table that appears in **Appendix D**. The table is to be turned in at the end of Workshop Three.
2. Read and prepare a case analysis of the United States Supreme Court decision in Terry v. Ohio, 392 U.S. 1 (1968). Analysis should follow the usual format of *facts, issues and holding*. This case analysis is to be turned in to the Facilitator at the end of this workshop.
3. Research and read materials on the procedures that the authorities must follow when a person is arrested in Florida.

Activities

1. Open class discussion of the rules of procedure contained in the Florida statutes concerning arrest. Students will be called to present their research findings.
2. Class debate over the question of the propriety of “stop and frisk” laws.
3. Presentation by the students of the Terry v. Ohio case. Class will be divided into three groups to present the *facts*, *issues*, and *holding* respectively.
4. The Facilitator will review the assignment for Workshop Four

Evaluation

1. See “Evaluation” on page 10 of this module.

Taller Cuatro

Objetivos Específicos

Al finalizar el Taller Cuatro, el estudiante:

1. Habrá ampliado sus conocimientos del procedimiento criminal en el estado de Florida.
2. Conocerá la función del “gran jurado” (“grand jury”) en el proceso criminal.
3. Entenderá la diferencia entre el documento inculpatario (“indictment”) y el uso del informe acusatorio (“information”) y de la denuncia (“complaint”).
4. Estará familiarizado con el concepto que aplica al uso de evidencia “a primera vista” (“plain view doctrine”) obtenida durante un arresto.

Direcciones Electrónicas

Title XLVII, Florida Criminal Procedure

<http://www.flsenate.gov/statutes/index>

Grand Jury, Chapter 905, Florida Criminal Procedure

<http://www.flsenate.gov/statutes/index>

Indictment, Information, Complaint

<http://dictionary.law.com/>

“Plain view doctrine:” Arizona v. Hicks, 480 U.S. 321 (1987)

<http://laws.findlaw.com/us/480/321.html>

Tareas a realizar antes del Taller Cuatro

1. Buscar información sobre la función del gran jurado (“grand jury”) y escribir un ensayo de una página indicando su opinión sobre cuán importante es, o no es, esta institución en el proceso criminal. Este ensayo es para entregar al Facilitador al final de la clase.
2. Leer sobre los conceptos de documento inculpatario (“indictment”), informe acusatorio (“information”), y denuncia (“complaint”). Escribir las definiciones de estos conceptos para entregar al Facilitador. Esto no quiere decir traducción, sino descripción del concepto.
3. Leer y preparar un análisis de la decisión de la Corte Suprema de los Estados Unidos en Arizona v. Hicks, 480 U.S. 321 (1987). Prepararse para presentar

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oralment a la clase los hechos, los *issues*, y la decisión (*holding and reasoning*) de la Corte. Este análisis **no** es para entregar.

Actividades

1. Estudiantes contestan preguntas al azar sobre la función del gran jurado y su importancia en nuestro sistema de justicia criminal.
2. Estudiantes, en tres grupos, debaten los métodos utilizados en Florida para radicar cargos en contra de una persona, demostrando la eficacia de cada método en el proceso criminal.
3. Discusión de la opinión de la Corte Suprema de los Estados Unidos en Arizona v. Hicks. Estudiantes presentan los hechos (*facts*), *issues*, y *holding* de la Corte.
4. Discusión de la asignación para el Taller Cinco, incluyendo el tema para escribir el ensayo final.

Evaluación

1. Ver “Evaluación” en la página 4 de este módulo.

Workshop Five

Specific Objectives

At the end of this workshop, the student will:

1. Understand the procedure in the State of Florida for the selection of a jury for a criminal trial.
2. Be familiar with the procedural steps to be followed in the conduct of a criminal trial.
3. Have a basic understanding of how criminal proceedings take place in the typical state criminal court.

