

San José State University
Department of Justice Studies
JS100W Section 02, Writing Workshop, Spring 2019

Course and Contact Information

Instructor:	Dr. Louise Buckingham
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Office Hours:	Mondays/Wednesdays 13:15– 14:15
Class Days/Time:	Monday/Wednesday 12:00 – 13:15
Classroom:	DBH 202
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 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.

Department of 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.

This course must be passed with a C or better as an SJSU graduation requirement.

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; and

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.

Required Texts/Readings

A range of readings demonstrating different writing styles and purposes will be posted to Canvas and provided in class for analysis, critique and inspiration. You will be instructed as to when you need to access/utilize these.

Required 'Textbook'

APA (2009) *Publication manual of the American Psychological Association*. 6th edition.

Library Liaison

Silke Higgins, silke.higgins@sjsu.edu, (408) 808-2118, <http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

In addition to the range of readings referenced above, scholarly and professional articles and reports will be provided in class from time to time. Students must bring paper to each class.

In addition to the requirement that students actively participate in every class, there are 4 major components of assignments in this course:

- Literature review (20%, aligned with CLO 1, CLO 3; GELO 1, GELO 2, GELO 3) **(Due 02/20 in class)**
- Presentation: Outline of major research paper (including research plan and design overall 10%, aligned with CLO 2; GELO 2, GELO 5) **(In class, 03/11-03/25)**
- Major research paper: Draft one, including thesis/argument, 2,500 words (20% aligned with CLO 2, CLO 3; GELO 4, GELO 5) **(Due 03/27 in class)**
- Major research paper reflections and final presentation (10%, aligned with CLO 2; GELO 2, GELO 5) **(In class, 04/24-04/29)**
- Major research paper: Final, 5,000 words (40%, aligned with CLO 1, CLO 2, CLO 3; GELO 1, GELO 2, GELO 3, GELO 4, GELO 5) **(Due 05/13 in class)**

Details for each assignment will be discussed in class and posted on Canvas. Due dates are listed in the course schedule and subject to change with fair notice.

Grading Information

We will discuss grading in class prior to every assignment. Students are encouraged to ask questions to ensure they understand expectations. Rubrics will be provided on Canvas or in class for every assignment.

Determination of Grades

Grades will be used along with substantive feedback to indicate students' performance in a variety of tasks. Exams and final grades will be calculated as a percentage on a typical "100 point scale." Missing, late, or plagiarized work will be given a grade of zero. Contact the professor early if you are having difficulty completing assignments or need accommodations for disabilities or absences for religious holidays.

The final course grade will be calculated based on the following standard 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

Please note, a "C" or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

Students are expected to attend all classes and to participate in all discussions, debates and activities in class and on Canvas in a respectful and mindful manner. Specifically:

1. Students are expected to deposit/submit assignments and discussion posts to our online class on time, prepared to take part in their own and collective learning.
2. All classroom participants are expected to foster an environment that encourages participation, and that is respectful to others and their opinions.
3. Students are expected to complete graded assignments by the time indicated in this syllabus. Late assignments will not be graded.
4. Students are responsible for making up material missed in their absence on their own.

While an emergency personal or health related situation appropriately verified (for instance, a doctor's certificate in the case of illness), will be grounds for a student making up missed work or assignments without penalty, in no other circumstances will making up missed tasks be allowed. With regard to any unavoidable missed classes, it is incumbent upon students themselves to 'catch up' in terms of content and materials.

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/>

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 Section 2 Writing Workshop, Spring Semester 2019 Course Schedule

The schedule is subject to change with fair notice (in class and/or via Canvas or email).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/28	Introductions and Expectations
1	01/30	In class writing on a current 'hot topic'
2	02/04	In class writing: What is effective writing?
2	02/06	Feedback and class discussion (hot topics and effective writing)
3	02/11	Brainstorm: Paper topics and approaches
3	02/13	Research and writing: Literature review
4	02/18	Writing analyses
4	02/20	Writing analyses (Literature review 20% due in class)
5	02/25	Group work: 'Many iterations paper' topics and feedback

Week	Date	Topics, Readings, Assignments, Deadlines
5	02/27	Group work: 'Many iterations paper' plans and research
6	03/04 & 03/06	In class and online writing (and individual meetings with Dr. Buckingham): Development of thesis argument
7	03/11	Preparation for presentations about papers: Finalize outline
7	03/13	<i>Presentations: Outline of major research paper (including research plan and design overall) (10%)</i>
8	03/18	<i>Presentations: Outline of major research paper</i>
8	03/20	<i>Presentations: Outline of major research paper</i>
9	03/25	<i>Presentations: Outline of major research paper//Feedback</i>
9	03/27	<i>Major research paper: Draft one, including thesis/argument, 2,500 words (20%) due in class</i>
10	04/01	Spring Recess NO CLASSES
10	04/03	Spring Recess NO CLASSES
11	04/08	Feedback on papers: Plans for incorporating feedback
11	04/10	Feedback on papers: Plans for incorporating feedback
12	04/15	In class: Second draft paper
12	04/17	In class: Second draft paper
13	04/22	Peer pairs: feedback on second draft papers in class/online
13	04/24	<i>Major research paper reflections and final presentation (10%)</i>
14	04/29	<i>Major research paper reflections and final presentation (10%)</i>
14	05/01	Writing analyses
15	05/06	Writing analyses
15	05/08	Final draft paper discussion
16	05/13	Last day of Instruction for Spring - Major paper, final, 5,000 words, (40%) due in class