

**Justice Studies, 100W**  
**Writing Workshop Syllabus**  
**Fall, 2005**

Instructor: William Cleveland, Jr., JD

Office: MH 529

Email: [alamedagroup@mindspring.com](mailto:alamedagroup@mindspring.com)

Class Meeting Day/Hours: Thursday, 5:30-8:15pm, Room MH 423

Office phone number: No Phone

(Do not leave messages on listed SJSU Phone)

Office Hours: Tue/Thurs: 10:30– 11:30a.m.

Tues/Thurs 1:30-2:30 p.m.

**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. 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, 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, using APA style format
- the ability effectively and cogently to express a position, using organized, clear 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. (2005). *The criminal justice student writer's manual* (3<sup>rd</sup> ed.). Upper Saddle River: Prentice Hall. ***Required (older editions OK)***

Harris, M. (2004). *Writer's FAQs: A pocket handbook*. Upper Saddle River: Prentice Hall. ***Required (older editions OK)***

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 JS100W will include: expository responses to problem statements, a review of scholarly literature, a research project, 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.

Your grade in 100W will be based upon points accrued during the semester. Not all assignments will be graded. Grades are determined based upon adherence to the specific criteria for each assignment. Points will be assigned in three areas: format, content and mechanics. 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). **IMPORTANT NOTE: Always keep a copy of any out of class writing that you submit.**

**Content is a most important area for which points are assigned. Content points will be given as follows:**

- **Top score:** Excellent presentation with well-reasoned analysis, comparing and contrasting ideas. Demonstrates clear understanding of the reading(s), the issue(s) and the purpose of assignment.
- **Above average:** Good presentation, with somewhat less consistency, but clearly understands assignment, issue(s) and reading(s).
- **Average:** Adequate demonstration of basic understanding of assignment and issues, but needs improvement. Ideas may be underdeveloped or paper may have serious grammar problems.
- **Failing score:** Incomplete work or persistent lack of ability to demonstrate an understanding of the assignment, reading(s) or issue(s) and to articulate a response to the assignment.

**Late paper policy:** Papers are due at the beginning of class on date indicated. 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.

**Plagiarism:** Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. 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. It is your responsibility to read and understand the policy on academic integrity. SJSU plagiarism policy is located 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 maintained. Students are expected to keep up with class readings, and to attend all class meetings well prepared to contribute to the classroom exchange of ideas and information. Attendance is mandatory in order to pass 100W.

**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 Supreme Court decisions, preparation of debate, article critiques, and the case study.

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

**Research Paper:** Students will write an 8-10 page research paper (case study), which will be persuasive in nature. The topic will be chosen by the instructors; research for this paper will include a literature review and personal interviews. The research process itself will incorporate several additional assignments, to be graded separately. The specifics of this assignment are on a separate handout.

**Final Exam** will be Saturday, December 10, 2005, 10:00 AM -12:00 PM.

Make up exam must be arranged in advance with your instructor

**AJ 100W – Mon/Wed – Section 1**  
**Writing Workshop**  
**Spring 2005**

Instructor: Leslie H. Townsend  
Room: MH 526  
Email: [lhtownsend@hotmail.com](mailto:lhtownsend@hotmail.com)

Telephone: (510) 382-9664  
Office Hours:  
Monday/Wednesday 8:45-9:15am  
Fri. 8:00-9:00am, or 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. 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 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 using APA Style format
- 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 (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 an appellate 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 a weighted average method. Not all assignments will be weighted. 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, 1.5 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; back up your computer.**

**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 at: <http://www2.sjsu.edu/senate/S04-12.pdf>. Take the plagiarism tutorial located at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

**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 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 Supreme Court decisions, presentation of opinion in interview format, research paper critique, and the research paper itself.

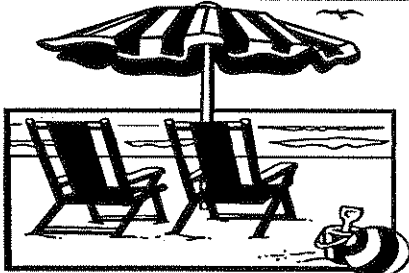
**Vocabulary Development:** Students will be expected to master 150-175 new vocabulary words this semester. Mastery will be evidenced through vocabulary quizzes and correct usage of vocabulary words in writing and speech.

**Research Paper:** Students will write a 9 - 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. 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 14<sup>th</sup>, 2005, 9:00 AM -11:00 AM.  
Make up exam will be Tuesday, May 17, 2005, time to be announced.