URLs

Trial Jury: Title XLVII, Chapter 913, Florida Statutes

<http://www.flsenate.gov/Statutes/index>

Format of a criminal trial

<http://faculty.ncwc.edu/toconnor/trialfrm.htm>

An Anatomy of a Criminal Trial

<http://www.nolo.com/article.cfm/>

Tasks to be completed before Workshop Five

1. Research and read materials, particularly Chapter 913 of the Florida Statutes, related to the selection of a jury for a trial in a criminal case.
2. Write a short essay stating what you consider to be the advantages or disadvantages of a jury trial in a criminal case. Would it be more practical and fair to have the case tried by a judge without a jury? This essay is to be turned in to the Facilitator at the end of the class.
3. Final review of your mock trial for the end of the course. Groups of at least four students will conduct a mock trial following the format set forth in **Appendix E**. The Facilitator will play the role of the judge; one student will play the role of prosecuting attorney; one student will play the role of prosecution witness; another student will play the role of defense attorney; another student will play the role of defendant as well as the role of one of the defense witnesses. The remainder of the class will be the jury.

Activities

1. Class review of the process for the selection of a jury in a criminal proceeding.
2. Mock trials to be conducted by the students by the groups selected in Workshop One.
3. Students turn in their end of course papers.

Evaluation

1. See "Evaluation" on page 10 of this module.

Anejo A/Appendix A

The Bill of Rights: A Transcription

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

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In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Note: The capitalization and punctuation in this version is from the enrolled original of the Joint Resolution of Congress proposing the [Bill of Rights](#), which is on [permanent display in the Rotunda of the National Archives Building](#), Washington, D.C.

Anejo B/Appendix B

Rubric to Evaluate Written Work

Student's name: _____ Date: _____

Project's Title: _____ Grade: _____

0-Failed to meet 1-Deficient 2-Average 3-Good 4-Very Good 5-Excellent N/A-Not Applicable

CRITERIA	0	1	2	3	4	5	N/A
1. The writing is clear, focused and interesting.							
2. Identifies its goals and objectives and the main theme of the writing.							
3. The presentation of the main theme is well organized, is coherent and is easy to follow.							
4. The writing contains all the parts or elements of the assignment in a straight-forward manner.							
5. The author demonstrates mastery of the subject matter by properly explaining its contents without noticeable errors.							
6. The ideas and arguments presented are properly founded on the resources used, consulted, or discussed in class.							
7. The goals and objectives submitted in the introduction are met.							
8. The author's opinion is presented in a clear, forceful and unequivocal manner.							
9. The writing demonstrates substance, logic and originality.							
10. The writing demonstrates the use of appropriate grammar and the utilization of precise and correct vocabulary.							

Comments: _____

Anejo B/Appendix B

Rúbrica Para Evaluar Trabajos Escritos

Nombre del Estudiante: _____ Fecha: _____

Título del Proyecto: _____ Nota: _____

0- No Cumplió 1-Deficiente 2-Promedio 3-Bueno 4-Muy Bueno 5-Excelente N/A-No Aplica

CRITERIOS	0	1	2	3	4	5	N/A
1. El escrito es claro, enfocado e interesante.							
2. Identifica el propósito, los objetivos e ideas principales que se incluyen en el escrito.							
3. La presentación de las ideas es organizada y coherente y puede seguirse con facilidad.							
4. El escrito incluye todas las partes o elementos del tema o tarea asignada de manera directa y apropiada.							
5. El autor demuestra dominio del tema o materia de la presentación al explicar con propiedad el contenido y no incurrir en errores.							
6. Las ideas y argumentos de la presentación están bien fundamentados en los recursos presentados, consultados o discutidos en clase.							
7. Se cumplieron los objetivos o propósitos anunciados en la introducción.							
8. El punto de vista del autor se presenta de manera clara, contundente y bien fundamentada.							
9. El escrito demuestra sustancia, lógica y originalidad.							
10. Utiliza gramática apropiada y vocabulario preciso y correcto.							

