

San José State University
Department of Justice Studies
JS100W-03 Writing Workshop, Fall 2010

Instructor:	Natasha Kutina, M.S.
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Office Hours:	Thursdays, 8:15 PM – 9:15 PM or by appointment
Class Days/Time:	Thursdays, 5:30 PM – 8:15 PM
Classroom:	MH 523
Prerequisites:	Grade of “C” or better in English 1B or equivalent; upper division standing; passage of Writing Skills Test; and completion of core GE requirements
GE/SJSU Studies Category:	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.

Faculty Web Page and E-mail

Copies of the course materials such as the syllabus, major assignment handouts, and any ancillary materials may be found on my faculty web site at: <http://www.justice-studies.com>. You are responsible for regularly checking your e-mail regarding announcements, reminders, and any additional course materials. All course materials are posted in Adobe PDF format; you will need Adobe Acrobat Reader to view the documents. A link to the program’s download site is available on the home page of the instructor’s web site; there is not cost to download Adobe Acrobat Reader.

Course Description and Overview

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 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. Students must earn a grade of “C” or better to pass this course.

Course Goals and Student Learning Objectives

Course Goals

JS100W students will develop the following:

1. A clear concise, effective writing style, exhibiting the mastery of the mechanics of writing
2. Proficiency in research strategies and methodologies necessary to communicate complex ideas effectively and appropriately to both general and specific audiences
3. The ability to read, interpret, and critically analyze scholarly literature within the field, and to respond critically both orally and in writing
4. The ability to gather diverse supporting evidence from a variety of sources and appropriately cite these sources using APA-style formatting
5. The ability to effectively express a position, using organized, clear, and concise wording in a variety of formats to target different audiences

Student Learning Objectives

Upon successful completion of this course, students will be able to:

LO1 Students shall be able to refine the competencies established in Written Communication 1A and 1B as summarized below. Satisfaction of this objective will be measured through the evaluation of outlining exercises, a research paper draft, and a research paper final draft.

1A Student learning:

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

1B Student learning:

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

LO2 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. Satisfaction of this objective will be measured through the evaluation of article critiques of scholarly research, a critique of student work, and an oral debate.

LO3 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. Satisfaction of this objective will be measured through the evaluation of periodic diagnostics (in-class written examinations) and various organizational exercises, both in and outside of class.

Required Texts/Additional Readings/Other Materials

Textbook (Available at the Spartan Bookstore; ISBN: 978-1-8845-8586-9)

Gavlan, J. L. (2009). *Writing Literature reviews*, 4th Ed. Glendale, CA: Pyczak Publishing.

Textbook (Available at the Spartan Bookstore; ISBN: 978-1-4338-0560-8)

American Psychological Association. (2009). *Concise rules of APA style*. Washington, DC: American Psychological Association.

Additional Readings

Scholarly journal articles for Article Critique assignments and the Research Paper which will require online literature searches.

Other Materials

Students will need to purchase (3) blue books for Diagnostics (in-class written examinations), which are available at the Spartan Bookstore.

Recommended Materials

1. Merriam-Webster's collegiate dictionary
2. A binder to keep all JS100W work and handouts together (everything should be brought to class each day)

Turnitin.com

Students will be required to register on <http://www.turnitin.com>, and submit Article Critique assignments, the Research Paper Rough Draft, and the Research Paper Final Draft to turnitin.com prior to submission to the instructor. Registration information will be provided by the instructor and posted on the instructor's web site.

Library Liaison

Nyle Monday (Nyle.Monday@sjsu.edu)

(408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/registrar/calendar/2104/>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes. The last day to drop without a "W" grade is **Tuesday, September 7, 2010**.

Classroom Protocol

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, and complete all readings and assignments in accordance with the dates on the course schedule. Good Participation is necessary to pass this course; roll will be taken at the start of each class meeting. Students are expected to come to class prepared to contribute to the classroom exchange of ideas and information.
2. Students are responsible for all missed notes, materials and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Review the **Student Expectations** page of the instructor's web site carefully (<http://www.justice-studies.com>) for further details regarding proper classroom etiquette.

