

**San José State University**  
**CASA/Justice**  
**JS101, Critical Issues, 2, Spring 2015**

**Course and Contact Information**

<b>Instructor:</b>	Sang Hea Kil, PhD (Associate Professor, Justice Studies)
<b>Office Location:</b>	MH512
<b>Telephone:</b>	Email is the best way to reach me.
<b>Email:</b>	<a href="mailto:sangheakil@gmail.com">sangheakil@gmail.com</a> ; M, W 9am-12pm; T, Th 10am-3.30pm; F 9am-11am. Please be aware of my emails hours, as it will affect when I can respond.
<b>Office Hours:</b>	Office Hours by Online Appointments Only. TH 1.30-4.30 pm. Make an appointment via the faculty website: <a href="http://www.sjsu.edu/people/sang.kil">www.sjsu.edu/people/sang.kil</a>
<b>Class Days/Time:</b>	This is an online class.
<b>Classroom:</b>	Canvas
<b>JS Competency Area:</b>	C: Critical Inquiries; Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies Major.
<b>Pre/Co-requisites</b>	100W Pre/Co-Req

**Course Format**

This class is a fully online class. Students need to be technically prepared for this class. See [http://www.sjsu.edu/at/ec/canvas/student\\_resources/](http://www.sjsu.edu/at/ec/canvas/student_resources/) for information on how to prepare for Canvas online platform.

**Course Description**

This course is an interdisciplinary and comparative examination of justice concepts and controversies, including the state and media’s role in perpetuating the criminalization of marginalized populations like racial minorities and undocumented people, forms of violence, human rights, and the need for social justice. We will examine three contemporary examples of racialized social problems: Islamophobia, Hurricane Katrina, and the criminalization of immigrants.

**JS 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 Goals and Student Learning Objectives**

The goals for this course are simple. This course is designed to improve your critical reading, writing, discussion, and analytical skills. Below are the learning objectives for this course.

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

LO1 Read at a proficient academic level and apply key ideas and concepts to the work assigned. You will achieve LO1 with your Writing Assignments and Final Research Paper.

LO2 Write in an academically clear and organized manner with research integrated and cited in APA style. You will achieve LO2 with your Discussion Forums, Student Essays and Final Research Paper.

LO3 Discuss in a professional manner about key concepts and ideas, ask relevant questions about materials, and participate robustly with the class on discussion projects. You will achieve LO3 with your Discussion Forum assignments.

LO4 Analyze concepts and ideas critically and skillfully. You will achieve LO4 with your Discussion Forums, Student Essays, Writing Assignments, and Final Research Paper.

### **Required Texts/Readings**

All readings are available in PDF format within Canvas.

### **Library Liaison**

Higgins, Silke

Phone: (408) 808-2118

Email: [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu)

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

### **Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

- 1) Students are required to read the feedback that I give on graded assignments. If mistakes are repeated even after I explained to the student how to correct those mistakes, I will take additional points off. So please read graded feedback. I provide feedback to help you improve on your assignments.**
- 2) Late work is only accepted with a 3<sup>rd</sup> party documented excuse with signature and full contact information. I do not provide comments on graded late work but you can make an appointment during my office hours for feedback.**
- 3) Remember, technical errors are the students' responsibility so get work done early to avoid last minute difficulties.**
- 4) Turn in all work in a professional format with I.D. info [your name and name of class], date due, assignment title, and save in .doc or .docx format only.**

**A minimum grade of C is required to receive credit for graduation.**

**Writing Assignments-** These writings will demonstrate to me that the student has read the assignments from start to finish and understands the underlying structure of the argument. Generally I expect an *abstract paragraph* of each reading assigned for a WA. Using APA citation style, write a one-paragraph abstract (do not exceed one page, use 12 font, and apply 1 inch margins). In the first sentence of your abstract, provide in APA style: (i) short title of the source (ii) the last name of the author with date published and (iii) a one-sentence thesis statement that sums up the main points of the source. This thesis statement is not your main point; it is the main point of your source. Paraphrase and avoid direct quotations. The next several sentences that complete the *abstract paragraph* condense the original piece by honoring the key content highlighted by the subheadings.

Be sure to consider these elements in your abstract when applicable:

1. *How does the title point to the significance of the article?*
2. *What/Where is the thesis statement?*
3. *How does the author break down their argument using subheadings? How do they use subheadings to point to main points/ arguments of the piece?*
4. *Does my abstract reflect all subheaded parts of the entire article but in an extremely condensed way?*

Hints to writing a good abstract:

When abstracting, you must determine what a reader would want to know about the work. There are a few techniques that will help you in this process:

1. *To start, don't look back:*

After reading the entire work, put it aside and write a paragraph about the work without referring to it. In the first draft, you may not remember all the key terms or the results, but you will remember the main point of the work. Remember not to include any information you did not get from the work being abstracted.