Comentarios: _____

Anejo C/Appendix C

Student's name _____

Florida Criminal Procedure

Florida Statutes: Section and Title	What does it mean? (Explain) Explique
Section 901.151 Stop and Frisk Law	
Section 901.17 Method of arrest by officer without a warrant	
Section 903.046 Purpose of and criteria for bail determination	
Section 907.04 Disposition of accused upon arrest	

Anejo D/Appendix D**Format of a Criminal Trial**

Summary Table (read from left to right):	
READING OF CHARGES	PROSECUTION'S OPENING STATEMENTS
DEFENSE'S OPENING STATEMENTS	BRIEF RECESS
PROSECUTION CASE IN CHIEF	(A) DIRECT EXAM
(B) CROSS EXAM	(C) REDIRECT
(D) RECROSS	THE STATE RESTS
MOTION FOR JUDGMENT	DEFENSE CASE IN CHIEF
THE DEFENSE RESTS	PROSECUTION REBUTTAL
DEFENSE REJOINDER	CLOSING ARGUMENTS
(A) PROSECUTORIAL SUMMATION	(B) DEFENSE SUMMATION
(C) PROSECUTION REBUTTAL	JURY INSTRUCTIONS
JURY DELIBERATION AND VERDICT	DISMISSAL OF JURY

(1) READING OF CHARGES

The reading of charges is a formality that is usually nothing more than reading the case from the docket. It becomes more than a formality in two situations: there has been some last-minute plea bargain on the charges; or the defendant has chosen a *pro se* defense (acting as their own attorney).

In the case of *State v. Hypothetical Defendant*, the following words actually start the trial:

Judge: Are counsel ready to proceed?

Prosecutor: Ready, Your Honor.

Defense: Ready, Your Honor.

(2) PROSECUTION'S OPENING STATEMENT

No arguments, evidence, or objections can be made at this stage. The purpose of opening remarks is to lay out the prosecution's case with enough of the hand showing so as to give the jury confidence that the People have an air-tight case, but without revealing any wild cards that the prosecutor might be holding. The prosecutor must appear confident without sounding pushy. Some typical remarks include:

Prosecutor: Good morning, ladies and gentlemen. Let me introduce myself. I'm _____, representing the People of _____ in this important case. My purpose this morning is to help you anticipate what you will hear over the next few days or weeks as you listen to the evidence. I simply want to give you an overview of the People's case against _____ and to thank you in advance for your patience and undivided attention. Your willingness to serve is a true reflection of your sense of civic duty and commitment to justice. Let me say right up front that the People are well aware of the burden of proof we bear in this case, and we are confident that by the end of the trial you will be able to see that we have more than met that burden. That is our promise to you. You will see from the reliable testimony and hard evidence presented that the defendant had the motive, the opportunity, and the means to commit the crime. In addition, we have firmly established the identity of the criminal offender to be that of the defendant in this case through circumstantial evidence. Now, you will repeatedly hear the defense say that the State's case rests on circumstantial evidence, implying that the absence of an eyewitness merits an acquittal. Please don't be taken in by this tactic. Eyewitnesses are not required by law, and in fact, the case would not have gotten this far if there was an eyewitness. If there was an eyewitness, this would be such a slam-dunk case that the defendant would probably enter a guilty plea and get on with serving his time. Guilty verdicts can and should be reached on circumstantial evidence, and I trust you, the Jury, will do your job as many other juries have done before

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you with exactly this kind of evidence and see that there is no other choice but to find the defendant guilty on all counts.

(3) DEFENSE'S OPENING STATEMENT

Again, no arguments, evidence, or objections can be made at this point. In fact, the defense has the option of waiving an opening statement altogether (almost never a good idea). The purpose of defense remarks should be limited to taking the sting out of the charges, sharing the grief and pain of the victims (to take the sympathy vote away from the prosecution), and presenting a defense theory of the incident. Some typical remarks go like this:

