

JS 100W
Writing Workshop
Fall, 2005

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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* (3rd 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 (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 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.

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

Subject to change – you must be in class to know what adjustments may be made to this schedule

Date	Tentative Class Schedule	Due in class	Homework Assignment
8/24	Introductions Diagnostic I: Article Critique (40 minutes) Handout Green Sheet Research paper assignment Vocabulary List I and Details Handouts: Greensheet, Research paper assignment, Vocabulary List I, Diagnostic I	Week 1 Begin thinking about a topic for term project. Read Green Sheet and research paper assignment	
Week 2			
8/29	Discussion of Research Paper Grammar usage and style: Using FAQ's and CJSWM Quiz on greensheet and research assignment	Bring both text books to class	Download Vocabulary List 1 CJSWM Ch.1 & Ch. 6 pgs. 122-129; Choose possible topic, write a paragraph on it and bring to library
8/31	Electronic Media Review – MLK Library (Dr. Susana Liu (408) 808-2088)	CJSWM Ch. 1, & Ch. 6 pgs. 122-129	Read Chapter 8 Find interviewees/agency Find & list in APA format 8 scholarly articles related to your topic
Week 3			
9/5	Labor Day Holiday		Go line and find your agency's website; contact Interviewees & schedule date/time for preliminary interview(s) Vocabulary List 1
9/7	Return and discuss Diagnostic I – Summarization and paraphrasing vs. plagiarism Using APA style: references Progress Reports on research projects; how to conduct preliminary interviews (p.171-172) Vocabulary List 1	Chapter 8 Vocabulary List 1 Name, title and agency of interviewees	Chapter 4, pp. 66 – 103 (Skip 76 – 87.) Article Critique II Conduct preliminary interview(s)
Week 4			
9/12	Interview process for semester project Critique APA reference lists in class Oral presentation of topics Handout: Interview Guidelines	Chapter 4 List of 8 articles in APA reference format Written & Oral Presentation of topic	CJSWM Chapter 2 & Chapter 7, pp. 142 – 149; Vocabulary List 2;
9/14	Discuss Annotated Literature Review Paragraph Summaries vs. Abstracts (p. 56-57) Collect Article Critique II	Article Critique II CJSWM Chapters 2 & 7 Summary of initial interviews, including interviewee info and questions	Annotated Literature Review (pp. 161-166) CJSWM Ch.5 Find online & read SJSU policy on plagiarism, bring to next class

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Date	Tentative Class Schedule	Due in class	Homework Assignment
Week 5			
9/19	Organizing your research paper Discussion of Article Critique II – Summarizing scholarly work, paraphrasing; Vocabulary List 2	Vocabulary List 2 CJSWM Ch.5 SJSU policy on plagiarism	Draft of a formal outline for your paper
9/21	Diagnostic II		Vocabulary List 3
Week 6			
9/26	Discuss Diagnostic II Vocabulary List 3	Vocabulary List 3	Vocabulary Quiz, List 1-3
9/28	Collect Annotated Literature Review. Catch up – where are you with regard to research topic, interview, etc. Explanation of Article Critique III assignment Handout: Article Critique III	Annotated Literature Review	Article Critique III Vocabulary Quiz, List 1-3 Revise formal outline of your research paper: incorporate information from your final interview
Week 7			
10/3	Vocabulary Quiz, List 1-3		Collect information for resume, if you have a resume, bring it to class with you. We will update it in class.
10/5	Resumes and Letters of Application – Marketing Yourself Effectively Handout: Resume Packets	Formal outline of research paper	Conduct follow-up interview, prepare summary of the interview & write thank you letter to interviewee. (Due next class period) Vocabulary List 4
Week 8			
10/10	Resume writing workshop	Resume information Final interview write up, including questions & thank you letter to interviewee	Type resume and letter of application
10/12	Resume exchange: Critique and evaluation of resumes Vocabulary List 4	Bring 3 copies of resume and letters to class. Vocabulary List 4	Vocabulary List 5 Refine resume & cover letter Revise thank you letter for interview
Week 9			
10/17	Vocabulary List 5 Police Reports Return and discuss Formal Outlines & Final Interviews Collect Article Critique III	Vocabulary List 5 Article Critique III Revised resume & cover letter Thank you letter final draft	Vocabulary List 6 Reminder: Draft Term Project due next week. No Exceptions.
10/19	Vocabulary List 6 Police Reports	Vocabulary List 6	