1. *Then revise, revise, revise*

No matter what, the most important step in writing an abstract is to revise early and often. When revising, delete all extraneous words and details and incorporate meaningful and powerful words and key ideas. The idea is to be as clear and complete as possible in the shortest possible amount of space.

1. *3. Identify key terms:*

Search through the entire document for key terms that identify the purpose, scope, and methods of the work. Pay close attention to the subheadings when possible as they tend to point to key ideas that need to be included. When writing the abstract, be sure to incorporate the key terms.

1. *4. Highlight key phrases and sentences:*

Highlight sentences or phrases that appear to be central to the work. Then, in a separate document, rewrite the sentences and phrases in your own words. This process is called paraphrasing and is a good exercise in helping you to understand the importance of the work by putting it in your own words. Be sure that you include important data but omit minor points. Avoid direct quotes.

Do not include your own ideas, illustrations, metaphors, or interpretations in the abstract. Please include bibliographic citation in APA at the end of your abstract paragraph. Please type your name, course (ex. Js 101 S-14), and date due (not date written) in the upper right-hand corner. Submit in a .doc or .docx format only.

You will need your assignment peer-reviewed BEFORE it is submitted. Your peer-reviewer will check for grammar, spelling, language, and that you followed the assignment to the letter. Failure to have your assignment peer-reviewed will result in a letter grade deduction. Failure to peer-review someone else's paper you are assigned to review will result in a letter grade deduction. PLAN EARLY!

**Discussion Forums** - You will formulate posts to create a class discussion of the reading material most recently assigned. Please re-listen to the most recent lecture if you are unsure of what reading I refer. Your first two posts will formulate critical, thoughtful, and intelligent questions based on the readings. Please make sure your questions are developed from a major concept/ key idea/or term in the reading and are not tangential. Do not use a yes/ no formulated question. The first two responses are due at 11.59pm the day before the assignment due date.

Then you will respond in a critical, thoughtful, and intelligent way to two other student's questions. Attempt to base your response post on major concept/ key idea/or term in the reading. DF assignments total 4 posts (two question and two responses). The two response posts' due dates are posted in the calendar. The posts are a paragraph (5-8 sentences) in length. Quote and cite in APA, in-text format only for your questions (do not include APA bibliographic info) to be clear about the reading's concept, idea, and term that you refer. Do not just mention a concept but also explain in succinctly, which is why you need to APA in-text cite.

**Student Essay** - Write a 5 paragraph essay that analyzes information, themes, concepts, and/or ideas from the articles assigned on the most recent topic of the course (Islamophobia, Hurricane Katrina, or Immigration). Your analysis should target three themes among the topical readings. Each of the three themes cuts across all the articles so each paragraph in the essay's body will cite all articles to demonstrate that theme. Make an argument with your thesis statement using this prompt, "In this essay, I argue \_\_[1st point]\_,\_[2nd point]\_, and \_[3rd point]\_. I close my essay with a brief conclusion." Proper grammar, spelling, language, and APA citation required (in-text and bibliography). Please refer to the files for information to help you compose a five paragraph essay and information on APA citation style. 2-2.5 pages singled spaced with 12 font [c. 1000-1250 words].

**Final Research Paper** - This assignment is designed to allow students to demonstrate their competency of ACADEMIC research. The student must also demonstrate relevance to the course material by citing at least 2 class sources in the FRP. Throughout the semester, the student is required to turn in materials relating to their final research project (see the D2L calendar) as benchmark goals toward the FRP so that I can provide meaningful feedback about the student's developing work on this paper. This is an original research paper crafted for this class by the student's hard effort.

***Grading breakdown of FRP:***

10 points-**introduction**, title and abstract are interesting and accurate. Introduction does not exceed ½ of the page.

30 points-**thesis statement and body** reflect each other well. Body must include subheadings that reflect the thesis statement well. Do not exceed three subheaded sections. Each subheaded section is well organized (paragraphs flow into each other well with good transitions). Frequent use and proper citation of relevant academic research.

30 points- **bibliography** has 8-10 academic sources [not including the 2 class sources], which are on-target and current (no earlier than 1990) and used well in the paper. Newspapers, magazines, websites, etc are not academic sources (include them if you cite them but they do not count toward your 8-10 academic sources). Academic sources are peer-reviewed books, book chapters, journal articles, and the like.

