

JS100W: Writing Workshop

Danielle A Harris

**Lecture: Mondays and Wednesdays 12:00 noon – 1:15pm
Spring 2005, San Jose State University – MH 520**

Contact Details:

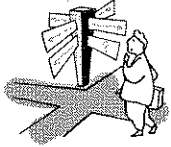
Office Hours: Wednesday 10:30-11:30 or by appointment

Office Location: MH 529

Phone (which I will only be able to answer twice a week): (408) 924 2949

Email (which I very much prefer): danielleharris@gmail.com

Website: TBA



Class Description and Objectives:

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 & 1B or equivalent, and passing score on Writing Skills Test.



Required Reading:

- Johnson, W. A., Rettig, R. P., Scott, G. & Garrison, S. (2001). The Criminal Justice Student Writer's Manual (3rd ed.).
- Harris, M. (2000 or later). Writer's FAQ's Pocket Handbook.

Recommended Reading:

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

Class 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.**

Attendance:

Attendance is mandatory. Students are responsible for ALL material covered in class, whether they are in class or not. You are advised to make a friend in class who would be willing to share class notes with you and you with them since I will not provide notes to students who miss class.

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, and be prepared to contribute to the classroom exchange of ideas and information throughout the semester

Absences/Missed Exams:

Only university recognized excuses will be accepted. Excused absences include (but are not limited to): illness with a doctor's note, serious family emergency, special curricular requirements (e.g., field trips, conferences) and participation in official university activities (e.g., athletics). Students will be required to provide written documentation for their absence.

Statement on Classroom Disruptions:

Students are expected to be courteous to others in the class including the instructor. Any student engaged in a disruptive behavior will be asked to leave the class. Examples of disruptive behavior include arriving late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, the use of cell phones and beepers, use of personal stereo systems, reading outside material, doing crossword puzzles, sleeping and side conversations.

Assessment Deadlines

Submission Deadlines for written work and dates and times for examinations are firm. If you do not intend or will be unable to meet said deadline or attend an exam, you must let the instructor know via email **prior to** the deadline or exam. 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.

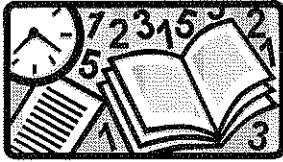
As the phone in our office is shared between a number of lecturers, I would prefer all communication to occur via email or in person. Please only use the telephone if it is absolutely necessary.

Academic Integrity and Plagiarism:

Academic dishonesty and plagiarism will not be tolerated under any circumstances. Plagiarism is defined as presenting someone else's work as your own. This includes copying from sources without citing and claiming someone else's original works or ideas as your own. Copying from another a student is also considered plagiarism.

Please note that violators of the academic integrity policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San Jose State 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>.



Assessment:

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 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 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.

The Final Exam will be Saturday, May 14th, 2005, 9:00 AM -11:00 AM.
Make up exam will be Tuesday, May 17, 2005, time to be announced.

**PLEASE NOTE: THERE IS
NO EXTRA CREDIT
IN THIS COURSE**

Date	Tentative Class Schedule	Due in class
Week 1		
1/26	Introductions Green Sheet Research Paper handout Vocabulary List Handout and Details Diagnostic I: Article Critique (1/2 hour)	
Week 2		
1/31	Research Paper Particulars Vocabulary List 1	Vocabulary List 1 CJSWM Ch. 1, Ch. 6 (pgs. 114-120) Vocabulary List 1
2/2	Using APA style, referencing Return and discuss Diagnostic I.	Chapter 8
Week 3		
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. Summarizing scholarly work, paraphrasing Interview process for semester project.	SJSU policy on plagiarism
Week 4		
2/14	Discuss Annotated Literature Review Oral/Written Presentation of topic/thesis Practice Paraphrasing	List of 10 articles in APA reference format Vocab List 2; CJSWM Ch. 2 & pp. 147-152; Oral/Written Presentation of topic/thesis
2/16	Outlining Vocabulary List 2	CJSWM Ch.5
Week 5		
2/21	Catch Up: Status reports Discussion of Annotated Literature Review	Article Critique II
2/23	Vocabulary List 3	
Week 6		
2/28	Diagnostic II	
3/2	Resumes and Letters of Application – Marketing yourself effectively	Annotated Literature Review

