

AJ 100W, Section 4
Writing Workshop, AJ100W
Spring, 2004
Fridays, 12 noon – 2:45pm, Room MH526

Instructor: William Cleveland, Jr.

Office: Room MH 529

Email: alamedagroup@mindspring.com

Office Hours: Tuesdays/Thursdays: 1:30 – 2:30pm (other times by appointment)

Course Description: This is an integrated writing and research course designed to develop advanced communication skills, which will be valuable for a career in criminal justice. 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. 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.

The students of AJ 100W will develop:

- a clear, concise, and effective writing style, exhibiting the 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
- the ability effectively and cogently to 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.

Text: Johnson, W. A., Rettig, R. P., Scott, G. & Garrison, S. (2001). The criminal justice student writer's manual (2nd ed.) (CJSWM). *Required, packaged with:* Harris, M. (2000). Writer's FAQ's pocket handbook. *Required.* Merriam-Webster's collegiate dictionary (10th 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 Supreme 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 after the first class, or 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 a weighted average method. 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 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 the 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 at: 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.

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 letters and resumes, and critiques. Bring 8.5x11" notebook paper and pens to each class. The final examination will also be a writing exercise in the classroom.

Out of class assignments: Out of class assignments will include interviews, literature reviews, briefs of and responses to Supreme Court decisions, presentations of opinions in debate format, a 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 a topic chosen by the instructors and based on the material included in CJSWM. (See "Text", above.) 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, May 15th, 2004, 10:00 AM -12:00 PM.
Make up exam will be Monday, May 17th, 2005, 2 PM – 5:00 PM.

Research Paper 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 and at the same time increase your knowledge about the criminal justice system. The final product of the assignment will be a paper on a criminal justice agency or procedure related to "Criminal Street Gangs". Potential topics include an evaluation of any of several programs in the San Jose Police Department, Santa Clara County Sheriff's Office, or other law enforcement agencies, local, state or federal.

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 on to finding evidence to support the thesis and finally to composing the best paper you will have ever written. One may think of this paper as a "preliminary research paper." It is not intended to be a complete analysis of your topic, but rather a fairly complete exploration of the topic with a recommendation for future exploration. Here are the steps:

Step One: Choosing a topic (Topic Presentation due Week of February 9th.)

Your instructors have chosen the general topic of criminal street gangs for you, but you, the student, must develop a more specific topic. Ask yourself, "in the context of criminal street gangs, what would I like to know more about," or "is there an area in which I already have particular knowledge?" For example, if you are presently employed by or intend to pursue a career with a particular criminal justice agency, it would probably behoove you to look at what, if any, responsibilities that agency has for combating street gang crime.

After choosing a topic, you will conduct research on line, at the library and/or through an agency to increase your knowledge about the particular topic, then you need to narrow the topic to one that can be handled in a relatively short (ten page) paper. Your topic presentation is due on the first class of the fourth week. The topic presentation consists of a short, less than one page, essay stating the chosen topic and explaining why you have chosen that particular topic.

Step Two: Development of Thesis (Thesis Presentation Reference List and Annotated Literature Review due during the fifth week, which is the week of March 1st.)

A crucial step in writing a professional document, to be done before actually beginning to write, is the determination of a thesis. The thesis differs from the topic in that the topic tells what you are writing about, and the thesis states what you are going to say about the topic. If one, for example, has chosen to write **about** anti-gang task forces, then one may develop a thesis that an interagency anti-gang task force is, or is not, the most effective approach to ridding a community of street gang crime. 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 bolster the point of view, and that evidence comes from research.

The Thesis Presentation, Reference List and Annotated Literature Review assignments consist of an essay, **less than** one page long, in which the topic and thesis are stated and briefly explained. Attached to the essay should be a reference list of at least ten sources with information about or in support of your thesis. The reference list should be done in APA reference list format, except that any interviews you intend to conduct should also be included on the reference list contrary to APA rules. Following the reference list will be annotations of at least four of the scholarly articles that you will be using to write your paper. Each annotation should be approximately ½ page, with 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.

After the Thesis presentation has been completed, individual conferences between some students and instructors will be scheduled to discuss the student's progress and the viability of the thesis. 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 one of the 100W instructors or a librarian for guidance.