Assignments and Grading Policy

Summary of Assignments

Assignment	Due Date	Percentage of Final Grade
Diagnostic I	August 26	6%
APA Reference List	September 23	4%
Article Critique I	September 23	6%
Diagnostic II	September 23	6%
Topic and Thesis (Oral)	September 30	4%
Article Critique II	October 7	6%
Diagnostic III	October 7	6%
Group Outlining Exercise	October 21	6%
Article Critique III	October 21	6%
Research Paper Outline Critique	October 21	5%
Article Critique IV	November 18	6%
Peer Review of Research Paper	November 18	6%
Research Paper (Final Draft)	December 2	20%
Media vs. Reality (Oral)	December 9	7%
In-class Final Exam	December 16	6%
		100%

Assignments

All handouts and assignments (except for the diagnostics and Final Exam) are or will be available on my 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 well 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 if required (you will be advised).

Out of Class Assignments

Out of class assignments will include an online search for scholarly sources/preparation of an APA reference list, preparation for oral presentations, development of a research paper outline and rough draft, the composition of article critiques, critiques of fellow student work, and the final draft of a research paper.

General formatting requirements for out of class, type-written assignments include a cover page, page numbering, 1" margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references. Several written assignment must be submitted to www.turnitin.com prior to submission to the instructor (see Turnitin.com section of the syllabus). Written assignments will be submitted in hard copy format to the instructor on the day it is due, at the start of class.

In Class Assignments

Always be prepared to write in class! In class assignments (individually or in groups) will include expository responses to the critical analysis of scholarly research (Diagnostics), various APA exercises, a group outlining exercise, general writing exercises as needed, critical analysis, and the final examination. Please note, Diagnostics I – III and the final exam will require the use of a blue book

Article Critiques I - IV

The process of writing an article critique is designed to improve and test your ability to critically analyze an empirical research study. Clearly, the better written an article is, the more likely it is to be accepted by the intended audience; however, research has varying degrees of quality. This assignment will increase your ability to read professional writing, recognize valid research and understand the results, and it will aid you in identifying weaknesses in research and writing. Learning to recognize flaws in grammar and logic will improve your ability to recognize those flaws in your own writing. In addition, the assignment requires you to utilize your skills in using the Internet to locate a scholarly article. [LO2]

Diagnostics I – III and the Final Exam

Diagnostics I – III and the final exam will be in-class written examinations designed to assess your ability respond to examination items requiring the extrapolation of pertinent information, and critical analysis of the utility and validity of that information. [LO3]

Group Outlining Exercise

This exercise is designed to: enhance your overall outlining skills, help you to realize the utility of this skill in relation to the comprehension of complex material, and to test your ability to work in a collaborative manner. [LO1]

Topic and Thesis Write-up and Oral Presentation

This assignment will require you to develop and refine a research paper topic and thesis statement related to the chosen semester theme. A short write-up of your topic and thesis will be required, as well as an oral presentation of that material to the class. [LO1]

APA Reference List

This assignment will require you to compile a reference list that will consist of (10) scholarly peer reviewed journal articles (no books, web sites, newspapers, or magazines) related to your topic, which you may and should use for your research paper. At least half of the journal articles listed need to be empirical/quantitative research studies. [LO1]

Research Paper Outline Critique

This assignment will require you to critique a fellow student's research paper outline as a preparation exercise for the completion of a research paper draft. Students will exchange research paper outlines, and via the use of a critique form, will provide constructive feedback for a fellow student to aid in the preparation of a cohesive research paper rough draft. [LO2]

Research Paper Rough Draft

This assignment is designed to provide you with the opportunity to develop a well thought out and written rough draft of the research paper required for this course. Utilization of the previously completed research paper outline and critique will provide you with a solid foundation for the development of a quality paper. [LO1]

Peer Review Assignment

This assignment is designed to help students develop the ability to critically analyze the written work of others (i.e., fellow students), which in turn will assist each student in learning to recognize area of improvement in their own writing. [LO2]

Research Paper Final Draft

The purpose of the writing workshop is to teach you, the student, how to read and think 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. Students will be required to write an 8-10 page analytical research paper. A separate handout detailing the specific requirements of this assignment is available on the instructor's web site. [LO1]

Media vs. Reality Discussion/Debate

This assignment is two-fold, and is designed to provide students with an opportunity to critically analyze a criminal justice related topic area in the form of a film analysis and a class discussion/debate. Students will first view a film in class, and be provided with predetermined topic areas and questions related to the film upon which to focus. The second component of this assignment will involve small group collaborative responses to the focus areas in the form of a roundtable discussion and debate. [LO2]

Grading Policy and Late Submissions

All writing workshops are graded ABC/NC. Performance that merits a grade lower than a "C" will receive "No Credit (NC)". University and departmental guidelines require a serious and compelling reason to drop a course; a course cannot be dropped because of grades alone.

