

San José State University
School/Department
JS 100W, Writing Workshop Fall 2017

Course and Contact Information

Instructor:	Victor Thompson
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Office Hours:	LOTS OF THEM!
Class Days/Time:	Tuesdays/Thursdays 3:00pm-4:15pm
Classroom:	Sweeney Hall 242
Prerequisites:	Grade of “C” or better in English 1B or equivalent; upper division standing; passage of Writing Skills Test; and completion of core GE requirements
GE/SJSU Studies Category:	Area Z

Course Format

This is a writing intensive course that requires regular participation in writing activities/assignments. Please show up ready to discuss your own writing along with the writing of others in the class. In addition, students will need access to a computer and reliable internet access. Students will need to regularly access and be comfortable with Canvas™, SJSU’s learning management system, and all technologies associated with Canvas. All assignments will be submitted on Canvas and much of my feedback on your assignments will be delivered on Canvas.

Canvas™

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas™ learning management system course website. You are responsible for following the course schedule, provided in the syllabus and regularly checking messages and modules in our Canvas site to learn of any updates and to access all course content.

Course Description and Overview

This is an integrated writing and research course designed to develop advanced communication skills which will be valuable for a career in criminal justice. Effective written communication skills are vital to success in any career, but are particularly important to the criminal justice professional. The best method for improving these skills is through extensive practice, critical feedback, revision, and examination of models of excellence in communication. Students must earn a grade of “C” or better to pass this course.

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.

GE 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;

GELO 5: locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Course Goals and Learning Outcomes

Course Goals

JS 100W has an intensive focus on writing, and it demands multiple drafts of work. Through drafts (iterations) of the same work, JS100W students will develop the following:

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

Course Learning Outcomes

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

CLO1: Students shall be able to refine the competencies established in Written Communication 1A and 1B as summarized below. Satisfaction of this objective will be measured through the evaluation of outlining exercises, a research paper draft, and a research paper final draft.

1A Student learning:

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

1B Student learning:

1. Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.

2. Students should be able to synthesize ideas encountered in multiple readings
3. Students should be able to construct effective arguments

CLO2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Satisfaction of this objective will be measured through the evaluation of article critiques of scholarly research, a critique of student work, and an oral presentation.

CLO3: 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.

Library Liaison

Silke Higgins, 408-808-2118, silke.higgins@sjsu.edu

Required Texts/Readings

1. Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research*, 3rd edition. University of Chicago Press.
FREE ONLINE: <http://sjsu.ebib.com/patron/FullRecord.aspx?p=432155>
2. Flanum, R. J. (2009). *Publication Manual of American Psychological Association*, 6th edition. Available on Canvas or for purchase in bookstore/Amazon.

Course Requirements and Assignments

The expectations for an online course are the same as any other course. I expect you to commit approximately three hours of your time per unit of credit. This includes reading and preparing for the course, participation in the course and any activities/assignments associated with the course. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Writing Prompts (10%)

Class activities (10%)

Writing exercises (60%)

- ____ Defining your topic (10%)
- ____ Annotated Bibliography (10%)
- ____ Article summaries/critiques (10%)
- ____ Making an argument (10%)
- ____ Outline (10%)
- ____ Rough Draft (10%)

Final Paper (20%)

- ____ Final Paper (20%)

Writing Evaluation

Evaluation of written work is as follows:

- Content (20%): Does it include what it is supposed to include?
- Style (20%): Is it interesting to read?
- Organization of paper (20%): Does it make sense?
- Grammar/Sentence Structure (20%): Are there lots of spelling/writing mistakes?
- Observations/Conclusions (20%): Did I learn anything interesting?

Writing Prompts: Writing Prompts are daily activities related to writing designed to encourage critical thinking while allowing you to practice your writing in a low stakes environment. These will only be graded as Complete/Incomplete

Class Activities: Most days we will do an activity in class related to upcoming assignments. These will be graded based on participation and completeness.

Defining your topic: In this assignment you will be required to write a short proposal for a research paper. The assignment should be at least 300 words of double-spaced text using 12 point, Times New Roman text.

Annotated bibliography: You will draft an annotated bibliography for sources they plan to use in their research paper. You must include at least five (5) sources and annotations. You should summarize, assess and reflect upon each source cited. The annotated bibliography must be at least 750 words, double-spaced with a 12- point font, and conform to APA style (not including cover page and bibliography).

Article Summaries: In this assignment you will make connections between your articles from your annotated bibliography. You will explain how each article help you understand your topic. This should be at least 750 words, double-spaced with a 12- point font, and conform to APA style (not including cover page and bibliography).

Making an Argument: Using *The Craft of Research* as a guide, you will make an argument about your topic of research and use some of the sources to support your argument. This should be at least 500 words, double-spaced with a 12- point font, and conform to APA style (not including cover page and bibliography).

Outline: The outline should be a summary of everything you plan to include in your final research paper. This should be at least 750 words, double-spaced with a 12- point font, and conform to APA style (not including cover page and bibliography).

Rough draft: This is a rough draft of your final research paper. It should be at least 1,500 words, double-spaced with a 12- point font, and conform to APA style (not including cover page and bibliography)

Final Paper: The final paper should be a revised version of you did in the rough draft. The final paper 2,500 words, double-spaced with a 12- point font, and conform to APA style (not including cover page and bibliography).

Grading Scale

98-100%	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
<60	F

Late work

I do not accept late work. However, if you turn something in on time and do not like your grade, then I will give you an opportunity to rewrite it for a regrade that has the chance to be equal to at most half the difference between what you received the initial time and what you received after you resubmitted it. In other words, if you had a 60% on the first assignment and then resubmitted it and got an 80%, you would receive a 70% for your final grade. You may only do this twice throughout the semester.

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/>

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

Campus Policy in Compliance with the American Disabilities Act

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

Student Technology Resources

Computer labs and other resources for student use are available in:

- [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](http://as.sjsu.edu/ascc/) at <http://as.sjsu.edu/ascc/> on the 2nd floor of the Student Union

- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>
- Additional computer labs may be available in your department/college

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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please 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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

JS 100W, Writing Workshop Winter 2017 Course Schedule

Course Schedule

Week	Topics, Readings, Assignments, Deadlines
8/24	Introduction to course; Writing prompt
8/29-8/31	COR**: 1-26 **COR refers to <i>The Craft of Research</i> book. Class activity: Brainstorming
9/5-9/7	COR: 29-49 Due: Defining your topic (Due Friday)
9/12-9/14	Searching for literature and bibliography software
9/19-9/21	COR: 51-66
9/26-9/28	COR: 68-83 Due: Annotated bibliography (Due Friday)
10/3-10/5	COR: 84-101 Class activity: How to read an article!
10/10-10/12	Due: Article Summary #1 (Due Friday)
10/17-10/19	COR: 103-119 Class Activity: Constructing arguments
10/24-10/26	COR: 120-135 Due: Making an Argument (Due Friday)
11/31-11/2	Class Activity: Critiques of arguments
11/7-11/9	COR: 139-169
11/14-11/16	COR: 171-179 Due: Outline (Due Friday)
11/28-11/30	COR: 187-200 Due: Rough Draft (Due Friday)
12/5-12/7	Final thoughts!