Date	Tentative Class Schedule	Due in class
Week 7		
3/7	Discuss Diagnostic II Resume writing workshop	Resume information
3/9	Resume exchange Critique and evaluation of resumes	Bring 3 copies of resume and letters to class. Formal Outline Due Summary of interviews
Week 8		
3/14	Vocabulary Quiz, Lists 1-3 Police Reports	Article Critique III Revised resume & cover letter Thank you letter for interview.
3/16	Explanation of Article Critique III assignment Vocabulary List 4	
Week 9		
3/21	Police Reports Vocabulary List 5	Vocabulary List 5
3/23		Article Critique III
Week 10		
3/28	SPRING BREAK	
3/30		
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]
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	Debate Lecture Vocabulary List 7	
Week 14		
4/25	Debate Preparation Diagnostic III article handout	Brief #1 due. Obtain and read Court Case #2
4/27	Grammar and Vocabulary Quiz, 1 – 7 Discuss Brief 1	Last day to turn in revised research paper

Date	Tentative Class Schedule	Due in class
Week 15		
5/2	Diagnostic III	
5/4	Debate: Team 1 Diagnostic IV handout.	
Week 16		
5/9	Debate: Team 2	
5/11	Discuss Diagnostic III Semester Review, preparation for the final	
5/14	Diagnostic IV (Final Exam)	
Week 17		
5/16	Last class – class evaluation, return papers, discuss Final Post Test	HAVE A GREAT SUMMER & CONGRATULATIONS GRADS!!

100W Writing Assignments – Due Dates
(subject to change)

Grade	Assignment	
	Miscellaneous Additional	TBA
	Diagnostic I/Article Critique 1	1/31
	Topic/Thesis Presentation: oral	2/14
	Topic/Thesis Presentation: written	2/14
	List of ten potential articles	2/16
	Article Critique II	2/21
	Diagnostic II	2/28
	Annotated list of references	3/2
	Formal outline of case study	3/9
	Summary of Interview(s)	3/9
	Resume/Letter of Application	3/14
	Vocabulary Quiz I	3/14
	Thank you Letter for Interview	3/14
	Article Critique III	3/23
	Draft Case Study	4/4
	Case Study critique	4/4
	Court Brief	4/25
	Vocabulary Quiz II	4/27
	Revised Research Paper	4/27
	Diagnostic III	5/2
	Debate	5/4-9
	Diagnostic IV	5/14

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 *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. 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 needs may be need for treatment, need for physical, financial or psychological support.

The task of writing the paper will be spread out through the semester in several gradual steps, beginning with choosing a specific 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 for specific action intended to facilitate fulfillment of the identified needs.

Step One: Choosing a topic

Your instructors have chosen the general topic of “Needs”, but you must develop a more specific topic. Ask yourself, “In the context of the administration of justice, 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 what that agency 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, and you will conduct interviews with justice professionals or people whose needs are being evaluated. You will narrow your topic to one that can be handled in a relatively short, ten page minimum paper.

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

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)

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: "A large proportion of the inmates at the Santa Clara County Jail is functionally illiterate, and there need for education and training is or is not being met by the Metropolitan Adult Education Program."

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 four of the scholarly articles that you will be using to write your paper. The list will be annotated. Each annotation should be approximately ½ page long, 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 at least ten (10) neatly typed pages, exclusive of the title page and reference page, typed in standard font, size 12, double-spaced, 1.25 inch margins, and it will include:

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

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

Due dates:

Completed:	Assignment:	Due date:
_____	Topic & Thesis presentation	Week three
_____	Reference List	Week
_____	Annotated Literature Review	Week
_____	Preliminary Interview	Week
_____	Final Interview	Week
_____	Outline	Week
_____	Draft	Week
_____	Final Paper	Week

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