Completion of all assignments is required for successful page of this course, regardless of whether the assignment is for credit (i.e., points), or as a result of a late submission, the assignment is ineligible to receive points. Your grade will be based on the points accrued throughout the semester. Grades will be determined based upon adherence to the specific criteria for each assignment. All assignments completed outside of class must follow the previously specified general formatting requirements stated under “Out of Class Assignments”.

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in point deductions. Student should reference their own copy of *Concise Rules of APA Style*, and may seek additional assistance with APA at: <http://owl.english.purdue.edu/owl/resource/560/01/>

Content Grading Rubric

High Score: Excellent presentation with insightful, well-reasoned analysis and discussion. Demonstrates clear understanding of the reading(s), the issue(s) and the purpose of the assignment.

Above Average Score: Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).

Average Score: Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.

Failing Score: Submission of incomplete work, or inability to demonstrate an understanding of the assignment, reading(s) or issue(s). The inability to effectively articulate and appropriate response to the assignment.

Late Assignment Policy and Extra Credit

All assignments are due at the beginning of class on the specified due date, unless instructed otherwise. Submission of a late assignment for credit will only be accepted if prior arrangements have been made with the instructor, and a valid/verifiable excuse can be presented in a timely manner. Late assignments without a legitimate reason will still be accepted; however, no credit (i.e., points) will be assigned. Please note that extra credit is generally not offered for this course.

General Course Grade Determination

Total Points	Grade
490 to 500	A plus
470 to 489	A
450 to 469	A minus
435 to 449	B plus
420 to 434	B
400 to 419	B minus
385 to 399	C plus
370 to 384	C
369 or below	NC

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://sa.sjsu.edu/judicial_affairs/students/academic_integrity.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://sa.sjsu.edu/judicial_affairs/students/student_conduct_code.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and **documentation styles**. For more information, visit the Writing Center website at: <http://www.sjsu.edu/writingcenter> or call 924-2308.

JS100W-03 / Writing Workshop, Fall 2010 Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via e-mail as early as possible.

Table 1 Course Schedule

Week	Date	Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines
1	Thursday 8/26	Agenda/Topics: Introduction; discussion of Research Paper Assignment (RPA) and potential topics; introduction of <i>Writing Literature Reviews</i> (WLR) and <i>Concise Rules of APA Style</i> (bring both textbooks to class); discussion of Chapter 1 Activity; overview of registering on www.turnitin.com Homework/Assignments: Download and study the syllabus and RPA; download/print the Topic and Thesis, References handout; go online and begin selection of a topic for RPA; register on www.turnitin.com by Thursday, 9/2; complete Chapter 1 Activity in WRL (p. 8, items A-E) for Thursday, 9/2 Readings: WLR, Chapter 1, 2, and 3 Exam: Diagnostic I (in-class written exam)
2	Thursday 9/2	Agenda/Topics: Return and discuss Diagnostic I; discuss Topic and Thesis Write-up and Oral Presentation, APA Reference List; collect Chapter 1 Activity and discuss process of Chapter 1 Activity Handouts: Syllabus, RPA handout, and Topic/Thesis, Reference List handout (bring all 3 to class today) Homework/Assignments: Begin working on APA Reference List; begin working on Topic and Thesis Write-up and Presentation; download/print Article Critique handout Readings: WLR, Chapter 11 and 13 Exam: Quiz on syllabus and RPA
3	Thursday 9/9	Agenda/Topics: Mandatory Electronic Media Review at the MLK Library, Room 217, @ 5:30 PM sharp; assignment of article for AC#1 and Diagnostic II; explanation of format for submitting Article Critiques Handouts: Article Critique handout (bring to class today) Homework/Assignments: Find and download article for AC#1/Diagnostic II; download Academic Integrity Policy (AIP) and Student Conduct Code (SCC) – both documents can be found on the Student Expectations page of the instructor's web site; download Critical Thinking and Assessing Research handout

