

**JS 100W ~ Writing Workshop**  
**Section 7**  
**Fall 2007**

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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 to effectively express a position, using organized, clear concise wording in a variety of formats to target different audiences

**UNIVERSITY POLICY ON 100W:** This course satisfies Area Z, Written Communication II, a University Studies requirement. Students should note that courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.

**Prerequisites:** Grade of "C" or better in English 1B or equivalent, passing score on the Writing Skills Test, completion of core GE requirements, upper division standing (60 units completed)

**Required and Recommended Course Materials:**

- ❖ Johnson, W. A., Rettig, R. P., Scott, G., & Garrison, S. (2005). *The criminal justice student writer's manual* (4<sup>th</sup> Ed.). Upper Saddle River: Prentice Hall. **Required** (older editions OK)
- ❖ American Psychological Association (2005). Concise rules of APA. American Psychological Association. **Required**
- ❖ Scholarly articles for Article Critiques and Research Paper to be located online
- ❖ A 1 ½ binder for 100W to keep all 100W work, including writing assignments, handouts, and writing journal. Bring the binder to every 100W class. **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 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 court decisions, oral presentations, 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. JS100W has been designed to meet the learning objectives of the University Written Communication II (Area Z) requirements. Each assignment meets some aspect of these learning objectives. These requirements are as follows:

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**Learning Objective 1 (LO 1):** Students shall be able to refine the competencies established in Written Communication IA and IB as summarized below:

*IA Student Learning:*

- *Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*
- *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
- *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
- *Students should be able to write for different audiences (both specialized and general)*

*IB Student Learning:*

- *Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.*
- *Students should be able to synthesize ideas encountered in multiple readings.*
- *Students should be able to construct effective arguments.*

**Learning Objective 2 (LO 2):** Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

**Learning Objective 3 (LO 3):** Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

**Campus policy in compliance with the Americans with Disabilities Act:** *Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (924-6000) to establish a record of their disability. Please meet with me to confirm that you have done this if you need course adaptation or accommodations because of a disability. 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 the most important area for which points are assigned. Content points will be given as follows:

- **Top score:** Excellent presentation with thoughtful, well-reasoned analysis and discussion. 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 demonstrates an understanding of the assignment, the issue(s) and the 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 lack of ability to demonstrate an understanding of the assignment, reading(s) or issue(s) and to articulate an appropriate response to the assignment.

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**Course Add/Drop:** Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. ***It is the student's responsibility to make sure classes are dropped. You, the student, are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)***

**Academic Integrity:** Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations of the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Students who violate the Academic Integrity Policy will be subject to failing the course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action, which could result in suspension or expulsion from San José State University.

Faculty are required to report all infractions to the Office of Judicial Affairs. Cheating in JS100W may include, among other things, plagiarism. Adhere to the SJSU code prohibiting plagiarism. **Plagiarized work in JS100W 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 SJSU's policy on academic integrity. The policy on academic integrity can be found at: [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct)

**Important note: Article Critiques and the Research Paper must be submitted to Turnitin.com prior to turning it in to the instructor. You will submit the Turnitin.com "Originality Report" for each paper along with a clean copy of the paper for grading.**

**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 reading, and to attend all class meetings well prepared to contribute to the classroom exchange of ideas and information. Therefore, good attendance is essential in order to pass 100W.

**Assignments:** All handouts and assignments (except for the Diagnostics and the Final Exam) are available on the following website: <http://www.justice-studies.com>. It is the student's responsibility to have the appropriate handout for each class period. Being well prepared for class includes checking the schedule before each class and bringing the appropriate assignment or handout to class. In some cases, a scoring guide is attached to the assignment. Download and read the scoring guide before doing the assignment, and attach a copy of the scoring guide to each assignment you submit.

**In class writing assignments:** Be prepared to write in each class. In class assignments will include expository responses to problem statements (diagnostics), 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, brief of and response to court decisions, preparation for oral presentations, article critiques, and the research paper. See individual assignments for details and scoring guides. Some out-of-class writing assignments require submission to Turnitin.com. Allow extra time to submit your assignment to Turnitin.com and get the Originality Report back in a timely fashion. Late papers will not be accepted; it is the student's responsibility to ensure that their work is submitted on time.

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**Research Paper:** Students will write an 8-10 page research paper, which will be persuasive in nature. The theme for the paper is chosen by the JS100W instructors. The research for this paper will include examination of scholarly literature, article critiques, and personal interviews of criminal justice professionals. The research process itself has been broken down into several steps; some of these steps will be graded separately. The specifics of the research assignment are on a separate handout.

**Late paper policy:** Papers are due at the beginning of class on date indicated. Coming to class late will result in your paper being docked for non-compliance with the due date. Do not attempt to turn in a paper after the class period in which it is due; late papers will not be accepted unless you have made prior arrangements with me. Remember that all article critiques and your research paper must be submitted to Turnitin.com. Allow at least two days to get Originality Report back.

