



Writing Workshop – JS 100W

Spring 2006 -- Syllabus

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Course Description:

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. These 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. Prerequisites: Completion of English IA, a grade of "C" or better in English 1B, a passing score on the Writing Skills Test (WST), upper division standing, and completion of the Core General Education classes.



Course Objectives:

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



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

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.

Grading or Evaluation:

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 weighted scores on assignments during the semester. Assignments will be graded ABC/NC. Grades are determined based upon adherence to the specific criteria for each assignment. Grades will be assigned using three criteria: 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.**





Grades will be dispensed as follows:

- A-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.
- B-Above average: Good presentation, with somewhat less consistency. Clearly understands assignment, issue(s) and reading(s).
- C-Average: Adequate demonstration of basic understanding of assignment and issues, Need for improvement in writing. Ideas may be underdeveloped or paper may have serious grammar problems.
- NC-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.



Assignment Weights:

Assignment grades count toward the final grade in the following percentages:

Article Critiques	7%
In Class Writing (Diagnostics)	13%
Vocabulary	10%
Resume	5%
Oral Presentations	9%
Final Paper Preparation Assignments	11%
Final, Revised Paper	30%
Final Examination	15%



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 not mandatory. However, it is required for passing 100W. 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 will include interviews, literature review, brief of and response to Supreme Court decisions, preparation of debate, article critiques, and the case study.

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 Guidelines

Students will write an eight to ten page research paper, 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

The Final Examination will be on Saturday, May 13, 2006, from 10:00 a.m. to noon. Make-up examinations must be arranged in advance with the instructor.

Late Assignment Policy:

Assignments are due at the beginning of class on the 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.



Academic Honesty:

“Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at: <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-2267.html>.” Cheating includes, among other things, plagiarism. Plagiarism as defined at the above website will not be tolerated. It is the student’s responsibility to know what plagiarism is and each student will be expected to have participated in the plagiarism tutorial at: <http://tutorials.sjlibrary.org/plagiarism/index.html>. Any plagiarized work will receive no credit and may not be resubmitted. Plagiarism may also result in no credit for the course or disciplinary action by the Department or the University.

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible, or see him or her during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”


100W Writing Assignments
(subject to change)

Assignment	M-W	T-TH
Miscellaneous Additional	TBA	TBA
Diagnostic I/Article Critique 1	1/25	1/26
Topic/Thesis Presentation: oral	2/13	2/14
Topic/Thesis Presentation: written	2/13	2/14
List of ten potential articles	2/13	2/14
Article Critique II	2/20	2/21
Diagnostic II	2/27	2/28
Annotated list of references	3/1	3/2
Article Critique III	3/8	3/9
Formal outline of case study	3/8	3/9
Summary of Interview(s)	3/8	3/9
Vocabulary Quiz I	3/13	3/14
Thank you Letter for Interview	3/13	3/14
Resume/Letter of Application	3/13	3/14
Citizen Complaint Exercise	3/22	3/23
Draft Case Study	4/3	4/4
Case Study critique	4/5	4/6
Court Brief #1	4/24	4/25
Vocabulary Quiz II	4/26	4/27
Revised Research Paper	4/26	4/27
Diagnostic III	5/1	5/2
Debate	5/3 5/8	5/4 5/9
Final Examination	5/13	5/13

