

**JS 100W**  
**Writing Workshop**  
**Fall 2004**

Instructor: Leslie H. Townsend  
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11:45am-12:15 pm or by appt.

**Course Description:** This is an integrated writing and research course designed to develop the advanced communication skills valuable for a career in criminal justice. Effective written and oral communication skills are vital to success in any career, but are particularly important to the criminal justice professional. The best method for improving these skills is through extensive practice, critical feedback, revision, and examination of models of excellence in communication. Upon successful completion of this course, students will be skilled at communicating information to criminal justice professionals and to general audiences in a variety of formats.

The students of JS 100W will develop:

- a clear, concise, and effective writing style, exhibiting mastery of the mechanics of writing;
- proficiency in research strategies and methodologies necessary to communicate complex ideas effectively and appropriately to both general and specific audiences;
- the ability to read, interpret, and critically analyze scholarly literature within the field, and to respond critically both orally and in writing;
- the ability to gather diverse supporting evidence from a variety of sources and appropriately cite these sources using APA Style format;
- the ability to effectively and cogently express a position, using organized, clear and concise wording in a variety of formats to target different audiences

**Prerequisites:** English 1A and 1B or equivalent, and passing score on the Writing Skills Test.

**Texts:** Johnson, W. A., Rettig, R. P., Scott, G. & Garrison, S. (2001). The criminal justice student writer's manual (3<sup>rd</sup> ed.).

Harris, M. (2000 or later). Writer's FAQ's Pocket Handbook. *Required*

Merriam-Webster's Collegiate Dictionary (10<sup>th</sup> edition or newer). *Recommended*

**Course Requirements:** To satisfy the University's Written Communication II requirement, students will be required to write a minimum of 8000 words with an overall grade of "C" or better. Students will also make at least two oral presentations, and will evaluate classmates' writing on a variety of assignments. Assignments in AJ100W will include: expository responses to problem statements, a review of scholarly literature, an argumentative research paper, interviews of professionals in the criminal justice field, a brief of and response to a court decision, an oral presentation in the form of a debate, various correspondence, a professional resume, and a final examination. All of these assignments are designed to provide practice in critical reading, thinking, and writing strategies necessary to plan and execute purposeful writing. Purposeful writing includes analyzing research, generating ideas, developing a thesis, organizing and writing a first draft, revising for form and content, editing for grammar, punctuation, spelling and usage, and evaluating, using, and documenting supporting materials. There will also be vocabulary and grammar quizzes.

*Important: If you need course adaptation or accommodations because of a disability, or if you have emergency medical information to share with me, or if you need to make special arrangements in case the building must be evacuated, please see me during office hours.*

**Course Grade:** All writing workshops are graded ABC/NC. Performance that merits a grade lower than a "C" will receive a "No Credit". *Please note that University and Departmental guidelines require*

*a serious and compelling reason to drop a course. A course cannot be dropped because of grades alone.*

The semester grade in 100W will be based on both individual assignments and on the student's progress and improvement during the course of the semester. All assignments, tests, quizzes, and in-class work will be maintained in a portfolio of each student's work. Grades are determined based upon the following criteria:

- A: Excellent presentation, with well-reasoned analysis, comparing and contrasting ideas.
- B: Good presentation, with somewhat less consistency.
- C: Adequate, but needs improvement.
- N/C: Incomplete work or serious and persistent errors in word choice, mechanics, usage and sentence structure.

Papers will be evaluated in three areas: format, content and mechanics. Students will be given specific criteria for each assignment and will be expected to follow guidelines provided. All assignments completed outside of class must adhere to the following guidelines unless otherwise specified: typed, double-spaced, single sided, white paper, 1 inch margins, 12 pt. standard font (i.e.: Times, New York, Palatine, Geneva).

**Always keep a hard copy of any out of class writing that you submit.**

**Late paper policy:** Points will be deducted if a paper is up to a week late. After one week, late papers will not be accepted, without prior approval from instructor.

**Plagiarism:** Adhere to the SJSU code prohibiting plagiarism. Any plagiarized work will receive no credit and may not be resubmitted. Plagiarism may also result in disciplinary action by the Department or the University. SJSU plagiarism policy located on the Academic Integrity handout, and at: [www1.cob.sjsu.edu/7\\_dean\\_office/f88\\_10.html](http://www1.cob.sjsu.edu/7_dean_office/f88_10.html).

