# San José State University CASA
# Department of Justice Studies
# JS100W, Writing Workshop
# Section 1, Fall 2015

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| **Instructor:** | Harold W. Peterson, JD |
| **Office Location:** | MacQuarrie Hall, Room 509 |
| **Telephone:** | (408) 924-2754 (voice mail) |
| **Email:** | harold.peterson@sjsu.edu |
| **Office Hours:** | Tuesday & Thursday 12:00 pm to 1:15 pm |
| **Class Days/Time:** | Tuesday & Thursday 7:30 am to 8:45 am |
| **Classroom:** | MacQuarrie Hall, Room 523 |
| **JS Competency Area:** | E: Analytical Research & Communication |

## 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 in 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

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty- five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**SJSU Writing Requirement:** 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.

**Justice Studies Reading and Writing Philosophy:** The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives–personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## Course Learning Outcomes

Upon successful completion of this course:

**CLO 1**: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:

- Language use
- Grammar
- Clarity of expression

**CLO 2**: Students shall be able to explain, analyze, develop, and criticize ideas effectively,

including ideas encountered in multiple readings and expressed in different forms of discourse.

**CLO 3**: Students shall be able to organize and develop essays and documents for both professional and general audiences.

**CLO 4**: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.

**CLO 5**: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

**CLO 6**: Students should read, write, and contribute to discussion at a skilled and capable level.

## Required Texts/Readings

### Textbooks:

Tucker, J.C. (1998). *May God Have Mercy: A True Story of Crime and Punishment*. The text is available at the campus bookstore or online. Supplemental readings assigned by topic and held on e-reserve at the library. ISBN: 978-0385332941

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

### Additional Readings:

Additional readings for this course distributed through **Canvas**

## Canvas

This course is both online and in the classroom. Regularly check the Announcement section of the **Canvas** website for class schedule, office hours and alternative meeting times.

## Classroom Protocol

This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Further, please be respectful of others and show them common courtesy. Students may enrich the learning process by discussion. Respect and professionalism are the guiding principles of this class. Tardiness will not be tolerated, if you are late, do not disturb class—wait until break to enter the classroom. Electronic Devices: Please turn off all cell phones, pages, PDA's or any other electronic device that "make noise". No text messaging in class, please turn off these devices, as they are disruptive. Students may take hand written notes during class. Students may use computer but no recording devices without the permission of the instructor.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc.
https://slisweb.sjsu.edu/current-students/registration-and-enrollment/adding-and-dropping-classes
Students should be aware of the current deadlines for dropping and adding classes. http://www.sjsu.edu/provost/docs/1314aycalendar.pdf

## 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.

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

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|---|---|---|---|
| 94-100: | A | 74-76: | C |
| 90-93: | 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. Instructor assesses a penalty for late assignments.

**Writing Evaluation:** Evaluation of written work is as follows:

- **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/Citations (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.

Each evaluated item shall consist of 100 points and weighted as follows:

| Writing | Percentage |
|---|---|
| | |
| **In-class Assignments/Class Participation** | 10% |
| | |
| **Discussions (Social Media)** | 5% |
| | |
| **Assignments**: | 45% |
| **Policy Statement** | |
| **Article Review (article provided)** | |
| **Annotated Bibliography** | |
| **Literature Review** | |
| | |
| **Book Review** | 15% |
| | |
| **Research Paper** | 25% |
| | |
| **TOTAL** | **100%** |

## Material for Evaluation

Assignments include the following:

**Article Reviews**: Students will be required to read and write a review of an academic article from a scholarly journal. The instructor will assign the article. The article review must be no longer than 1,000 words, double-spaced with a 12-point font, and conform to APA style (not including cover page and bibliography). *(CLO's 1-3)*

**Literature Review:** Students will be required to write a literature review on a topic related to the student's research paper. The literature review must be no longer than 1,000 words, double-spaced with a 12-point font, and conform to APA style (not including cover page and bibliography). *(CLO's 1-4)*