Defense: Ladies and gentlemen, we have been brought together today because a tragedy has occurred. An innocent, unsuspecting individual was the victim of a senseless act that was undeserved. You or I could just as easily have been involved in the situation leading up to the events that brought us here today. But there is a second tragedy in this case. My client, an outstanding member of this community, who has attended our school system, contributed to our economy, raised a family, attended church...stands here today before you wrongfully accused of these crimes. Try to imagine, if you will, what it feels like to be falsely accused of the kinds of things the prosecution wants us to consider. How would you react? What the prosecution has failed to tell you is that there is no real evidence linking my client to the scene of the crime. Certainly, there were ill feelings between my client and the unfortunate victim in this case, but that is and should not be convincing to you or any other group of reasonable people. Ladies and gentlemen, we cannot bring the poor, unfortunate victim back to tell you what happened. My client would, if he only could, to have the truth exposed. Nor should we depend on the kinds of unreliable testimony and shoddy police work you will see exposed in the State's case. Please keep asking yourself the hard questions, and remember there's always another side to every story. As you listen to the prosecution's case, remind yourself that they will not tell you the whole story. It's not their job to do that. They have invested too much of the State's resources already in the misdirected investigation and charging of my client, and it's too late for them to admit they're wrong. My client will be the first to admit he's far from being a perfect person, but haven't every one of us gotten mad at someone sometime. Ladies and gentlemen, promise me you'll listen to the whole story, and prevent another tragedy from occurring--the wrongful conviction of an innocent person.

#4 BRIEF RECESS

At the end of opening statements, you can expect to see a brief recess. These will occur throughout the trial just when things seem to be heating up a bit. The break here is for counsel to catch their breaths, line up their witnesses, and get ready for the fight.

Judge: Ladies and gentlemen, we'll take a brief recess.

#5 PROSECUTION CASE-IN-CHIEF

- (A) DIRECT EXAM
- (B) CROSS EXAM
- (C) REDIRECT
- (D) RECROSS

The case-in-chief represents the State's main case against the defendant. The witness box becomes the center of attention as it's time to hear the evidence. Once the court reconvenes, the process goes like this:

Judge: Are the People ready to proceed?

Prosecutor: We are, Your Honor.

Judge: Very well. You may call your first witness.

In direct examination (Part A), the prosecutor is not allowed to ask any leading questions, that is, anything which might suggest an answer (unless, the witness is called as a "hostile" witness). The purpose of direct exam is to ask simple background questions to help introduce each witness, and to allow each witness to testify what he or she knows, seen, heard, tasted, touched, or came to from one of their senses. What witnesses are expected to say has, of course, been determined beforehand by depositions, and although no one has "coached" the witnesses on how to say something, it is often the case that witnesses and the prosecution have rehearsed the form of questions and answers that will take place. The script, or sequence, of witnesses is more important, and usually consists of the following order:

- #1 - Witnesses who can testify to events leading up to the crime.
- #2 - Witnesses who can tell how and when the crime was discovered.
- #3 - Witnesses who can testify as to the defendant's whereabouts.
- #4 - Police officers and investigators who collected physical evidence.
- #5 - Criminalists, Medical Examiners, and Lab experts.
- #6 - Background witnesses on the defendant.
- #7 - Witnesses who can speak to the motive and possible means.
- #8 - Witnesses who can speak to defendant's behavior during arrest.

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In cross examination (Part B), leading questions are allowed for the reason that a prosecution witness might not be inclined to respond favorably to a lawyer from the other side. Although objections could have been raised during the direct examination, it is entirely possible that the first objections in the trial will come from the prosecution who objects to the way the other side is handling one of their witnesses. Defense attorneys will usually try to impeach, or discredit, the prosecution's witnesses in one way or another through close observation of the witness during direct exam. These observations will consist of looking for the following things to probe for:

- a - the witness' demeanor--nervousness, defensiveness.
- b - the character of the testimony--is it something they would know.
- c - the extent of their ability to perceive or recollect.
- d - the opportunity they had to perceive and register the event.
- e - their character for honesty.
- f - the existence of any bias, interest, or other motive.
- g - previous inconsistency--with other cases, in their deposition.
- h - accuracy--if they would contradict themselves given other facts.
- i - attitude toward the case--if they want the defendant found guilty.