Date	Tentative Class Schedule	Due in class
<b>Week 1</b>		
1/26	Introductions; Pretest Green Sheet Research Paper handout Vocabulary List Handout and Details Diagnostic I: Article Critique (1/2 hour)	
<b>Week 2</b>		
1/31	Research Paper Particulars Research Paper Topics; Develop paragraph Vocabulary List 1 Quiz	Vocabulary List 1 CJSWM Ch. 1, Ch. 6 (pgs. 114-120)
2/2	Using APA style, referencing Return and discuss Diagnostic I.	Research Paper paragraph due, 3 references (typed) Chapter 8
<b>Week 3</b>		
2/7	Electronic Media Review – MLK Library (Dr. Susana Liu (408) 808-2088)	Chapter 4, pp. 83 – 99
2/9	Grammar usage and style Find online & read SJSU policy on plagiarism, & bring to class; quiz on policy. Summarizing scholarly work, paraphrasing Research Paper Interview process. Review APA style references; mark textbook	SJSU policy on plagiarism List of 5 references in APA style format
<b>Week 4</b>		
2/14	Discuss Annotated Literature Review Oral/Written Presentation of topic/thesis Practice Paraphrasing Vocabulary List 2 Quiz	List of 10 articles in APA style format Vocab List 2; CJSWM Ch. 2 & pp. 147-152; Oral/Written Presentation of topic/thesis
2/16	Outlining	CJSWM Ch.5
<b>Week 5</b>		
2/21	Catch Up: Status reports Discussion of Annotated Literature Review	Article Critique II
2/23	Vocabulary List 3 Quiz	Vocabulary List 3
<b>Week 6</b>		
2/28	Diagnostic II	
3/2	Resumes and Letters of Application – Marketing yourself effectively	Annotated Literature Review
<b>Week 7</b>		
3/7	Discuss Diagnostic II Resume writing workshop	Resume information
3/9	Resume exchange Critique and evaluation of resumes Discuss In-class Interviews; Form teams	Bring 3 copies of resume and letters to class. Formal Outline Due Summary of interviews for Research Paper

Date	Tentative Class Schedule	Due in class
Week 8		
3/14	Vocabulary Quiz, Lists 1-3 Develop Questions for In-class Interviews	Article Critique III Revised resume & cover letter Thank you letter for interview.
3/16	Explanation of Article Critique III assignment Vocabulary List 4 Quiz	First Draft Research paper, 3 pages, including references in the text
Week 9		
3/21	Vocabulary List 5 Quiz	Vocabulary List 5
3/23		Article Critique III
Week 10		
3/28	SPRING BREAK	
3/30	SPRING BREAK	
Week 11		
4/4	Research paper peer review in class – evaluate for focus and impact!	Research paper in draft form [ major deduction for late papers]. <u>Must</u> include references.
4/6	Discuss Peer reviews	Peer review of research paper due. No Exceptions Vocabulary List 6
Week 12		
4/11	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS	
4/13	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS	
Week 13		
4/18	Briefing a court case – Identifying and organizing the salient features of the case Court Brief Critique Case 1 handout	
4/20	In-class Interview Lecture Vocabulary List 7 Quiz	Vocabulary List 7
Week 14		
4/25	In-Class Interview Team Preparation Diagnostic III article handout	Brief #1 due. Obtain and read Court Case #2
4/27	Discuss Brief 1	Last day to turn in Revised Research Paper
Week 15		
5/2	Diagnostic III	
5/4	In-class Interviews: Begin Diagnostic IV handout.	
Week 16		
5/9	In-class Interviews: Finish	
5/11	Discuss Diagnostic III Semester Review, preparation for the final	
5/14	Diagnostic IV (Final Exam)	
Week 17		

Date	Tentative Class Schedule	Due in class
5/16	Last class – class evaluation, return papers, discuss Final Post Test  <b>HAVE A GREAT SUMMER &amp; CONGRATS TO YOU GRADS!!</b>	 A black and white line drawing of a beach scene. In the foreground, there are two lounge chairs facing each other. To the left of the chairs is a large beach umbrella with a striped canopy. To the right of the chairs is a beach ball. In the background, there are wavy lines representing the ocean and a small bird flying in the sky.

## RESEARCH PAPER ASSIGNMENT

### **Introduction**

The purpose of the writing workshop is to teach you how to read critically, and to communicate clearly and concisely in a professional style. This assignment is designed to help you 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 on the general topic of *Need*. The *Need* may be needs of an agency, government organization, or individuals, including needs of probationers or deputy probation officers, of arrestees, or police officers, or of the implementation of the theoretical concept of justice. Agencies might be ones such as probation, parole, police, courts and their various officers, forensics expertise and those who deliver/benefit from it, 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. You might investigate the need for treatment, or for physical, financial, or psychological support.

The tasks leading to writing the paper will be introduced gradually throughout the semester, beginning with developing trial topics and theses, progressing to researching and assembling evidence, organizing an outline, and finally, composing a compelling, well-documented paper. The paper is intended to be substantive exploration of several significant questions on the topic you choose, and will, preferably, include a recommendation for policy or action which will support fulfillment of the *Need* you identify.