**Social Media Discussions:** The instructor shall post three (3) discussion topics online in the "Discussions" area of the **Canvas** 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, formal, 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 critical 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 Discussion 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 6:00 pm. The instructor will not accept late postings. See additional instructions in the "Discussion" area. . *(CLO's 1-6)*

**In-Class Assignments/Group/Class-Participation:** Student will be required to complete seven (7) in-class assignments. These assignments will test the student's ability to review specific literature or events relating to a specific topic or event within a limited time (75 minutes). The student will be required to read, analyze and prepare a short review of a specific literature or event relating to a specific topic. Instructor will administer the in-class assignments throughout the semester. Students will not receive notice of the in-class assignments; therefore, it is important that students attend class regularly.

This grade will be based on the in-class assignments, instructor's judgment of students' contributions to group discussions and class.
*(CLO's 1-6)*

In-class assignments may include the following:

1) Critical Thinking
2) Perspective Rewrite
3) Grammar/Sentence Structure Rewrite
4) Mini-Article Review
5) Speech Writing
6) Life Outline
7) In-class Essay

**Peer Evaluation and Revision:** Following some of the in-class assignments, 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.
*(CLO 2)*

**Annotated Bibliography**: Students will draft an annotated bibliography for sources used in their research paper. The annotated bibliography must include at least five (5) sources and annotations. Students should summarize, assess and reflect upon each source cited. The annotated bibliography must be no longer than 1,000 words, single-spaced with a 12-point font, and conform to APA style (not including cover page and bibliography).

**Book Review**: Students will be required to read and write a book review. The book review must be no longer than 1,000 words, double-spaced with a 12-point font, and conform to APA style. *(CLO's 1-4)*

**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 *discussion section* of the research paper must be no longer than 1,500 words (not including the cover page, abstract, introduction, literature review and bibliography), double-spaced with a 12-point font, and conform to APA style. **The instructor will not accept late papers**. *(CLO's 1-4)*

**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:

- The original assignment is complete and timely (Does not include *Book Review, Annotated Bibliography* or *Research Paper*).
- All previous assignments are complete and timely.
- 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).
- The student has not already twice submitted the assignment.
- The revision will substantially improve the student's grade on the assignment. *(CLO's 1-4)*

## Additional Information

Students may find additional information regarding the assignments, exercises and examinations on the **Canvas** website in the "**Modules**" area.

## Required University Policies Statements

**Academic Integrity:** www.sjsu.edu/studentconduct/docs/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 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 the SJSU 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 AEC (Accessible Education Center) to establish a record of their disability. For more information call their office at 408-924-6000 (v) or 408-924-5990 (TTY).

**Accommodation to Students' Religious Holidays:** San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**Expectations of Students' Effort:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical *practica*. Other course structures will have equivalent workload expectations as described in the syllabus."

## Student Resources

**Library Liaison:** Silke Higgins *Assistant Librarian, University Library, San Jose State University* **(**Email**:** silke.higgins@sjsu.edu)

**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.

**Peer (Mentoring) Connections:** Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students. http://peerconnections.sjsu.edu

Peer Connections has four locations on the SJSU main campus:

- Student Services Center (SSC) 600, on the corner of 10th and San Fernando (inside the 10th Street parking garage building)
- Martin Luther King, Jr. Main Library in room LL 67, just off of the elevator lobby on the lower level
- Academic Success Center in Clark Hall, on the first floor next to the Computer Lab
- The Living Learning Center (LLC) in Campus Village B.

