

**San José State University
CASA/Department of Justice Studies
JS100W (Online), Writing Workshop, Section 1
Summer 2012**

Instructor:	Harold W. Peterson, JD
Office Location:	ONLINE Desire2Learn
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Office Hours:	12:00 pm to 1:00 pm, Wednesdays (Online on Desire2Learn by instant messaging or email)
Class Days/Time:	N/A
Classroom:	Online
JS Competency Area:	E: Analytical Research & Writing

Course Catalog Description

Development of advanced communication skills, both written and oral. Emphasis on writing formats used by criminal justice professionals. A scholarly paper, written in APA format and informed by research, will be required.

Instructor's Course Description

This is an integrated writing course designed to develop advanced communication skills, which are valuable for a career in the criminal justice profession. Effective written communication skills are vital to success in any career, and are particularly important to the criminal justice professional. The best method for improving these skills is through extensive practice, critical feedback, revision, and understanding the fundamental principles of writing.

Prerequisites

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 GE.

Course Requirements

To satisfy the University’s Written Communication II requirement, students will be required to write a minimum of 8,000 words with an overall grade of “C” or better. Assignments in JS100W include: *expository responses to justice related topics, a critique of scholarly literature, an annotated bibliography and the development of a research paper*. All of these assignments 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 and spelling and evaluating, using, and documenting supporting materials.

NOTE: Student’s taking the online class must keep pace with the course material, complete the required reading assignments, and turn them in on time.

Course Goals and Student Learning Objectives

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

SLO 1 - Refine the competencies established in Written Communication 1A and 1B and 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.

SLO 2 - 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.

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

SLO 4 - Students should read, write, and contribute to discussion at a skilled and capable level.

Texts/Readings

Textbook

Zinsser, W. (2003). *On Writing Well: A classic guide to writing nonfiction*. New York, NY. HarperCollins The text is available at the campus bookstore. Supplemental readings assigned by topic and held on e-reserve at the library. **(SUGGESTED)**

ISBN: 9780060891541

Tucker, J. C. (1997). *May God Have Mercy: A true story of crime and punishment*. New York, NY Bantam Doubleday Dell. The text is available at the campus bookstore. Supplemental readings assigned by topic and held on e-reserve at the library. **(REQUIRED)**

ISBN: 978-0385332941

Publication Manual of the American Psychological Association (2009). 6th Edition.

Additional readings for this course distributed through **Desire2Learn (SUGGESTED)**

Library Liaison

Nyle Monday *Senior Assistant Librarian, University Library, San Jose State University*

Email: nyle.monday@sjsu.edu

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://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Grades are determined based upon adherence to the specific criteria for each assignment. **All** assignments must adhere to the following guidelines unless otherwise specified: typed, double-spaced, single sided, 1 inch margins, 12 pt. standard font (i.e.: Times New Roman) and in APA format.

Submit **all** assignments through **Desire2Learn**.

WRITING	PERCENTAGE
Social Media (5 Blog Posts)	10%
Exercises: (5)	5%
Independent Assignments:	35%
Biography	5%
Article Review	5%
Editorial	5%
Book Review	15%
Research Paper Assignments	30%
Topic	Instructor Approval
Annotated Bibliography	5%
Thesis Statement	Instructor Approval
Outline	Instructor Approval
Introduction	5%
Literature Review	5%
Final Paper	15%
Online Diagnostic Essays:	15%
Online Essay	5%
Second Article Review (Online)	10%
Class & Group Participation	5%
TOTAL	100%

Grading

This course will be using the +/- system on final grades based on the following percentages:

95-100:	A	74-76:	C
90-94:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-
77-79:	C+	0-59:	F

To receive a grade for this course, students must complete **all** course requirements. Failure to complete any of them may result in a failing grade for the course. Students may dispute assignment, examination and course grades at the instructor's convenience (or during office hours). It is important to note, however, that upon review, the instructor reserves the right to increase as well as decrease the grade in question. Students must submit all assignments online at the **Desire2Learn** website under the **Dropbox** menu. Instructor **will not** accept late assignments.

Writing Evaluation

Evaluation of written work is as follows (Based on a 100 point scale):

Content (20%): The overall content of the paper including details and reference information.

Style (20%): The way the student composed the paper, specifically in terms of perspective.

Organization (20%): The order by which the student presented information in the paper and paragraph structure.

Grammar/Sentence Structure (20%): The grammatical elements of the paper and sentence structure.

Observations/Conclusions (20%): The general and specific observations and conclusions drawn from the paper.

Material for Evaluation

1. **Social Media (Blog Posts):** The instructor shall post five (5) blog topics online in the "Discussions" area of the Desire2Learn website. Students must respond to each topic in a manner consistent with the instructions and appropriate to the discussion. In addition to the student's initial response for each topic, students must reply to at least three (3) other student postings; thus developing an asynchronous discussion.