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Date	Tentative Class Schedule	Due in class	Homework Assignment
Week 10			
10/24	Research paper peer review in class – evaluate for focus and impact! <i>Handout: Research paper critique</i>	Research paper in draft form	Work on peer review [if not completed in class]
10/26	Practice writing Police Reports <i>Handout: Assigned case for Court Brief #1</i>	Peer review of research papers	Locate Court Case #1 online, down load and read thoroughly Vocabulary List 7
Week 11			
10/31 11/2	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS		Locate Court Case #1 online, down load and read thoroughly
Week 12			
11/7	Lecture on briefing a court case – Identifying and organizing the salient features of the case <i>Handout: Briefing a court case</i>		Brief #1: Brief assigned court case,
11/9	Vocabulary List 7 Debate Lecture : Go over procedures for debates	Vocabulary List 7 Brief #1 due	Study for vocabulary Quiz Bring list of three INTERESTING, controversial topics to next class [NOT abortion, gun control, legalization of drugs or anything else which has been over debated!!]
Week 13			
11/14	Grammar and Vocabulary Quiz, 1 – 7 (45 minutes) Select topics and teams for debates : Turn in list of team members, their role, and contact info (phone and email)		Prepare for debate: You will need to meet outside of class to organize your team & plan who'll cover what material in debate.
11/16	Court Brief Critique <i>Handout: Court Case #2; Debate Team assignments</i>		Locate Court Case #2 online, down load and read thoroughly
Week 14			
11/21	Diagnostic III	Last day to turn in revised research paper	
11/23	Debate Preparation		Think of all you have to be thankful for, and enjoy this weekend! (Especially if your paper has been turned in!) Meet with debate team to be sure you are well organized and prepared
Week 15			
11/28	Debate: Team 1 Handout: Article information for Diagnostic IV		Debaters: Dress your part! Also, bring name tags which can be read across the room for your desk so the audience will know who you are
11/30	Debate: Team 2		Be prepared for the final – download, read, and critique the article for Diagnostic IV in plenty of time.

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Date	Tentative Class Schedule	Due in class	Homework Assignment
12/5	Discuss Diagnostic III Class evaluation, return papers, discuss grades, SOTES	Week 16	Be prepared for the final – read, and critique the article for Diagnostic IV in plenty of time. (I know I already told you this, but it is REALLY important that you be well prepared!)
12/7	Semester Review, preparation for the final Last class -- Yeah!!		Get a good night's sleep – give yourself plenty of time to get to SJSU and find a parking spot. Come to class on time, relaxed and prepared to think and write!!
Week 17			
12/10	Diagnostic IV (Final Exam) 10:00AM – 12:00 PM Location TBA		HAVE A GREAT HOLIDAY & CONGRATULATIONS TO YOU GRADUATES!!

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 while increasing your knowledge about the criminal justice system.

The final product of the assignment will be a paper on the general topic of Substance Abuse. The more specific thesis of the paper will be left to the student and may concern a government or private agency, organization or treatment modality involved in treatment of substance abuse, or enforcement of laws related to substance abuse, such as driving under the influence. Agencies may include, but are not limited to probation's drunk driving unit, police drug enforcement agencies, 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 paper may be an evaluation of the agency, or a comparison of different enforcement techniques, or comparison of modalities used for treatment. One could, for example, compare California drunk driving laws with Canada's, or compare AA twelve-step treatment with cognitive behavioral modalities.

The task of writing the paper will be spread out through the semester in several steps, beginning with choosing a specific topic and a thesis, 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 for specific action intended to address the issues being examined.

The principal skill to be developed is research and the use of documentation to support the thesis. Therefore there will be substantial practice reading and paraphrasing articles from scholarly journals.

Step One: Choosing a topic [due Week 2]

Your instructors have chosen the general topic of "Substance Abuse", but you must develop a more specific topic. Ask yourself, "In the context of the substance abuse, 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 whether that agency is involved in control or treatment of substance abuse and whether the needs of their constituency are being satisfied or frustrated.

After choosing a topic, you will conduct document research on the web and at the library, and you will conduct interviews with service providers, including professionals and administrators or people who are the recipients of the service provided by the agency. You will narrow your topic to one that can be handled in a relatively short (8-10 page) paper.

Example of specific topic: Are the needs of pregnant drug addicts being met by 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) [due Week 4]

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 "driving under the influence of alcohol," then one might develop the following thesis: "Increasing penalties for driving under the influence has not resulted in reduced DUI accidents."

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 your research.

The Thesis Presentation, Reference List, and Annotated Literature Review are three separate assignments. There will be a separate handout on the requirements for the preliminary and follow-up interviews.

- Thesis Presentation Will be an oral presentation. The document you bring to class on the day of the presentation will include the web page of the agency you plan to study (if one is available), a paragraph or two, (less than one page long), in which the topic and thesis are stated and briefly explained, the name, title and agency of your interviewee(s), and a list of proposed questions for your preliminary interview(s).
- Reference list is at least ten sources which you have found that are related to the topic. The reference list should be typed up in APA reference list format. This is a preliminary listing just to show that you are able to do the research and find appropriate articles. Not all of the articles will be used in the final paper.
- Annotated Literature Review is a list of at least four of the scholarly articles that you will be using to write your paper. The list will be annotated, that is, each article will be briefly summarized. Each citation should be approximately one half page long, single-spaced, with the name of the article, and the author's name underlined. and a brief summary of the article, Following your annotation, identify 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 [due Week 7]

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 [due Week 10]

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 should be able to write more freely and 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 that is exceptional may be accepted by the instructor as 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 [due Week 14]

The final paper must be at least eight (8) neatly typed pages, exclusive of the title page and reference page, typed in standard font, size 12, double-spaced, 1.25 inch margins. It will include:

- I. Title page
- II. Abstract of your paper (1/2 page, maximum, single-spaced)
- III. Outline of your paper
- IV. Text of paper (8-10 pages)
- V. Reference page in correct APA format
- VI. Draft with peer review attached.

Your paper will be graded based upon the scoring guide, which is attached.

RESEARCH PAPER/CASE STUDY SCORE SHEET

FORMAT: *Did you follow instructions for this assignment?*

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

CONTENT: *Did you understand the reading and information you collected for this assignment?*

Were you able to incorporate what you learned into a compelling argument?

- _____ 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: *Is writing at college level? Did you proofread your paper before submitting?*

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