**Extra Credit:** There is plenty of writing in 100W. There is no extra credit. Rather than take the time to try to get extra credit, make the commitment to keep up with your assignments.

**Final Exam** will be Saturday, December 8, 2007, 9:00 -11:00 AM  
**Make up exam** must be arranged in advance with your instructor

Date	Tentative Class Schedule	Due in class	Homework Assignment
<b>Week 1</b>			
8/27	Introductions & overview of course <b>Handouts: Syllabus, Research Paper assignment, class schedule</b>		<b>Read</b> Syllabus and Research Paper assignment directions. <b>Complete</b> Research Paper quiz
8/29	<b>Diagnostic I:</b> (45 minutes) Class discussion on Research Paper topics	Research Paper quiz	<b>Identify</b> a topic for term project. (Tip~ Look up The Rand Study for possible ideas) <a href="http://www.lapdonline.org/assets/pdf/boi_rand_03_03_31.pdf">http://www.lapdonline.org/assets/pdf/boi_rand_03_03_31.pdf</a> <b>Read</b> Chapter 1 & 2 ~ CJSWM
<b>Week 2</b>			
9/3	Labor Day ~ Campus is closed!		<b>Enjoy</b> the day!
9/5	Discussion of Research Paper Scholarly Journal articles vs. Popular Magazine articles Explanation of the writing journal Summarization vs. paraphrasing Return and discuss Diagnostic 1 Review Article Critique 1 directions	Bring both text books to class	<b>Read</b> Chapter 6 (pages 109-113) ~ CJSWM <b>Identify</b> topic for the Research Paper <b>Prepare</b> a paragraph on your topic. <b>◆ Bring your paper to class on Monday!</b> <b>Locate</b> and <b>read</b> article for Article Critique 1 <b>Sign</b> on with Turnitin.com
<b>Week 3</b>			
9/10	Electronic Media Review – MLK Library Room #217  <b>◆ We will meet at the main entrance ~campus side~ between 7:15 and 7:20.</b> (Nyle Monday, MLK Library Research Specialist will be our escort and instructor)	You paper which briefly states your intended research topic.	<b>Read</b> Chapters 5 & 7 ~ CJSWM <b>Find &amp; list, in APA format,</b> 10 scholarly articles related to your topic <b>Prepare</b> thesis presentation <b>Research Paper ~ Step 1 (LO 3)</b> <b>Read</b> Importance of Interviews, pg. 184 (CJSWM) <b>Identify</b> and <b>contact</b> interviewee/agency <b>Research Paper ~ Step 2 (LO1)</b> <b>Locate</b> online SJSU policy on plagiarism
9/12	Discussion of plagiarism policy Overview of interview process for semester project Signing up for and using Turnitin.com Explanation of format for submitting Article Critiques ~ <u>page 140 CJSWM</u>	SJSU Plagiarism Policy  <b>Research Paper ~ Step 1 &amp; 2 (update)</b>	<b>Read</b> Chapter 6 (pages 113-123) ~ CJSWM <b>Conduct</b> preliminary interview(s) <b>Research Paper ~ Step 2 (LO 3)</b>  <b>Compose</b> Article <u>Critique 1</u>

Date	Tentative Class Schedule	Due in class	Homework Assignment
<b>Week 4</b>			
9/17	Research and writing day!		<b>Review</b> CJSWM Chapter 2 & Chapter 7 <b>Prepare</b> an oral report on your research topic <b>Write</b> report on interview process and information obtained
9/19	Oral presentation of topics	APA reference list of 10 scholarly articles related to your topic; Article Critique 1; Preliminary interview(s)	<b>Compose</b> Article <u>Critique 2</u> (Turnitin.com originality report needs to be attached by due date) <b>Research Paper ~ Step 3 (LO2)</b>
<b>Week 5</b>			
9/24	How to create an effective outline Discussion of Article Critique 1 Summarizing scholarly work Paragraph summaries vs. Abstracts	CJSWM Chapter 5	<b>Draft</b> a formal outline for your paper <b>Research Paper ~ Step 5 (LO 3)</b>
9/26	<b>Diagnostic II</b>		
<b>Week 6</b>			
10/1	Research paper updates in class: Organizing your research paper: Thesis, interviewee, final interview questions ( <i>Do your questions reflect the research you have done?</i> )	Article Critique 2  A list of proposed questions for your final interview	<b>Compose</b> Article <u>Critique 3</u> (Turnitin.com originality report needs to be attached by due date) <b>Research Paper ~ Step 3 (LO 2)</b> <b>Review</b> areas yet to be completed/started concerning your research paper
10/3	Discuss Diagnostic II Composing an Abstract		
<b>Week 7</b>			
10/8	Peer review of outline drafts and final interview questions	Article Critique 3 Formal outline of Research Paper List of proposed questions for final interview(s)	<b>Conduct</b> final Interview <b>Research Paper ~ Step 4 (LO 2; LO 3)</b>
10/10	Review of interview(s) and interviewees		<b>Revise</b> outline of your research paper to incorporate information from your final interview and articles <b>Research Paper ~ Step 5 (LO 3)</b>