The purpose of this discussion is to write in a clear and professional manner regarding controversial topics in the field of Justice Studies. These topics are laden with emotion—the objective is to discuss them in a manner that is respectful and draws

upon the available evidence. All postings should be formally written and grammatically correct, which means that students should proofread before posting.

The instructor shall evaluate Blog Responses and Replies as follows:

- 1) The substance of the posting; that is it written in a clear and thorough manner, adequately addressing the topic? Did you include additional sources? Did the student reference their sources correctly?
- 2) Did the student reply to other postings? How many replies did they post? How often did they reply? Was the content of these replies appropriate and insightful?
- 3) Were the postings grammatically correct? Were they easy to understand?

Each discussion area will close on the date indicated on the schedule at 5:00 pm. The instructor will not accept late postings. See additional instructions in the “Discussion” area.

2. **Exercises:** Student will be required to complete seven (5) exercises. These exercises will test the student’s ability to review specific grammar, sentence structure and APA topics. (SLO’s 1-4)

Peer Evaluation and Revision: Following some of the exercises, student will have the opportunity to have their work evaluated and reviewed by fellow group members. Once reviewed, students may rewrite the assignment for additional points. (SLO 2)

3. **Article Reviews:** Students will be required to read and write two (2) reviews of academic articles written in scholarly journals. The instructor will choose the first article and it is the student’s responsibility to choose the topic for the last article (must be completed as an online diagnostic). The instructor strongly suggests that the article chosen correspond with the research paper topic. The article chosen must be recent (written within the last 10 years). Each review will be between 2 to 3 pages, APA style, double-spaced with a 12-point font. (SLO’s 1-3)
4. **Literature Review:** Students will be required to write a literature review related to the student’s research paper. (SLO’s 1-4)
5. **Book Review:** Students will be required to read and write a review of the book, *May God Have Mercy: A real story of crime and punishment*. The paper must be 3 to 5 pages, APA style double-spaced with a 12-point font. (SLO’s 1-4)
6. **Editorial:** Students will be required to write an editorial paper on an assigned topic posted in the “Course Material” area. Students will select one (1) topic from the list, research the arguments prepare a persuasive paper summarizing side assigned. The

paper must be 2 to 3 pages, APA style, and 12-point font. (SLO's 1-2, 4)

7. **Research Paper:** Students are required to write a research paper that is due at the end of the term. This paper will cover a topic within the field of Justice Studies and will be persuasive in nature. Each student will choose a topic from a list provided. The paper will be between 6 to 9 pages (double spaced) and follow APA style, and 12-point font. **The instructor will not accept late papers.** (SLO's 1-4)
8. **Essays/Diagnostics:** Student will be required to complete two online diagnostic essays. These essays will test the student's ability to review an article and/or literature relating to a specific topic within a limited time. The student will be required to read, analyze and prepare a short review of a specific article or certain literature relating to a specific topic.
9. **Group Exercises/Participation:** This class requires students to participate in all course activities AND visit the Writing Center at least once during the semester. Critical reading, thinking, and writing involve a number of practical skills. That is—practice, practice, and more practice. Throughout the semester, the instructor will assign group assignments that will be reviewed by group members as well as online group exercises to develop and enhance the students' writing skills. Students are to complete these exercises in class (or if taking the online course at the specified time). The instructor will not grade these exercises. Instead, students will review and evaluate one another's work. The instructor will award a specific amount of points based on a student's overall participation in the group exercises (participation points are awarded at the sole discretion of the instructor) (SLO 1)

Rewrites & Revisions

This class requires students to keep pace with the course material and complete the assignments by the scheduled due-date. Notwithstanding, students may revise and resubmit certain assignments for up to half the difference between the total amount of points possible for the assignment and the student's original score. The instructor has the sole discretion to award additional points and to determine which assignments are eligible for rewrites. Rewrites and revisions are subject to the following conditions:

- 1) The original assignment is complete and timely.
- 2) All previous assignments are complete and timely.
- 3) The student, and the student alone, made the actual and material improvements to the assignment (this does not include assistance the student may have received from the Writing Center).
- 4) The student has not already twice submitted the assignment.
- 5) The revision will substantially improve the student's grade on the assignment. (SLO's 1-4)

- 6) All assignments except for the Social Media Assignments, Book Review and Final Paper are eligible for rewrites.

Additional Information

Students may find additional information regarding the assignments, exercises and examinations in the “Content” area of the Desire2Learn website.

University Policies

Academic integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). 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://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

The University will not tolerate instances of academic dishonesty. 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. Students must complete all assignments 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 of building evacuation, 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.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) located in Room 600 in the Student Services Center assists students in the development of their full academic potential and motivates them to become self-directed learners. The center provides support services, such as skill assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-one tutoring sessions and numerous writing workshops. All of the services are free for SJSU students. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Program was eased the transition to SJSU by empowering students to help each other and themselves. Peer Mentors are among the best, brightest, and most diverse SJSU students. Peer Mentors are in the MUSE classrooms as well as available in the Peer Mentor Center located in the Academic Success Center in Clark Hall. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

CASA Student Success Center

The Student Success Center located in MacQuarrie Hall, Room 533 (top floor) provides advising for undergraduate students majoring or interested in majoring in programs offered by CASA Departments and Schools. The Student Success Center provides general education advising, assistance with changing majors, answers to academic policy related questions, meetings with peer advisors and/or various regularly scheduled presentations and workshops. [408.924.2910 http://www.sjsu.edu/casa/ssc/](http://www.sjsu.edu/casa/ssc/).

