

San José State University
Department of Justice Studies
JS100W, Writing Workshop, Fall 2016

Course and Contact Information

Instructor:	Greg Woods, J.D.
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Office Hours:	Tuesdays, 2:00 PM - 3:00 PM, Wednesdays, 10:00 AM - 1:00 PM, and by appointment.
Class Days/Time:	Tuesdays/Thursdays 3:00 PM - 4:15 PM
Classroom:	Boccardo Business Center 221

Justice Studies Department 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 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. GE Area: Z Prerequisite: A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. Allowed Declared Major: Justice Studies. Note: Must be passed with C or better (not C-) to satisfy the CSU Graduation Writing Assessment requirement (GWAR). 3 Units.

General Education Learning Outcomes (GELO)

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

- GELO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in:
1) language use, 2) grammar, and 3) clarity of expression;

- GELO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
- GELO 3: Organize and develop essays and documents for both professional and general audiences;
- GELO 4: Organize and develop essays and documents according to appropriate editorial and citation standards; and
- GELO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Recommended Texts

C. Piltch and K. Terry (2011). *A Short Guide to Writing About Criminal Justice* (1st Edition). Pearson Education, Inc. ISBN-13: 9780138029029

M. Biggs (2014). *Just the Facts: Investigative Report Writing* (4th Edition). Pearson Education, Inc. ISBN-13: 9780132132800

Students may purchase texts in the bookstore and online.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118
<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 [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Weekly Assignments

Students will be assigned a total of twelve weekly reading, writing and research assignments in class and as reflected below, are due at the conclusion of each second weekly class session, or as instructed, and will consist of a minimum of a two-to-three paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, & 5)

Situation Analyses

Students will complete two situation analyses throughout the course, to be assigned and explained extensively in class, due as reflected below in response to subject matter from class lecture, and will consist of a minimum of a five-to-seven paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4 & 5)

Final Project

Final Projects will require students to conduct independent research and craft a thesis paper specific to current justice-related policy in the United States, to be assigned and explained extensively in class and due in two parts, an in-class presentation and a twenty-paged written analysis, due during the last scheduled week of instruction as reflected below. Reliable sources for all assertions must be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3, 4 & 5)

Participation

Students are expected to be punctual and prepared to participate during in-class activities in an informed, professional and respectful manner. Participation credit will be rewarded in response to student preparedness and politeness in class. (CLO 1, 2, 3, 4 & 5)

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Final grades will be evaluated as follows:

Weekly Assignments (12)	30%
Situation Analyses (2)	30%
Final Project	30%
Participation	10%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

Extra credit will not be awarded, late assignments will not be accepted, and no assignment may be submitted via email.

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

Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, or who choose not to contribute to in-class discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

Late Assignments

Late assignments will not be accepted for credit and no assignment may be submitted via email.

Cell Phones/Texting

All cell phones and other electronic devices should be turned off and put away during class sessions. Routine phone calls, texting or other online activity during class is discouraged, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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/. 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 and the following items to be included in the syllabus:

- “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.”
- “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/>.

Never present another's argument as your own. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. Detection of plagiarism will result with NO CREDIT earned for the assignment.

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 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.

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 S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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. A computer lab and study space 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 10th 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 7th 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>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

JS100W / Writing Workshop, Fall 2016

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 25	Introductions/Course overview; Syllabus, Class, Weekly Assignment, Situation Analysis & Final Project Formats; Persuasive & Informative writing in general; Approaches to Critical Thinking; the Five-Sentence Paragraph; the American Psychological Association (APA) citation style format; Writing Basics: Effective Thesis and Issue Statements; Assign Weekly Assignment #1 (DUE 9/1) ; In-class exercise: <i>Personal mission statement</i> .
2	August 30 & September 1	The Percipient & Expert witness; Jurisdictional Structures; Identifying and articulating key facts; Employing the SARA Model (Scanning, Analysis, Response, and Assessment/Evaluation) and the IRAC Method (Issue, Rule, Analysis, and Conclusion) to perfect written analysis of Criminal Justice and relevant legal issues; Statements of Fact; Writing Basics: Short, Clear Sentences with Concise, Concrete Words; Prepare, Submit and be ready to discuss Weekly Assignment #1; Assign Weekly Assignment #2 (DUE 9/8) ; In-class exercise: <i>Percipient Witness/Lt. John Pike and the Use of Force at UC Davis</i> .
3	September 6 & 8	Assign Situation Analysis #1 (DUE 9/29) ; Return and review Assignment #1; Who, What, Where, When, Why and How of Investigations; Writing Basics: The Outline is Key; Prepare, Submit and be ready to discuss Weekly Assignment #2; Assign Weekly Assignment #3 (DUE 9/15) ; In-class exercise: <i>Laws as Legislative Solutions to Society's Problems resulting in Criminalized, Restricted Behavior for all</i> .
4	September 13 & 15	Assign Final Project (PRESENTATIONS DUE WEEKS 15-16 & PROJECTS DUE NO LATER THAN 12/8) ; Return and review Assignment #2; In the Narrative: First Person, Past Tense, Active Voice & Chronological Order; Writing Basics: Supporting your Assertion with Reliable and Verifiable Information; Prepare, Submit and be ready to discuss Weekly Assignment #3; Assign Weekly Assignment #4 (DUE 9/22) ; In-class exercise: <i>BART Police officer Johannes Mehserle, Oscar Grant and the Duty to Protect and Serve</i> .
5	September 20 & 22	Return and review Assignment #3; Conducting Interviews; Writing Basics: The Rough Draft; Prepare, Submit and be ready to discuss Weekly Assignment #4; Voluntary one-on-one consultations ; In-class exercise: <i>Snowden, Manning, WikiLeaks, National Security and Traditional Notions of Perfect Personal Liberty Contradicted by the Necessities of the State</i> .
6	September 27 & 29	Return and review Assignment #4; Affidavits & Search Warrants; Writing Basics: Know Your Reader; Prepare, Submit and be ready to discuss Situation Analysis #1; Assign Weekly Assignment #5 (DUE 10/6) ; In-class exercise: <i>Megan's Law, Compulsory Sex Offender Registration and California Penal Code Section 290</i> .