**Attendance and Participation:** Critical reading, thinking, and writing involve a number of practical skills. These skills must be diligently practiced to be developed and they must be diligently exercised to be maintained. Students are expected to keep up with class readings, to attend all class meetings and, to be prepared to contribute to the classroom exchange of ideas and information throughout the semester. Attendance is mandatory; chronically late students will not receive credit for missed in-class work, nor given a chance to make it up.

**In class writing assignments:** Be prepared to write in each class. In class assignments will include expository responses to problem statements, abstracts, letters, case summaries, quizzes, drafts of cover letter and resume, critiques, and the final examination.

**Out of class assignments:** Out of class assignments will include interviews, literature review, brief of and response to court decisions, presentation of opinion in debate format, research paper critique, and the research paper itself.

**Vocabulary Development:** Students will be expected to master 150-175 new vocabulary words this semester. Mastery will be evidenced through vocabulary quizzes and correct usage of vocabulary words in writing and speech.

**Research Paper:** Students will write an 8 -10 page research paper, which will be argumentative in nature. The paper will be on an aspect of drug abuse/agencies and the format based on guidelines in CJSWM. Research for this paper will include a literature review and personal interviews. The research process itself will incorporate several additional writing assignments, which will be graded separately. The specifics of this assignment are included on a separate handout.

**Final Exam** will be Saturday, December 11<sup>th</sup>, 2004, 10:00 AM -12:00 PM.  
Make up exam will be by appointment only, arranged **in advance** with the instructor.

**AJ 100 Semester Schedule, Friday  
Spring 2004**

Date	Tentative Class Schedule	Due in class	Homework Assignment
Week 1			
8/27	Introductions Green Sheet Research Paper handout Vocabulary List Handout and Details Diagnostic I: Article Critique (1/2 hour) Research Paper Particulars Write paragraph about possible topic Grammar usage and style		CJSWM Ch.1 & Ch. 6 pgs. 114-120 & Chapter 8 & Chapter 4, pp. 83 – 99 Begin thinking about a topic for term project. Vocabulary List 1
Week 2			
9/3	Electronic Media Review – MLK Library (Dr. Susana Liu (408) 808-2088) Return and discuss Diagnostic I. Vocabulary List 1 Using APA style, referencing	CJSWM Ch. 1, Ch. 6 (pgs. 114-120), Chapter 8 & Chapter 4, pp. 83 – 99 Vocabulary List 1 Name, title and agency of interviewees	Find interviewees/agency Find and list in APA format 10 scholarly articles related to your topic Vocabulary List 2; Find Interviewees & schedule date/time
Week 3			
9/10	Vocabulary List 2 & Vocabulary List 3 Interview process for semester project. Oral presentation of topics Discuss Annotated Literature Review Paragraph Summaries/Outlining	Vocab. List 2 & 3 List of 10 articles in APA reference format CJSWM Ch. 2 Summary of initial interviews, with specific objective of paper topic choice and date & questions for follow-up interview; Oral Presentation of topic	Type up tentative outline for research paper CJSWM Chapter 2 & pp. 147-152; Article Critique II due 2/13 Vocabulary List 3 Annotated Literature Review Put together a formal outline for your paper Conduct follow-up interview and prepare summary of the interview
Week 4			
9/17	Diagnostic II Outline of research paper Summarizing scholarly work, paraphrasing;	Article Critique II	CJSWM Ch.5 Find online & read SJSU policy on plagiarism, & bring to next class Vocabulary Quiz, List 1-3
Week 5			
9/24	Discuss Diagnostic II Paraphrasing and Plagiarism Vocabulary Quiz, Lists 1-3 Catch up – where are you with regard to research topic, interview, etc. Explanation of Article Critique III assignment Feedback on Vocabulary Quiz	CJSWM Ch.5 SJSU policy on plagiarism Annotated Literature Review & Outline Due CJSWM Ch. 5	Vocabulary List 4 Article Critique III Collect Information for Resume
Week 6			
10/1	Vocabulary List 4 Resumes and Letters of Application – Marketing Yourself Effectively Resume writing workshop	Vocabulary List 4 Resume information Interview write up	Type resume and letter of application