Step Three: Preparation of Outline (Formal Outline due the fifth week, which is the week of March 1st.)

A general outline for nearly any paper is:

- I. Introduction
- II. Argument
- III. Conclusion

However, a much more detailed outline is necessary before undertaking to write a paper. Creating a more detailed outline is easy once the research has been substantially completed. Creating an outline is simply a matter of organizing the discussion of the various articles in support of or opposition to the thesis.

The class will be spending considerable time on outlining, but if you feel you need more individual guidance on this very important aspect of writing, please let your instructor know.

Step Four: Writing a draft (Draft paper due in first class of the eight week, which is the week of March 22nd.)

Getting started on a first draft for a paper is often very difficult. Hopefully, the preliminary work done will simplify the task. The draft is just an elaboration of the outline. By the time the class reaches this point, provided you have kept up, the paper should practically write itself. Nonetheless, keep in mind that this is just a draft and will not be graded on completeness, as have all the other assignments. The sooner you begin this step the better, because you will be able to write more freely and have some modicum of fun if you are not too pressed for time.

The first draft is due in the first class of week nine, and having the draft turned in on time is particularly important, in part, because the due date for the final draft will be imminent, and in part because late papers may miss the opportunity for a peer review. Consequently, there will be major

deductions for late draft submission. Once your draft is complete you will have another student/instructor conference to go over the draft and the peer review comments. The reference list should include a minimum of five total sources, exclusive of interviews, assigned article critiques and diagnostics, and at least two of those should be scholarly articles. The draft must be at minimum five pages. A draft that is exceptional, and satisfies the requirements for the final paper, will suffice as the final paper.

Step Five: The final paper (Due on or before the fourteenth week, which is the week of May 3rd.)

The final paper must be on time in order for the instructor to read and grade it before the end of the semester. The paper should be neatly typed, 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. Draft with peer review attached

Your paper will be graded based upon the following criteria:

Completeness of paper (responds appropriately to the assignment)	30 percent
Depth of ideas presented	30 percent
Writing quality and correctness of formatting	40 percent

100W Writing Assignments
(subject to change)

Done ✓	Assignment	Time Allotted	Due Date			
			M-W	M	T-TH	F
	Miscellaneous Additional	As Required	TBA	TBA	TBA	TBA
	Diagnostic I	In Class	2/2	2/2	1/29	1/30
	Topic Presentation: oral	HW: 2 weeks	2/11	2/11	2/12	2/13
	Topic Presentation: written	HW: 2 weeks	2/16	2/16	2/12	2/13
	Article Critique II	HW: 1 week	2/23	2/23	2/19	2/20
	Diagnostic II	In Class	2/23	2/23	2/19	2/20
	Vocabulary Quiz I	In Class	3/1	3/1	2/26	2/27
	Thesis Presentation: Written & Oral		3/3	3/1	3/2	2/27
	List of ten potential articles		3/3	3/1	3/2	2/27
	Annotated list of references	HW: 3 weeks	3/3	3/1	3/2	2/27
	Formal outline of case study	HW: 4 weeks	3/3	3/1	3/2	2/27
	Summary of Interview(s)	HW: 2 weeks	3/10	3/8	3/9	3/5
	Thank you Letter for Interview	HW: 1 week	3/17	3/15	3/16	3/12
	Article Critique III	HW: 2 weeks	3/17	3/15	3/16	3/12
	Resume/Letter of Application		3/17	3/15	3/16	3/12
	Crime scene write up	In Class	3/22	3/22	3/18	3/19
	Draft Case Study	HW: 10 weeks	3/24	3/22	3/23	3/19
	Case Study critique	In Class	3/24	3/22	3/25	3/19
	Court Brief	3 weeks	4/21	4/19	4/22	4/16
	Vocabulary Quiz II	In Class	4/19	4/19	4/20	4/16
	Diagnostic III	In Class	4/28	4/26	4/29	4/23
	Debate	In Class	5/3	5/3	5/4	4/30
	Revised Research Paper	14 weeks	5/5	5/3	5/6	4/30
	Diagnostic IV		5/15	5/15	5/15	5/15