In redirect, the prosecution will try to rehabilitate the credibility of their witness or restore the weight of the testimony given. It is important to understand that with redirect (as with recross which follows) that both sides cannot keep going over old territory. They must confine the purpose of redirect and recross to new or surprising issues that came out in cross exam. Likewise, recross must be confined to new issues that came out during redirect. This follow-up process of direct-cross-redirect-recross is repeated with the defense's case-in-chief.

#6 THE PROSECUTION RESTS

At this stage, the prosecution returns to its desk, and before sitting down, says:

Prosecutor: Your Honor, the People rest.

#7 MOTION FOR JUDGMENT

It is just standard practice for the defense to move for an immediate dismissal at this point. Whether it's called motion for summary judgment or some other name, it is just to give the impression that the State lacks sufficient evidence. The defense knows full well it will be denied, but it also reinforces the idea that the defense did some damage during cross examination.

#8 DEFENSE CASE-IN-CHIEF

In direct examination (part A), the defense must decide (after a brief recess) if they are going to stick to their alibi defense (usually the best bet) or consider another theory (perhaps a mitigated, lesser offense). The biggest gamble of all is to begin with the defendant testifying on their own behalf. Constitutionally, the defendant doesn't have to, but the reality often is the defendant talked to police or investigators during arrest or interrogation. Putting your client on the stand right away would probably only be a good strategy if there was no communication with police, and previous cross-examination made a shambles out of the State's witnesses. Instead, the usual strategy is to line-up your defense witnesses as follows:

- #1 - Witnesses who can attack police handling of the evidence.
- #2 - Expert witnesses who can counter the prosecution's evidence.
- #3 - Witnesses who can make the defendant look good.
- #4 - Witnesses who can shed light on alternative theories.

One can expect lots of vigorous objections by the prosecution to this line-up of witnesses. It is, after all, solely intended to raise reasonable doubt. First, the defense shifts the spotlight from the defendant to the shoddy police work involved. Former police officers from out-of-state are usually brought in to walk the jury through how the police should have done things. Experts in criminalistics (crime scene reconstruction) are then allowed to razzle-dazzle the jury with computer animations of how it could have happened. At this point, the trial has become a battle of the experts: scientific experts, medical experts, almost every kind imaginable are called in to shatter the prosecution's experts. Finally, you call in buddies of the defendant, friends who can give good character evidence. The defense has also probably done its own investigation, and is able to produce average citizens from around town who can testify as to unknown, suspicious figures they saw lurking in the shadows (but not resembling the defendant) at the time of the crime. All the above casts serious doubt.

#9 THE DEFENSE RESTS

The defense attorney approaches their desk, and says:

Defense: Your Honor, the Defense rests.

#10 PROSECUTORIAL REBUTTAL

This stage is reserved for any last-minute witnesses, or surprise witnesses who came forward during the course of

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the trial. If the prosecution is lucky, maybe an eyewitness will turn up. Sometimes, the prosecution will be holding back, and use this stage for scientific evidence, like DNA or something novel, like a new scientific technique. Generally, something new will not be brought in unless a foundation was laid for it, or at least the suggestion of it, earlier in the trial. Of course, previous witnesses can be recalled at this stage simply for the reason that the prosecution wants the jury to hear the good stuff again. These would be witnesses that the defense never subjected to vigorous cross-exam because their testimony was very influential.

#11 DEFENSE REJOINDER

This stage is likewise reserved for last-minute, or surprise, witnesses. Additional experts, or a meta-expert, may be called to make sense of all the expert testimony. Generally, someone prestigious is withheld until last. Of course, previous witnesses may be called to reinforce something in the jury's mind. A trend is to try and get "hypotheticals" admitted, not the kind that involve questioning, but what is done in European courts where a distant expert testifies on the record by mail, fax, or other form of electronic communication.