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Date	Tentative Class Schedule	Due in class	Homework Assignment
Week 7			
10/8	Resume exchange Critique and evaluation of resumes Vocabulary List 5 Police Reports	Bring 3 copies of resume and letters to class. Vocab List 5, Article Critique III Revised resume & cover letter & Thank you letter	Vocabulary List 5 & 6 Refine resume & cover letter Revise thank you letter for interview Reminder: Draft Term Project
Week 8			
10/15	Vocabulary List 6 Police Reports Research paper peer review in class – evaluate for focus and impact!	Vocabulary List 6 Research paper in draft form [ major deduction for late papers]	Find & read assigned court case Work on peer review
Week 9			
10/22	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS		
Week 10			
10/29	Lecture on briefing court cases Briefing a court case – Identifying and organizing the salient features of the case Debate Lecture Vocabulary List 7	Vocabulary List 7	Brief #1: find read and brief assigned court case Study for vocabulary Quiz
Week 11			
11/5	Grammar and Vocabulary Quiz, 1 – 7 Court Brief Critique	Brief #1 due.	Prepare for debate Debaters: Dress your part! Also, bring name tags for your desk so the audience will know who you are Obtain and read Court Case #2
Week 12			
11/12	Debate Preparation Diagnostic III		
Week 13			
11/19	Debate: Teams I & II	Last day to turn in revised research paper	Diagnostic IV article
Week 14			
11/26	Thanksgiving Holiday		
Week 15			
12/3	Discuss Diagnostic III Semester Review, preparation for the final Last class – SOTES 100W Post test, class evaluation, return papers, & discuss grades		Be prepared for the final – read and critique the article. Get a good night's sleep – give yourself plenty of time to get to SJSU and find a parking spot. Come to class relaxed and prepared to think and write!!
12/11	Diagnostic IV (Final Exam)		<b>Enjoy Your Holidays &amp; CONGRATS TO YOU GRADS!!</b>

## Research Paper/Case Study Assignment

### Introduction:

The purpose of the writing workshop is to teach you, the student, how to read critically, and to communicate clearly and concisely in a professional style. This assignment is designed to provide a medium through which you can improve your research and writing skills while increasing your knowledge about the criminal justice system.

The final product of the assignment will be a paper evaluating a drug or alcohol treatment, prevention or interdiction program of a private or public agency. Agencies include, but are not limited to, probation, parole, police, DEA, Drug Court, Santa Clara County Department of Alcohol and Drug Services (DADS), ALANON, AA, Pathway Society, ARH House on the Hill, and so on. The evaluation will include a description of the program, its philosophical foundation and treatment modality, and any supporting research.

The task of writing the paper will be spread out through the semester in several gradual steps, beginning with choosing a topic and a thesis, progressing to finding evidence to support the thesis, developing an outline, and finally composing the best paper you have ever written. This paper is intended to be a fairly complete exploration of the topic culminating with a recommendation to the agency in question for future exploration.

### **Step One: Choosing a topic**

Your instructors have chosen the general topic of drug abuse, but you must develop a more specific topic. Ask yourself, "In the context of drug abuse prevention or treatment, what would I like to know more about, and is there an area in which I already have particular knowledge?" For example, if you are presently employed with or intend to pursue a career with a particular criminal justice agency, you might consider examining how drugs have impacted that agency.

After choosing a topic, you will conduct research on line, at the library, and within your chosen agency, then you will narrow your topic to one that can be handled in a relatively short (ten page) paper.

Your topic presentation consists of 2-3 paragraphs stating your topic and explaining why you have chosen it.

Example of specific topic: Evaluation of perinatal drug treatment programs in Santa Clara County, including ARH House on the Hill, and Blossoms Perinatal Center.

### **Step Two: Development of Thesis (Thesis Presentation, Reference List, and Annotated Literature Review)**

A crucial step in writing is the determination of a thesis. The thesis differs from the topic in that the topic tells what you are writing about, while the thesis states what you are going to

say about the topic. For example, if the topic is "local jails," then one might develop the following thesis: "Current laws requiring the arrest and incarceration of drug offenders, even recreational users, requires an increased emphasis on in-custody drug treatment programs."

Keep in mind that you are not being graded on your opinion, but on your ability to communicate and support a point of view (your thesis). Supporting the thesis means utilizing evidence to clarify and support the point of view, and that evidence comes from research.

The Thesis Presentation, Reference List, and Annotated Literature Review are three separate assignments. There will be a separate handout on the requirements for an interview.

- Thesis Presentation is an essay, **less than** one page long, in which the topic and thesis are stated and briefly explained.
- Reference list is at least ten sources which you intend to use for your paper. The reference list should be typed up in APA reference list format, with the exception that any interviews you intend to conduct should also be included on the reference list. (NOTE: This is contrary to APA rules.)

