

AJ 100W  
Writing Workshop  
Spring 2005

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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.silibrary.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.

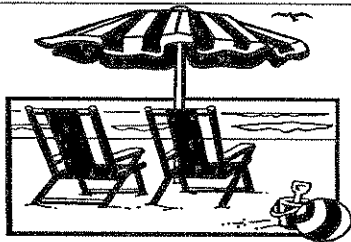
**Final Exam** will be Saturday, May 14<sup>th</sup>, 2005, 9:00 AM -11:00 AM.  
Make up exam will be Tuesday, May 17, 2005, time to be announced.

## AJ 100 Semester Schedule Spring 2005

### Friday

Date	Tentative Class Schedule	Due in class
Week 1		
1/28	Introductions; Pretest Green Sheet Research Paper Handout & Particulars ; Develop topics Vocabulary List Handout and Details Diagnostic I: Article Critique (1/2 hour) Vocabulary List 1 Using APA style, referencing	
Week 2		
2/4	Return and discuss Diagnostic I Grammar usage and style Quiz on Vocabulary List 1 Find online & read SJSU policy on plagiarism, & bring to class; quiz on policy. Summarizing scholarly work, paraphrasing Interview process for semester project.	CJSWM Ch. 1, Ch. 6 (pgs. 114-120) Vocabulary List 1 Chapter 8 Chapter 4, pp. 83 – 99 SJSU policy on plagiarism Research Paper Topic Paragraph Due, 5 Articles in APA reference format
Week 3		
2/11	Electronic Media Review – MLK Library (Dr. Susana Liu (408) 808-2088) Discuss Annotated Literature Review Oral/Written Presentation of topic/thesis Practice Paraphrasing Outlining Vocabulary List 2 Quiz	CJSWM Ch. 2 & pp. 147-152; Oral/Written Presentation of topic/thesis CJSWM Ch.5 Vocab List 2; List of 10 articles in APA reference format (including the 5 from the previous week)
Week 4		
2/18	Catch Up: Status reports Discussion of Annotated Literature Review Vocabulary List 3 Quiz	Vocab List 3 Annotate 2 reference articles for research paper
Week 5		
2/25	Resumes and Letters of Application – Marketing yourself effectively	Article Critique II
Week 6		
3/4	Diagnostic II Resume writing workshop Resume exchange Critique and evaluation of resumes Vocabulary List 4 Quiz	Annotated Literature Review Resume information Bring 3 copies of resume and letters to class. Vocab List 4
Week 7		
3/11	Discuss Diagnostic II Explanation of Article Critique III assignment	Formal Outline Due Revised resume & cover letter Summary of Research Paper Interview
Week 8		
3/18	First Draft of Research Paper: 3-4 pages, including references in the text Vocabulary List 5 Quiz	Vocabulary List 5 Thank you letter for interview.
Week 9		
3/25	Status Reports on Papers: Review Drafts Develop Questions for In-class Interviews w/Teams	Article Critique III
Week 10		
4/1	SPRING BREAK	

**AJ 100 Semester Schedule Spring 2005**  
**Friday**

Week 11		
4/8	Research paper peer review in class – evaluate for focus and impact! Discuss Peer reviews Vocabulary List 6 Quiz Briefing a court case – Identifying and organizing the salient features of the case Court Brief Case 1 handout	Research paper in draft form [ major deduction if late] Peer review of research paper due. No Exceptions Vocabulary List 6
Week 12		
4/15	<b>NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS</b>	
Week 13		
4/22	Interview Lecture: Conducting Group Interviews in Class Vocabulary List 7 Quiz Diagnostic III article handout	Obtain and read Court Case #2
Week 14		
4/29	Diagnostic IV handout Discuss Brief 1 Interview Preparation	Brief #1 due. <b>LAST DAY TO TURN IN REVISED RESEARCH PAPER WITH CORRECT APA STYLE REFERENCES</b>
Week 15		
5/6	Diagnostic III In-Class Interviews, begin Semester Review, preparation for the final	
Week 16		
5/13	Discuss Diagnostic III Last class – class evaluation, return papers, discuss Final Post Test In-Class Interviews, finish	
5/14	Diagnostic IV (Final Exam)  <b>HAVE A GREAT SUMMER &amp; CONGRATS TO YOU GRADS!!</b>	

100W Writing Assignments  
(subject to change)

Grade	Assignment	F
	Miscellaneous Additional	TBA
	Diagnostic 1/Article Critique 1	1/28
	Topic/Thesis Presentation: oral	2/16
	Topic/Thesis Presentation: written	2/16
	List of ten potential articles	2/18
	Article Critique II	2/25
	Diagnostic II	3/4
	Annotated list of references	3/4
	Formal outline of case study	3/11
	Summary of Interview(s)	3/11
	Resume/Letter of Application	3/18
	Vocabulary Quiz I	3/18
	Thank you Letter for Interview	3/18
	Article Critique III	3/25
	Draft Case Study	4/8
	Case Study critique	4/8
	Court Brief	4/29
	Vocabulary Quiz II	4/29
	Revised Research Paper	4/29
	Diagnostic III	5/6
	Debate	5/13
	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.

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.

## 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