Week	Date	Topics, Readings, Assignments, Deadlines
7	October 4 & 6	Return and review Situation Analysis #1; Distinguishing facts from opinion; Writing Basics: Case Brief and Memorandum formats; Prepare, Submit and be ready to discuss Weekly Assignment #5; Assign Weekly Assignment #6 (DUE 10/13) ; In-class exercise: <i>Tough on Crime Strategies, Mandatory Minimum Sentencing and the “Three Strikes” sentence enhancement law of California.</i>
8	October 11 & 13	Assign Situation Analysis #2 (DUE 11/3) ; Motions & Pleadings; Return and review Assignment #5; Writing Basics: Use Plain Language; Prepare, Submit and be ready to discuss Weekly Assignment #6; Assign Weekly Assignment #7 (DUE 10/20) ; In-class exercise: <i>Amber Alerts, Flash Mobs, Social Media and Law Enforcement.</i>
9	October 18 & 20	Return and review Weekly Assignment #6; Objective & Subjective Standards; Writing Basics: Be Concise, Less is More; Prepare, Submit and be ready to discuss Weekly Assignment #7; Assign Weekly Assignment #8 (DUE 10/27) ; In-class exercise: <i>Surveillance, Body Cameras and Crime Prevention through Environmental Design.</i>
10	October 25 & 27	Return and review Weekly Assignment #7; Documentation & Memorialization; Writing Basics: Think Loose and Write Tight; Prepare, Submit and be ready to discuss Weekly Assignment #8; Voluntary one-on-one consultations ; In-class exercise: <i>Miranda and Custodial Interrogation rights in the 21st Century.</i>
11	November 1 & 3	Return and review Weekly Assignment #8; Qualities of a superior investigator; Writing Basics: Plagiarizing is a Bad Idea; Prepare, Submit and be ready to discuss Situation Analysis #2; Assign Weekly Assignment #9 (DUE 11/20) ; In-class exercise: <i>Incarceration rates, Recidivism, Release, Community Integration and Expungement.</i>
12	November 8 & 10	Vote! (Election Day, Tuesday, November 8); Return and review Situation Analysis #2; Crafting oral and written presentations; Writing Basics: Edit with Fresh Eyes; Prepare, Submit and be ready to discuss Weekly Assignment #9; Assign Weekly Assignment #10 (DUE 11/17) ; In-class exercise: <i>Credibility and Pretrial Witness Identification Methods.</i>
13	November 15 & 17	Return and review Weekly Assignment #9; Problem identification & Solution proposal; Writing Basics: Expect to Rewrite it; Prepare, Submit and be ready to discuss Weekly Assignment #10; Assign Weekly Assignment #11 (DUE 11/22) ; In-class exercise: <i>Improving Relationships between Law Enforcement Agencies and the Communities they Serve.</i>
14	November 22 (No Class November 24, Happy Thanksgiving Holiday!)	Return and review Weekly Assignment #10; Prepare, Submit and be ready to discuss Weekly Assignment #11; Voluntary one-on-one consultations; Assign Weekly Assignment #12 (DUE 12/1) ; In-class exercise: <i>Happy Thanksgiving!</i>

Week	Date	Topics, Readings, Assignments, Deadlines
15	November 29 & December 1	Return and review Weekly Assignment #11; Begin Final Presentations; Voluntary one-on-one consultations; Prepare, Submit and be ready to discuss Weekly Assignment #12; Peer Review Exercise.
16	December 6 & 8	Complete Final Presentations; Final Projects Due (12/8); Peer Review Exercise; Final Thoughts.