Annotated Literature Review is a list of at least five of the scholarly articles that you will be using to write your paper with annotations. Each annotation should be approximately ½ page, single spaced, with the name of the article, the author's name, a brief summary of the article, and the author's thesis. You should also include in your annotation the information or data from this article which you intend to use and why it will be of value to your paper. See page 161-167 of CJSWM for instructions on preparing an annotated bibliography.

After the Thesis has been presented in class, the student's progress and the viability of the thesis will be discussed. Whether a thesis is viable for the research paper depends to a large degree on the availability of articles, peer reviewed and otherwise, in support of the thesis. If you run into trouble finding articles to include on the reference list, go see your 100W instructor or a librarian for guidance.

### **Step Three: Preparation of Outline**

A detailed outline is necessary before writing a paper. Creating a more detailed outline is easy once the research has been substantially completed. Creating an outline is a matter of organizing the discussion of the various articles in support of or opposition to the thesis. For tips on outlining see CJSWM, pages 18-20 and page 207 for a sample outline format.

### **Step Four: Writing a draft**

Getting started on the first draft of a paper is often very difficult. However, having all the preliminary work done will simplify the task. The draft is just an elaboration of the outline. At this point, provided you have kept up, the paper should practically write itself. Keep in mind that this is just a draft and the sooner you begin this step the better. You will be able to write more freely and will actually enjoy this process if you are not too pressed for time.

Note: Having the draft completed on time is particularly important, because late papers may miss the opportunity for a peer review. Consequently, there will be major deductions for late draft submission. The draft must be at minimum five pages. (Important bonus: A draft which is exceptional will be considered the final paper!)

The draft must include the reference list with a minimum of seven total sources: at least two interviews, and five additional references which you found, two of which must be scholarly. In addition, you may use the articles from the critiques and diagnostics.

After your draft is submitted, you will meet with the instructor to go over the draft and the peer review.

**Step Five: The final paper**

The final paper must be 8-10 neatly typed pages, standard font, size 12, double-spaced, and include:

- I. Title page
- II. Abstract
- III. Text of paper
- IV. Reference sheet in correct APA format
- V. Outline
- VI. Draft with peer review attached.

Your paper will be graded based upon the scoring guide provided.

**Due dates:**

Completed:	Assignment:	Due date:
_____	Topic presentation	Week of Sept. 20
_____	Preliminary Interview	Week of Sept. 20
_____	Thesis presentation	Week of Sept. 20
_____	Reference List	Week of Sept. 20
_____	Annotated Literature Review	Week of Oct. 4
_____	Final Interview	Week of Oct. 11
_____	Outline	Week of Oct. 11
_____	Draft	Week of Oct. 25
_____	Final Paper	Week of Nov. 29

## RESEARCH PAPER/CASE STUDY SCORE SHEET

*Your paper will be evaluated in three areas:*

### FORMAT

- \_\_\_\_\_ Title page
- \_\_\_\_\_ Outline
- \_\_\_\_\_ Abstract
- \_\_\_\_\_ Pages numbered
- \_\_\_\_\_ Correct APA in-text citation format
- \_\_\_\_\_ Correct APA reference page format
- \_\_\_\_\_ Appropriate sources used
- \_\_\_\_\_ Rough draft attached
- \_\_\_\_\_ Editor's critique attached

### CONTENT

- \_\_\_\_\_ Strong, effective opening
- \_\_\_\_\_ Appropriate explanation of agency's history, goals and mission
- \_\_\_\_\_ Clarity of purpose: identified "problem" within agency and proposed solution
- \_\_\_\_\_ Appropriate use of data from your research, especially your literature review
- \_\_\_\_\_ Appropriate use of information from your interview (establish credibility of your interviewee, well-integrated quotes)
- \_\_\_\_\_ Explained value of project
- \_\_\_\_\_ Effective, compelling closing
- \_\_\_\_\_ Originality of ideas, demonstrates insight into issues/problem/solution
- \_\_\_\_\_ Overall organization of paper

### MECHANICS

- \_\_\_\_\_ Appropriate grammar
- \_\_\_\_\_ Appropriate punctuation
- \_\_\_\_\_ Appropriate use of vocabulary
- \_\_\_\_\_ Syntax
- \_\_\_\_\_ Fragments/Run-on sentences
- \_\_\_\_\_ Spelling/Typing errors