10 points-**conclusion** summarizes the main points of the paper succinctly and also gives suggestions for future research or policy/social movement recommendations. Must not exceed ½ page.

10 points- **format and grammar** follow these criteria: APA citation style (6<sup>th</sup> edition) is used throughout the paper. Requirements: 6 pages exactly [not including the works cited, title, and abstract page], double spaced, 12 Font, active voice (ex. Research demonstrates that....NOT: It was demonstrated that....), 1 inch margins all sides, cover page followed by abstract. Academic sources are paraphrased and not quoted in APA. Use proper grammar, spelling, paragraph structure and proper punctuation. Do not use contractions (use “do not” and **not** “don’t”).

10 points-**Six benchmarks** demonstrate that you actively worked on your FRP throughout the semester. These benchmarks include 1) office hour appointment to discuss paper, 2) topic due, 3) TS and bibliography, 4) TS, outline and updated bibliography, 5) title, TS, 3 page rough draft (max), and updated bibliography, 6) peer-review of your draft.

**=100 points**

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**Lecture Notes-** For each reading, I will review the major concepts via blackboard collaborate within canvas. Take notes on these sessions to help you prepare for assignments. Your notes should fill a page at least to show that you were diligently paying attention. These notes must be in the dropbox in .doc or .docx Word format by the deadline. Please type your name, course (JS 101-2 S-14), and date due (not date written) in the upper right-hand corner. Follow these instructions exactly to maximize points for your grade.

**Here is the formula so you can calculate your grade:**

**30% (WA) + 15% (DF) +20% (SE) + 30% (FRP) + 5% (LN)= 100% class grade**

**Assignments will be fairly graded as described by the method below:**

A-/A/A+(90-92/93-96/97-100)[excellent]: The paper (or project) contains no grammatical, spelling, or typographical errors. It is outstanding in clarity, style, and organization. The depth and accuracy of the information covered are appropriate for the assignment. The style and format of the paper are appropriate for the assignment. Paper demonstrates sharp analytical ability.

B-/B/B+ (80-82/83-86/87-89)[very good]: The paper (or project) contains a few minor grammatical, typographical and spelling errors. For the most part, the paper is clearly written and logically organized. The topic is covered in reasonable depth and the information presented is accurate. The style and format of the paper are appropriate for the assignment. Paper demonstrates good analytical ability.

C-/C/C+(70-72/73-76/77-79)[acceptable, ok]: The paper (or project) contains grammatical, typographical, or spelling errors. It could be more clearly written and logically organized. For the most part, the depth of coverage of the topic is thin and the information’s accuracy is questionable. The style and format of the paper need improvement. Paper demonstrates ordinary analytical ability.

D-/D/D+(60-62/63-66/67-69)[below average/unacceptable]: One of these grades will be received for ANY of the following reasons, with the specific grade assigned depending on the severity of the problems. The paper contains significant or serious grammatical, typographical, or spelling errors. It is not clearly written or logically organized. The train of thought is difficult to follow. The depth of coverage of the topic is not adequate. The information presented is inaccurate. The style and/or format of the paper are not appropriate to the assignment. Project shows dull analytical ability.

F(59 or less)[unacceptable]: A paper or project will receive an F if two or more of the following conditions are satisfied: The paper contains significant or serious grammatical, typographical, or spelling errors; it is not clearly written or logically organized; the train of thought is difficult to follow; the depth of coverage of the topic is not adequate; the information presented is inaccurate; the style and/or format of the paper are not appropriate to the assignment. The paper will also receive an F if some or all parts of the paper have been plagiarized, as defined later in this syllabus/syllabus.

Note “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## Classroom Protocol

Please use your time wisely to get assignments submitted on time. You can access assignments early to help you negotiate your time but deadlines are firm. Technical difficulties are the student’s responsibility (e.g. personal computer glitches, poor internet connection, software compatibility, etc) unless they are beyond the student’s control (CANVAS outage, CANVAS glitch, etc). **In the case that a technical difficulty occurs beyond the student’s control, the student must 1) take a screen shot to document the difficulty 2) seek the help of the help desk and 3) inform the instructor of the issue.** Seek me out by email or for office hour help to improve your performance in class. Please submit all assignment in .doc or .docx. **Finally, you must read graded feedback.** If you repeat the same mistakes that have already been pointed out to you, your grade will increasingly suffer.

## University Policies

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the syllabus include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Computer lab and study spaces are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

**SEE CANVAS CALENDAR FOR SCHEDULE OF ASSIGNMENTS**