Date	Tentative Class Schedule	Due in class	Homework Assignment
<b>Week 8</b>			
10/15	<b>Individual conferences</b>	Research Paper outline; Thesis statement; Research Paper draft	
10/17	<b>Individual conferences</b>	Research Paper outline; Thesis statement; Research Paper draft	<b>Compose</b> Article Critique 4 (Turnitin.com originality report needs to be attached by due date) <b>Research Paper ~ Step 3 (LO 2)</b>
<b>Week 9</b>			
10/22	Resumes and Letters of Application ~ Marketing Yourself Effectively	Resume information	<b>Download</b> resume samples from SJSU Career Center website
10/24	The advantages of the SJSU Career Center		<b>Refine</b> and type resume & cover letter <b>(LO 3)</b>
<b>Week 10</b>			
10/29	Resume exchange: Critique and evaluation of resumes	Article Critique 4  3 copies of resume & cover letter	<b>Fine</b> tune your paper – incorporate findings from your final interview as they relate to the information from your article critiques
10/31	Overview of Research paper critique	Final interview write up, & thank you letter to interviewee(s)	<b>Complete</b> draft of Term Paper <b>Research Paper Step 6 (LO 1; LO2; LO 3)</b> ~ due next Monday. <u>No Exceptions.</u> Be sure to allow two days to submit your draft to Turnitin.com to get your Originality Report.
<b>Week 11</b>			
11/5	Peer review in class – evaluate research papers for content and format!	Research Paper in draft form	<b>Research Paper Step 7:</b> Complete and type peer review <b>(LO1; LO3)</b> Revise thank you letter for interviewee <b>(LO 3)</b>
11/7	Briefing a court case – Identifying and organizing the salient features of case #1 Handout: Assigned case for Court Brief #1	Peer review Final thank you letter & stamped envelope	<b>Locate</b> Court Case #1 online, down load and read thoroughly <b>(LO 1)</b> <b>Prepare</b> court case brief #1 <b>(LO 3)</b>
<b>Week 12</b>			
11/12	Campus Closed ~ Veterans Day		<b>Revise</b> your Research Paper as desired per Peer Review
11/14	Court Brief # 1 critique Student report on term project	Court case brief #1 <b>You may turn in your research paper any time now!</b> 😊	<b>Locate</b> Court Case #2 online, down load and read thoroughly <b>(LO 1)</b> <b>Prepare</b> court case brief #2 <b>(LO 3)</b>

Date	Tentative Class Schedule	Due in class	Homework Assignment
<b>Week 13</b>			
11/ 19	Court Brief # 2 critique Student reports on term project	Court case brief #2	Review court case briefs #1 & #2
11/ 21	<b>Diagnostic III</b> <b>(Bring court cases and briefs of case 1 &amp; 2 for diagnostic)</b>	Court Case briefs #1 & #2	Enjoy the Thanksgiving Holiday!
<b>Week 14</b>			
11/ 26	Select teams for Citizen Complaint Exercise (CCE): Turn in list of team members, their role, and contact info (phone and email) CCE Preparation	Research Paper Step 8: <u>Last day to turn in revised research paper</u>	Prepare for CCE: Plan who will cover what material in presentation. Research and identify proper perspective /approach for team members. <b>(LO 3)</b>
11/ 28	Discussion of Diagnostic III CCE Preparation		Keep in touch with CCE team to be sure you are well organized and prepared; research your character for background perspective.
<b>Week 15</b>			
12/3	Citizen Complaint Exercise  <b>Article information for Final Exam (Diagnostic IV) will be available.</b>	CCE Teams: Dress your part! Also, bring name tags which can be read across the room from your desk so the audience will know who you are!	Prepare for the final – download, read, and critique the article for final exam. <b>(LO1; LO2; LO3)</b>
12/5	Class discussion on process for final exam Article review		Review article for Diagnostic IV  On Friday, 12/7, get a good night’s sleep! Give yourself plenty of time to get to SJSU and arrive in the classroom on time Saturday morning, relaxed and prepared to think and write!!
12/8	<b>Final Exam</b> <b>9:00AM – 11:00 PM</b> <i>Location TBA</i>	One or two yellow exam booklets	
<b>Week 16</b>			
12/ 10	Class evaluation, return papers, SOTES		<i>I wish everyone a laughter filled summer vacation!</i>