#12 CLOSING ARGUMENTS

(A) PROSECUTORIAL SUMMATION

(B) DEFENSE SUMMATION

(C) PROSECUTORIAL REBUTTAL

These stages are not speeches, but high-level argumentations. The purpose is to come up with sound bites that stick in the jury's mind when they go out to deliberate. Courtroom dramatics are also not out of order at this stage. Attorneys will play back sound recordings, or ask that certain segments of the court transcript be read aloud. Emotional appeals will be made about the victims and their crying out for justice. All the circumstantial evidence will be made to look like it points to the defendant and no one else. All the expert testimony will be characterized as the kind of evidence any reasonable person would be able to understand. Alternative theories will be discredited as simply strategies and tactics that unscrupulous lawyers on the other side are using to win their case at all costs. Closing arguments can get pretty vicious. Some samples are as follows:

Prosecutor: Ladies and gentlemen. From the words out of the mouths of our witnesses to the trail of blood pointing straight to the defendant, the evidence is overwhelming. Beyond any reasonable doubt, the defendant is absolutely 100% guilty as charged. In the interest of justice, in the interests of the poor, innocent victims of this terrible madness, the People of this State ask you to find the defendant guilty on all counts.

Defense: Ladies and gentlemen. The State has proved nothing. Absolutely nothing. Their handling of this case has been a miscarriage of justice. No doubt, the judge will remind you of the burden of reasonable doubt. This is not a civil trial. We require extremely higher levels of proof. Surely, you must have doubts. Is our client capable of these despicable crimes? You have heard the testimony of many who regard _____ as an outstanding citizen and friend. What possible motive could our client have had? Secondly, the State's case is built around physical evidence which has been shown by the experts to be inconclusive. If the experts can't agree, what chance have you or I got? The circumstantial evidence is susceptible to two different interpretations, one pointing to guilt, and another pointing to innocence. By law, if reasonable, you must adopt that interpretation which points to innocence, and reject any misguided interpretations which point to guilt. You must vote your conscience, even if this means failing to reach a verdict. Ladies and gentlemen, it would take all day to list the holes we poked in the State's case, but we don't want your vote simply because the State fouled up in their handling of this case. Nor do we want your vote because you feel sorry for our client who has been wrongfully accused. We want your vote because he/she is absolutely 100% innocent. The time has come for you to decide, and the choice may not be as difficult as you might think. If you are not 100% sure that he/she did it, you must return a verdict of not guilty.

Prosecutor: Ladies and gentlemen. Don't fall for the oldest trick in the book. The only miscarriage of justice going on here is the defense's convoluted tactics to get you fantasizing about innocence in this case. The facts clearly and consistently point the finger of guilt at the defendant. The time has come for you to honor your commitments to civic duty and justice. We appreciate your patience in this case, and I'm sure it gives us no great pleasure to render a verdict of guilty, but you have no other choice when you look at the facts. And that, ladies and gentlemen, is what you must do. I submit to you that we kept our promise. You have more than enough evidence to convict. If any part of it, a small scientific tidbit, for example, is not to your liking, then feel free to disregard it. There is plenty of other uncontested evidence which would lead reasonable people to a conclusion that the one and only possible verdict in this case is guilty.

#13 JURY INSTRUCTIONS

These can be complicated, but the jury is allowed to take a copy into the jury room. Juries are instructed to listen closely, however, because they must follow the law as outlined by the judge, who reads the tailor-made instructions for each case to the jury. Juries must follow the law, even if they don't agree with it (sometimes called jury nullification). In some situations, the judge may also read the shotgun, or Allen, charge which happens when the jury is deadlocked, and the judge orders the holdouts to go with the majority or that another jury is not going to be any more skilled. Other types of instructions are designed for special instances. Here's a sample instruction for a

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case with a variety of evidence:

Judge: Ladies and gentlemen of the jury. You must base your decision on the facts and the law. A fact is something provided directly or circumstantially by the evidence or by stipulation. A stipulation is an agreement between attorneys regarding the facts. Second, you must apply the law as I state it to you. If anything concerning the law said by the attorneys during the trial conflicts with my instructions, you must follow my instructions. You must not be influenced by pity, prejudice, bias, sentiment, conjecture, passion, or public opinion. Both the People and the defendant have a right to expect that you will conscientiously consider and weigh the evidence, apply the law, and reach a just verdict regardless of the consequences. Do not consider for any purpose any evidence that was rejected or stricken by the court; treat it as though you never heard it. Both direct and circumstantial evidence must be given the same weight. Neither is entitled to greater weight than the other. Intent may be shown by the act which was done. Motive is not necessary to prove in this case. Discrepancies in a witness' testimony or between their's and other's does not necessarily mean that the witness should be discredited. You are bound to weigh conflicting testimony as you see fit. Likewise with expert testimony, which is only opinion based on knowledge beyond that of the average layman. Problems in the chain of custody also go to the weight of the evidence as you see fit. Any conflict in the character evidence is for you, the jury, to resolve, however, you may infer good character where there has been no offer of bad character. Behavior at the time of arrest, such as attempting to flee, may be taken into consideration by you as presumptive of guilt. And finally, you must in no way draw any inference from the fact that the defendant did not testify on his/her own behalf. Here are the statutory definitions in our penal code _____.

#14 JURY DELIBERATION AND VERDICT

The first thing usually done is to elect a foreperson, or someone with natural leadership ability will come to the forefront. If the foreperson is wise, there will not be an early vote. Instead, there will be discussion on how to deliberate. Chances are that the jury will polarize along two sides: guilty and innocent, with spokespersons for each side trying to convince the others. The jury will rehash facts and issues from the trial, and there will be inevitable problems with how to fill out the verdict forms. A compromise verdict will usually be reached representing the group's consensus which merges the facts in the case with options available on the verdict form.

Anejo E/Appendix E

Rubric to Evaluate Group Work

Name: _____

Date: _____

Title of Project: _____

Grade: _____

0-Not Met 1-Deficient 2-Average 3-Good 4-Very Good 5-Excellent N/A-Not Applicable

CRITERIA	0	1	2	3	4	5	N/A
1. Attended group meetings and activities.							
2. Collaborated in planning group meetings and activities.							
3. Demonstrated disposition to cooperate with the group.							
4. Contributed frequently to group discussions.							
5. Actively participated in meetings and activities.							
6. Arrived prepared to group meetings, activities and discussions.							
7. Demonstrated interest and an open mind towards arguments from classmates.							
8. Demonstrated leadership in group activities.							
9. Demonstrated initiative and creativity in group activities.							
10. Completed assigned tasks.							
11. Contributed significantly to work presented by the group.							

Comments:

Anejo E/Appendix E

Rúbrica Para Evaluar Trabajo en Grupo

Nombre: _____ Fecha: _____

Título del Proyecto: _____ Nota: _____

0-No Cumplió 1-Deficiente 2-Promedio 3-Bueno 4-Muy Bueno 5-Excelente N/A-No Aplica

CRITERIOS	0	1	2	3	4	5	N/A
1. Asistió a reuniones y actividades del grupo.							
2. Colaboró en la planificación de reuniones y actividades del grupo.							
3. Demostró disposición a cooperar con el grupo.							
4. Contribuyó con frecuencia a las discusiones del grupo.							
5. Participó activamente en reuniones y actividades del grupo.							
6. Llegaba preparado(a) a las reuniones, discusiones y actividades del grupo.							
7. Demostró interés y aceptó con disposición razonable las ideas y argumentos de sus compañeros.							
8. Demostró liderazgo en las actividades del grupo.							
9. Demostró iniciativa y creatividad en las actividades del grupo.							
10. Completó las tareas asignadas.							
11. Contribuyó significativamente al trabajo presentado por el grupo.							

