AJ 100W – Friday Section 4
Writing Workshop
Spring 2005

Instructor: Leslie H. Townsend
Room: MH 526
Email: 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 (3rd ed.).
Harris, M. (2000 or later). Writer's FAQ's Pocket Handbook. *Required*
Merriam-Webster's Collegiate Dictionary (10th edition or newer). *Recommended*

Course Requirements: To satisfy the University's Written Communication II requirement, students will be required to write a minimum of 8000 words with an overall grade of "C" or better. Students will also make at least two oral presentations, and will evaluate classmates' writing on a variety of assignments. Assignments in AJ100W will include: expository responses to problem statements, a review of scholarly literature, an argumentative research paper, interviews of professionals in the criminal/justice field, a brief of and response to 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.

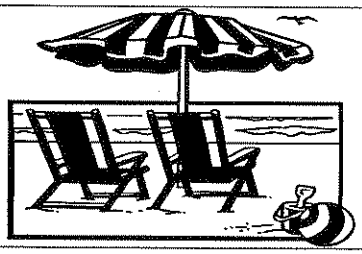
Out of class assignments: Out of class assignments will include interviews, literature review, brief of and response to Supreme Court decisions, presentation of opinion in interview format, research paper critique, and the research paper itself.

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 14th, 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
	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	

	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	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS		
	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. LAST DAY TO TURN IN REVISED RESEARCH PAPER WITH CORRECT APA STYLE REFERENCES	
	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) **HAVE A GREAT SUMMER & CONGRATS TO YOU GRADS!!**		

JS 100W
Spring 2005

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