**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. http://www.sjsu.edu/writingcenter/

**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/

**Course Schedule**

| Week | Day | Readings, Assignments & Deadlines |
|---|---|---|
| **1** | Thursday 8/20/15 | **Lecture & Discussion**: *Introduction; Syllabus; Class Mechanics; Concepts of Writing; Goals & Purposes of writing; Assign Groups; (Review & Evaluation of Writing); Turning in Assignments; Rewrites & The Writing Process Own it!* |
| **2** | Tuesday 8/25/15 | **Lecture & Discussion**: *The Ten Commandments of Formal Writing* |
| | Thursday 8/27/15 | **Lecture & Discussion**: *The Ten Commandments of Formal Writing; the Policy Statement* |
| **3** | Tuesday 9/1/15 | **Lecture & Discussion**: *Critical Thinking & Peer Review* |
| | Thursday 9/3/15 | **Lecture & Discussion**: *The Article Review* |
| **4** | Tuesday 9/8/15 | **Lecture & Discussion**: *Integrating Citations, Paraphrasing and Quotations; Group workshop (Policy Statement - edit)* |
| | Thursday 9/10/15 | **Lecture & Discussion:**<br>**Due: Policy Statement** |
| **5** | Tuesday 9/15/15 | **Lecture & Discussion:** *Passive verses Active Voice* |
| | Thursday 9/17/15 | **Lecture & Discussion:** *Writing Mechanics (Paragraph & Paragraphs); Texture: Mixing sentences and paragraphs* |
| **6** | Tuesday 9/22/15 | **Lecture & Discussion**: *Group Workshop (Article Review – edit)* |
| | Thursday 9/24/15 | **Lecture & Discussion**: *Group Workshop (the Policy Statement - review)* |
| **7** | Tuesday 9/29/15 | **Lecture & Discussion**: *The Book Review*<br>**Due: Article Review** |
| | Thursday 10/1/15 | **Lecture & Discussion**: *Proofreading and other editing techniques; Style* |
| **8** | Tuesday 10/6/15 | **Lecture & Discussion**: *Writing Mechanics - Words & Word Choice; Never Words* |
| | Thursday 10/8/15 | **Lecture & Discussion**: *Group Workshop (The Article Review - review)* |
| **9** | Tuesday 10/13/15 | **Lecture & Discussion**: *Research Paper Topics and more Critical Thinking; Group Workshop (the Book Review - edit)* |
| | Thursday 10/15/15 | **Due: The Book Review** |
| **10** | Tuesday 10/20/15 | |
| | Thursday 10/22/15 | **Library Seminar** – ***Meet at MLK Library, Room 213*** |

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| **11** | Tuesday 10/27/15 | **Lecture & Discussion:** *Film – "Deceiving Innocence"* |
| | Thursday 10/29/15 | **Lecture & Discussion**: *Group Exercise (the Book Review - review)* |
| **12** | Tuesday 11/3/15 | **Lecture & Discussion**: *Developing a Thesis*<br>**Due: The Annotated Bibliography** |
| | Thursday 11/5/15 | **Lecture & Discussion**: *Group Workshop (Developing a Thesis)* |
| **13** | Tuesday 11/10/15 | **Lecture & Discussion**: *Group Workshop (Developing a Thesis)* |
| | Thursday 11/12/15 | **Lecture & Discussion**: *The Literature Review* |
| **14** | Tuesday 11/17/15 | **Lecture & Discussion**: *The Introduction* |
| | Thursday 11/19/15 | **Lecture & Discussion**: *Group Workshop (Developing a Thesis with Introduction)* |
| **15** | Tuesday 11/24/15 | **Lecture & Discussion**: *Group Exercise (the Literature Review - review)* |
| | Thursday 11/26/15 | **Lecture & Discussion**: *The Research Paper* (*Putting it all together)*<br>**Due: The Literature Review** |
| **16** | Tuesday 12/1/14 | **Lecture & Discussion**: *Speech Writing* |
| | Thursday 12/3/15 | **Lecture & Discussion**: Group Workshop *(Rough Draft – edit)* |
| **17** | Tuesday 12/8/15 | **Lecture & Discussion**: Group Workshop *(Rough Draft – edit)* |
| | Thursday 12/10/15 | **Due: Research Paper (Submit Online Only)** |