JS100W / Writing Workshop, Summer 2012

Course Schedule

Modules	Date Started	Readings, Assignments & Deadlines
1	Monday 6/4/12	<p>Reading & Tutorials: Welcome to JS100W (Online), Netiquette; Writing Groups & Partners; Writing Partner Review; The Ten Commandments of Formal Writing; Writing Mechanics Review (Punctuation); Begin reading, <i>May God Have Mercy</i></p> <p>Assignments: Biography</p> <p>MODULE 1 assignments due by 6:00 pm, Monday, June 11, 2012</p> <p>Discussion Topic #1 – Open</p> <p>Note: Writing Groups assigned by June 8, 2011</p>
2	Monday 6/11/12	<p>Reading & Tutorials: Writing Mechanics Review (Capitalization); The Article Review; APA Formatting Tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx;</p> <p>Assignments: Exercise #1 – Perspective; First Article Review; Group Exercise</p> <p>MODULE 2 assignments due by 6:00 pm, Tuesday, June 19, 2012</p> <p>Discussion Topic #1 Closed 6:00 pm, Monday, June 18, 2012</p> <p>Discussion Topic #2 Open</p>
3	Wednesday 6/20/12	<p>Reading & Tutorials: Passive/Active Sentences, Purdue Owl: http://owl.english.purdue.edu/owl/resource/539/01/; Writing Mechanics Review (Standard English Grammar – Part I & II)</p> <p>Assignments: Exercise #2 – APA Formatting; First Diagnostic (Open from June 20, 2012 (6:00 am) to June 25, 2012 (6:00 pm))</p> <p>MODULE 3 assignments due by 6:00 pm, Wednesday, June 27, 2012</p>
4	Thursday 6/28/12	<p>Reading & Tutorials: Writing Mechanics Review (Sentences and Sentence structure – Parts I & II); The Editorial</p> <p>Assignments: Exercise #3 – Sentence Structure; The Editorial; Group Exercise #2</p> <p>MODULE 4 assignments due by 6:00 pm, Thursday, July 5, 2012</p> <p>Discussion Topic #1 Closed 6:00 pm, Wednesday July 3, 2012</p> <p>Discussion Topic #3 – Open</p>
5	Friday 7/6/12	<p>Reading & Tutorials: The Book Review</p> <p>Assignments: Exercise #4 – Passive Sentences; The Book Review</p> <p>MODULE 5 assignments due by 6:00 pm, Monday July 16, 2012</p>

6	Monday 7/16/12	<p>Reading & Tutorials: Research & The Annotated Bibliography Tutorial; Words & Word Choice; the Outline; Audience; Writing Mechanics Review (The Paragraph)</p> <p>Assignments: Choose Topic (Instructor Approval); The Annotated Bibliography; The Diagnostic- Mini – Article Review (Open Monday, July 16, 2012 (6:00 am) to Friday, July 20, 2012 (6:00 pm))</p> <p>MODULE 6 assignments due by 6:00 pm, Friday, July 20, 2012</p> <p>Discussion Topic #3 – Closed 6:00 pm, Wednesday, July 18, 2012</p> <p>Discussion Topic #4 - Open</p>
7	Wednesday 7/24/12	<p>Reading & Tutorials: Developing a Thesis; The Outline; Style& Being interesting</p> <p>Assignments: Exercise #5 – Life Outline; Thesis Statement (Instructor Approval); Group Exercise #3</p> <p>MODULE 7 assignments due by 6:00 pm, Tuesday, July 31, 2012</p>
8	Wednesday 8/1/12	<p>Reading & Tutorials: The Literature Review; Style; Drafting an Introduction</p> <p>Assignments: The Introduction; The Literature Review</p> <p>MODULE 8 assignments due by 6:00 pm, Wednesday, August 8, 2012</p> <p>Discussion Topic #4 – Closed 6:00 pm August 3, 2012</p> <p>Discussion Topic #5- Open</p>
9	Thursday 8/9/12	<p>Reading & Tutorials: Putting it all together; the Abstract</p> <p>Assignments: The Rough Draft (Instructor Progress Check)</p> <p>MODULE 9 assignment due by 6:00 pm, Friday, August 10, 2012</p>
10	Wednesday 8/15/2012	<p>MODULE 10 Research Paper due by Monday, August 15, 2012</p> <p>Discussion Topics – Closed 6:00 pm, Wednesday, August 13, 2012</p>