Comentarios: _____

Anejo F/AppendixF

Rubric to Evaluate Participation in Class

Name: _____ Course: _____

Points: Attendance and Punctuality: _____ Participation in Class: _____ Total: _____

I-Attendance and Punctuality

Workshop 1: ___ 0 = Absent ___ 1-5 = Late ___ 6-10 = On Time
 Workshop 2: ___ 0 = Absent ___ 1-5 = Late ___ 6-10 = On Time
 Workshop 3: ___ 0 = Absent ___ 1-5 = Late ___ 6-10 = On Time
 Workshop 4: ___ 0 = Absent ___ 1-5 = Late ___ 6-10 = On Time
 Workshop 5: ___ 0 = Absent ___ 1-5 = Late ___ 6-10 = On Time

II-Participation in Class

0 = Absent 1-5 = Class Participation: Little – Average 6-10 = Good – Excellent

CRITERIA	W/S 1	W/S 2	W/S 3	W/S 4	W/S 5
1. Makes frequent contributions to class discussions.					
2. Demonstrates interest in the class discussions and presentations by classmates and by the Facilitator.					
3. Responds to questions and arguments posed by his/her classmates and by the Facilitator.					
4. Formulates questions and comments pertinent to the subject under discussion in class.					
5. Has done the homework.					
6. Contributes to the class with information and material above and beyond that included in the assignment.					
7. Presents arguments based on the readings and other sources relevant to the subject matter of the course.					
8. Shows interest and is open minded with respect to the ideas and arguments presented by his/her classmates and by the Facilitator.					
9. Demonstrates initiative and creativity.					

Anejo F/Appendix F

Rúbrica Para Evaluar la Participación en Clase

Nombre: _____

Curso: _____

Puntuación: Asistencia y puntualidad: _____ Aportación a la clase: _____ Total: _____

I-Asistencia y Puntualidad

Taller 1: ___ 0 = Faltó ___ 1-5 = Llegó Tarde ___ 6-10 = Asistió a Tiempo
 Taller 2: ___ 0 = Faltó ___ 1-5 = Llegó Tarde ___ 6-10 = Asistió a Tiempo
 Taller 3: ___ 0 = Faltó ___ 1-5 = Llegó Tarde ___ 6-10 = Asistió a Tiempo
 Taller 4: ___ 0 = Faltó ___ 1-5 = Llegó Tarde ___ 6-10 = Asistió a Tiempo
 Taller 5: ___ 0 = Faltó ___ 1-5 = Llegó Tarde ___ 6-10 = Asistió a Tiempo

II-Participación en Clase

0 = Faltó al Taller

1-5 = Participación: Poca o Promedio

6-10 = Buena – Excelente

CRITERIOS	Taller Uno	Taller Dos	Taller Tres	Taller Cuatro	Taller Cinco
1. Contribuye con frecuencia a las discusiones en la clase.					
2. Demuestra interés en las discusiones en clase y en las presentaciones de sus compañeros y del Facilitador.					
3. Responde a preguntas de sus compañeros y del Facilitador.					
4. Formula preguntas pertinentes al tema de la clase.					
5. Viene preparado(a) a clase.					
6. Contribuye a la clase con material e información adicional.					
7. Presenta argumentos fundamentados en las lecturas y trabajos asignados.					
8. Demuestra atención y acepta con disposición razonable los planteamientos y las ideas de sus compañeros y del Facilitador.					
9. Demuestra iniciativa y creatividad.					

Anejo G/Appendix G

Nombre del estudiante _____

Curso _____ Fecha _____

Hoja de Reflexión
(Para entregar al final del curso)

Por favor contesta las siguientes preguntas con claridad y honestidad:

1. ¿Cuál ha sido tu experiencia más significativa en este curso?

2. Identifica las áreas que más te estimularon en esta clase.

3. Comenta sobre la eficacia y contenido del módulo para estudiar el tema del curso.

4. ¿Qué parte del ofrecimiento de este curso podría mejorarse?

5. ¿Cómo evalúas tu rendimiento en este curso?

6. ¿Consideras que el contenido de este curso realizó tus expectativas en cuanto a aumentar tus conocimientos en el campo de justicia criminal?

Explica.