AJ 100 Semester Schedule Spring 2006
Tuesday--Thursday

Date	Tentative Class Schedule	Due in class
Week 1		
1/26	Introductions Green Sheet Research Paper handout Vocabulary List Details Diagnostic I: Article Critique (3/4 hour)	
Week 2		
1/31	Research Paper Particulars Vocabulary List 1	CJSWM Ch. 1, Ch. 6 (pgs. 114-120) Vocabulary List 1
2/2	Electronic Media Review – MLK Library (Dr. Susana Liu (408) 808-2088)	Chapter 8 Vocabulary Sentences 1
Week 3		
2/7	Using APA style, referencing Return and discuss Diagnostic I. Article Critique II handout	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 Read Research Guide
Week 4		
2/14	Oral/Written Presentation of topic/thesis	List of 10 articles in APA reference format CJSWM Ch. 2 & pp. 147-152; Oral/Written Presentation of topic & /thesis
2/16	Outlining Practice Paraphrasing Vocabulary List 2	CJSWM Ch.5 ;
Week 5		
2/21	Catch Up: Status reports Discussion of Annotated Literature Review	Article Critique II Vocabulary Sentences 2
2/23	Vocabulary List 3 Explanation of Article Critique III assignment	
Week 6		
2/28	Diagnostic II	
3/2	Resumes and Letters of Application – Marketing yourself effectively	Annotated Literature Review Vocabulary Sentences 3
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 interview Article Critique III
Week 8		
3/14	Vocabulary Quiz, Lists 1-3 Police Reports	Revised resume & cover letter Thank you letter for interview.
3/16	Vocabulary List 4	
Week 9		
3/21	Police Reports Vocabulary List 5	Sample Police Report
3/23	Citizen's Complaint Exercise	Vocabulary Sentences 5
Week 10		
3/28	SPRING BREAK	
3/30	SPRING BREAK	

AJ 100 Semester Schedule Spring 2006
Tuesday--Thursday

Date	Tentative Class Schedule	Due in class
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 Vocabulary List 6 Case 1 handout	Peer review of research paper due. No Exceptions
Week 12		
4/11	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS	Vocabulary Sentences 6
4/13	NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS 7	Vocabulary Sentences 6
Week 13		
4/18	Briefing a court case – Identifying and organizing the salient features of the case Court Brief Critique	
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 Vocabulary Sentences 7
4/27	Grammar and Vocabulary Quiz, 1 – 7 Discuss Brief 1	Last day to turn in revised research paper
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	
5/13	Final Exam	
Week 17		
5/16	Last class – class evaluation, return papers, discuss Final Post Test HAVE A GREAT SUMMER & CONGRATS TO YOU GRADS!!	

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 Domestic Violence. 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 domestic violence, or enforcement of laws related to domestic violence, such as Penal Code section 273.5. Agencies may include, but are not limited to probation's domestic violence unit, police training agencies, various domestic violence treatment programs, various safe houses for victims of domestic violence, Santa Clara County District Attorney's Domestic Violence Unit, Santa Clara County Superior Court's Domestic Violence Departments or the court's unified family court, 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 domestic violence procedures and laws with another state's, or compare a program using standard group therapy to one treating 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 3]

Your instructors have chosen the general topic of "Domestic Violence", but you must develop a more specific topic. Ask yourself, "In the context of the spousal abuse or domestic violence, 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 spousal abuse and whether the needs of their constituency are being satisfied or frustrated.

In the course of narrowing the topic, you will need to 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 need to choose a topic that can be handled in a relatively short (8-10 page) paper. The topic should be stated as a question:

Example of specific topic: Are the needs of abused spouses being met by the Santa Clara County District Attorney's mandatory prosecution policy?

Step Two: Development of Thesis (Thesis Presentation and Reference List) [due Week 3]

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.

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: Research (Annotated Literature Review, Interview and Article Critique III) [ALR due week 4; Interview and Article Critique III due week 7]

- 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.

- The Interview is a summary of an interview with at least one person involved in prevention or treatment of domestic violence, or enforcement of domestic violence laws. You are responsible to find a subject to interview, schedule and plan the interview, prepare a summary and write a thank you letter to the interviewee.
- Article Critique III is a more in depth analysis of one of your research articles. Further instructions regarding the interview and Article Critique III assignments will be provided in class.

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 in 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 11]

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 six total sources: at least one interview, and five additional references two of which must be scholarly articles, the other may be from various sources including additional interviews

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