

JS 100W - Writing Workshop - Spring, 2007 Tuesday and Thursday Afternoons

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Office Hours:
Tuesday 2:30 – 5:00 PM
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 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 fulfills a University Studies requirement, the Junior-level Writing Workshop. (Area Z, Written Communication II, under the current SJSU Studies requirements.) "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)

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** (older editions OK)

Gelfand, H. & Walker, C.J. (2001). *Mastering APA style: Student's workbook and training guide*. American Psychological Association. **Required**

A one-inch binder for 100W to keep all 100W work, including writing assignments, handouts, and writing journal. Bring the binder to every 100W class. **Required**

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, an oral presentation, 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 University Written Communication II requirements. Each assignment meets some aspect of these learning objectives. These requirements are as follows:

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.

Important: 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 a most important area for which points are assigned. Content points will be given as follows:

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

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

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. Violators of the Academic Integrity Policy will be subject to failing this 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. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

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, which is located at: <http://www2.sjsu.edu/leap/plagiar.htm>
Click on link to get to entire policy.

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.

Course Name: JS100W; ID Number: 1773530; Password: australia

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 my website <http://www.sjsu.edu/faculty/hagemann>. 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 work will 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.

Research Paper: Students will write an 8-10 page research paper, which will be persuasive in nature. The theme for the paper will be chosen by the JS100W instructors. The research for this paper will include examination of scholarly literature, article critiques, and personal interviews. 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 the date indicated. Coming to class late will result in your paper being docked for coming in late. Late papers will not be accepted. 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 NO EXTRA CREDIT IN THIS COURSE

Final Exam will be Saturday, May 12, 2007, 9:00 -11:00 AM

Make up exam must be arranged in advance with your instructor

| <u>Date</u> | <u>Tentative Class Schedule</u> | <u>Due in class</u> | <u>Homework Assignment</u> |
|-------------|---|---|---|
| Week 1 | | | |
| 1/25 | Introductions Handout: Green Sheet Diagnostic 1 | | Begin thinking about a topic Read Green Sheet Read Ch 1 Read Ch 6 (p 122-129) |
| Week 2 | | | |
| 1/30 | Handout: Research Paper (complete instructions) Handout: Writing Journal Explanation Return and discuss Diagnostic 1 (vocab from article) Brainstorm topics, research questions, | | Read Ch 8 |
| 2/1 | Introduce APA style and referencing Assign Article Critique 1 – explain in detail Find article and write outline | | Find SJSU Plagiarism Policy online and bring to class Find Article 1 and write outline |
| Week 3 | | | |
| 2/6 | Library Visit | | Read Ch 2 Ch 4, pp. 66-103 (Skip 76- 87) Ch 7, pp. 142 – 149; |
| 2/8 | List of 10 articles due Troubleshooting re: topics etc. Plagiarism discussion Discuss outline of Article 1 Outlining Lecture | SJSU Plagiarism Policy List of 10 articles | |
| Week 4 | | | |
| 2/13 | Article Critique 1 due Topic and Thesis due Oral presentation of topics in class (part 1) | Topic and Thesis Article Critique 1 Oral Presentation | Read Ch 5 |
| 2/15 | Discuss SJSU policy on plagiarism Oral presentation of topics in class (part 2) | Oral presentation | |
| Week 5 | | | |
| 2/20 | Outline drafts due – peer review in class | Outline draft (2 copies) | |
| 2/22 | Return and Discuss Article Critique 1 | | |

| <u>Date</u> | <u>Tentative Class Schedule</u> | <u>Due in class</u> | <u>Homework Assignment</u> |
|--------------|---|---------------------------------------|--------------------------------------|
| | Discuss interviewing techniques | | |
| Week 6 | | | |
| 2/27 | Catch up – where are you with regard to research topic, interview, outlining the research paper? Final Outlines due Interview questions due | Interview Questions Final outline | |
| 3/1 | Article Critique 2 due Diagnostic 2 (on article from AC1) | Article Critique 2 | |
| Week 7 | | | |
| 3/6 | Return and discuss outlines Activity Sheets | | |
| 3/8 | Return and discuss AC2 and Diagnostic 2 Article Critique 3 due | Article Critique 3 | |
| Week 8 | | | |
| 3/13 | Literacy Test at the Library | | |
| 3/15 | Article Critique 4 due Activity Sheets | Article Critique 4 | |
| Week 9 | | | |
| 3/20 | Take stock: what are your conclusions so far? – discuss findings from your interview Oral presentations of interviews | Interview write up | |
| 3/22 | Oral presentations of interviews (cont'd) | | |
| Week 10 | | | |
| 3/27 3/29 | SPRING BREAK | | |
| Week 11 | | | |
| 4/3 | Research Paper Drafts Due (bring 2 copies) Write peer critique/review of student paper (in class) | Research paper draft (2 copies) | |
| 4/5 | Small Group Discussion of Research Papers Peer Review Due | Peer Review | |
| Week 12 | | | |
| 4/10 4/12 | NO CLASS – INDIVIDUAL CONFERENCES TO GO OVER PAPERS | | |
| Week 13 | | | |
| 4/17 | Discuss papers Discuss Citizen Complaint Exercise, arrange teams | | |
| 4/19 | Work on Citizen Complaint Exercise in teams | | |
| Week 14 | | | |
| 4/24 | Final Research Paper due (or else!) Diagnostic 3 (in class) (based on debates) | Final Research Paper No extensions | |
| 4/26 | Work on Citizen Complaint Exercise in teams Activity Sheets | | |
| Week 15 | | | |
| 5/1 | Return and discuss Diagnostic 3 Citizen Complaint Exercise (Part 1) | Citizen Complaint Exercise | Find and read article for FINAL EXAM |
| 5/3 | Citizen Complaint Exercise (Part 2) | | |
| Week 16 | | | |
| 5/8 | Semester Review, class evaluation, return all papers, discuss final grades, SOTES, writing journals. | | |