Week	Date	Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines
4	Thursday 9/16	Agenda/Topics: Discussion about AIP and SCC documents; review www.turnitin.com Originality Report example; lecture/discussion of Critical Thinking and Assessing Research; APA lecture/discussion Handouts: Critical Thinking and Assessing Research handout (bring to class today) Homework/Assignments: Complete APA Reference List; continue working on Topic and Thesis Write-up and Presentation; complete AC#1; prepare for Diagnostic II Readings: WLR, Chapter 4 and 5
5	Thursday 9/23	Agenda/Topics: Collect AC#1; critique and discuss APA reference lists in class (bring 2 hard copies of APA reference list to class today); assignment of article for AC#2/Diagnostic III Homework/Assignments: Find and download article for AC#2/Diagnostic III; begin working on AC#2; complete Topic and Thesis Write-up and preparation for presentation Exam: Diagnostic II (in-class written exam) – bring a printed copy of the associated article and a blue book.
6	Thursday 9/30	Agenda/Topics: Collect Topic and Thesis Write-ups; Topic and Thesis Presentations; return and discuss APA reference lists; return and discuss AC#1 and Diagnostic II Homework/Assignments: Complete AC#2; download, review/print Part IV: Research Paper Outline; prepare for Diagnostic III
7	Thursday 10/7	Agenda/Topics: Collect AC#2; return Topic and Thesis Write-ups; discussion about writing a cohesive research paper and the Research Paper Outline (RPO); assignment of article for AC#3/Group Outlining Exercise (GOE); APA in-class exercise (time permitting) Handouts: RPO handout (bring to class today) Homework/Assignments: Begin working on formal RPO; find and download article for AC#3/GOE; being working on AC#3 Readings: WLR, Chapter 8 Exam: Diagnostic III (in-class written exam) – bring a printed copy of the associated article and a blue book

Week	Date	Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines
8	Thursday 10/14	Agenda/Topics: Return and discuss AC#2 and Diagnostic III; lecture/discussion about common writing issues; discussion about Research Paper Rough Draft (RPRD) including basic requirements, formatting, and the Peer Review Assignment. Please note, RPRDs must be ready on Thursday, 11/4 and you will need to bring (2) printed copies of your RPRD to class. Handouts: Part VI: Peer Review Worksheet (bring to class today) Homework/Assignments: Download and review/print Group Outlining Exercise handout; complete AC#3; complete RPO – bring one printed copy of your RPO to class on Thursday, 10/21
9	Thursday 10/21	Agenda/Topics: Collect AC#3; Critique of RPO in class; Group Outlining Exercise – Students need to bring a printed copy of the article for this assignment to class today. Handouts: Group Outlining Exercise handout (bring to class today) Homework/Assignments: Work on RPRD
10	Thursday 10/28	Agenda/Topics: Return and discuss AC #3 and GOE; return and discuss RPO critiques; check-in on paper progress; review and open discussion about RPRDs; assignment of article for AC#4; In-Class Debate (tentative) Homework/Assignments: Download and review/print the “Media vs. Reality” handout; find and download article for AC#4; begin working on AC#4; complete RPRD Readings: WLR, Chapter 9 and 10
11	Thursday 11/4	Agenda/Topics: Collect a copy of RPRDs; exchange a printed copy of your RPRD with a fellow student; discuss Critical Movie Analysis for end of the semester round table discussion – “Media vs. Reality”; designate group members for discussion; general class discussion about media vs. reality in the CJ field; begin working on the Peer Review Assignment in class Handouts: Peer Review Worksheet; “Media vs. Reality” handout (bring both to class today) Homework/Assignments: Work on Peer Review Assignment
12	Thursday 11/11	Veteran’s Day Holiday – No Class Readings: WLR, Chapter 9 and 10

Week	Date	Agenda/Topics, Handouts, Homework/Assignments, Readings, Exams and Deadlines
13	Thursday 11/18	Agenda/Topics: Collect one copy of Peer Review Assignment; return one copy of Peer Review Assignment to follow students; collect AC#4; overview of AC progress; feedback on RPRD; final check-in on RPA inclusive of organization, what makes a great paper, and proofreading Homework/Assignments: Work on final draft of RPA Readings: WLR, Chapter 14
14	Thursday 11/25	Thanksgiving Holiday – No Class Homework/Assignments: Complete RPRD for Thursday, 12/2
15	Thursday 12/2	Agenda/Topics: Collect final draft of RPA ; return graded Peer Reviews; return and discuss AC#4; Movie for Media vs. Reality discussion Handouts: Critical Movie Analysis handout (to be provided in class)
16	Thursday 12/9	Agenda/Topics: SOTES; assignment of article for the final exam; Media vs. Reality discussion/debate
Final Exam	Thursday 12/16	Location: MH523 Time: 5:15 PM – 7:30 PM Items Needed: Printed copy of the associated article; blue book