### **Step One: Choose a Topic (Trial Topic, Topic Paragraph, Five References)**

Your instructors have chosen the general topic of *Needs*; now each student will narrow the topic. What, in Justice Studies, would you like to know more about? Do you already have particular expertise in an area. For example, if you are employed with, or intend to pursue a career with, a specific area of justice, you might research what that agency or branch needs to better accomplish its goals, or whether the needs of the clientele are being satisfied or frustrated.

After choosing a topic, you will conduct document research on the web and at the library, then conduct interviews with justice professionals or people whose needs are being evaluated. In a ten page paper, you can expect to discuss two to three main points well, so the topical focus must be sharp.

**For example:** Are the needs of a pregnant drug addict being met by perinatal drug treatment programs in Santa Clara (or San Mateo, San Benito, etc.) County, including ARH House on the Hill, and Blossoms Perinatal Center.

## **Step Two: Develop a Thesis (Thesis Presentation, Reference List, Annotated Literature Review)**

A crucial step in writing is the determination of a thesis. The **topic** answers the question: "What's it about?" while the **thesis** answers the question "What are you going to say about it?" Why is it important, interesting, or significant? A paper on the topic of *local jails* could propose a thesis which claims the "A large number of the inmates at the Santa Clara County Jail are functionally illiterate, and to reduce the rate of recidivism, programs to better meet their need for education and training must be provided by the Metropolitan Adult Education Program."

Keep in mind that you are not being graded on your opinion, but on your ability to develop, support, and clearly communicate a point of view—your thesis. Supporting the thesis means utilizing evidence from your research to clarify and defend the point of view in your paper. The outcome of this set of skills—planning, research, and writing—is your demonstration of competent, and, hopefully, inspired, critical thinking.

The steps of the paper, Thesis, Reference List, Annotated Literature Review, and Interview are individual assignments. The Interview will be discussed in a separate handout.

**Thesis Presentation** is an essay, under one page, which states and briefly explains the thesis

**The Reference List** includes at least ten sources which you plan to use for your paper, typed in APA reference list format. Include your interviews in the reference list (contrary to APA style guidelines).

**The Annotated Literature Review** consists of a ½ page long paragraph summarizing each of four articles. Include the article (or book chapter, for example) citation, thesis, and summary. Briefly state why the information or data you have selected will be of value to your paper. See pp. 161-167 of the CJSWM for instructions.

After you present the thesis to the class, each student will have a chance to explore the viability of the topic and thesis. Is there sufficient evidence in scholarly (peer reviewed), or other, articles to support your perspective? If you have doubts, work with your instructor, university librarians, and research group for guidance.

## **Step Three: Prepare an Outline**

A detailed outline clarifies, and simplifies the writing of the first draft. Creating a detailed outline can be easy once the research has been substantially completed, and may continue throughout the writing of the draft. Of many types of organization, a thematic grouping of the various articles in support of or opposition to the thesis may be the most efficient. Another groupings might be by type of evidence. For tips on outlining, see CJSWM, pp. 18-20, and p. 207. **Students are encouraged to write a sentence outline, with source citations, at any stage of the research paper process.**

#### **Step Four: Write a Draft**

Students often perceive that writing the first draft of a paper is very difficult. In 100W, steps such as the annotated bibliography, trial thesis and paragraph, and research-focused article critique are intended to diminish the paper writing mystique. The draft is often an elaboration of the outline, especially a sentence outline, with evidence sources. If you have followed the steps so far, writing the first draft will not be overly intimidating. Allowing time by planning small, incremental steps in writing will make the process more enjoyable, and help you meet deadlines.

**Deadlines** are important at this stage because late papers may miss the opportunity for a peer review. Consequently, there will be grade deductions for late draft submission. The draft must be at least five pages.

The draft must include the reference list with at least seven sources: 1-2 interviews, and five scholarly references. In addition, you may use the articles from the critiques and diagnostics.

After your draft is submitted, you'll meet with the instructor for an individual conference to go over the draft and the peer review.

#### **Step Five: The Final Paper**

The final paper must be 9-10 neatly typed pages, not counting the title and reference pages, typed in standard font, size 12, double-spaced, with 1.25" margins, and will include:

- I. Title Page (not numbered)
- II. Text of the Paper
- III. Reference Page in Correct APA Format
- IV. Outline
- V. Draft with peer review attached.

The scoring guide (attached) will be used to evaluate your paper.

## RESEARCH PAPER SCORE SHEET

### FORMAT

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

### CONTENT

- \_\_\_\_\_ Strong, effective opening
- \_\_\_\_\_ Clarity of purpose, identified 'need' and proposed change or solution
- \_\_\_\_\_ Appropriate use of data from your research
- \_\_\_\_\_ Appropriate use of information from your interview (establish credibility of your interviewee, well-integrated quotations, paraphrasing, etc.)
- \_\_\_\_\_ Explained value of the project
- \_\_\_\_\_ Originality of ideas, writer demonstrates insight into issues/problems/solutions
- \_\_\_\_\_ Overall organization of the paper

### MECHANICS

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