

San José State University
Department of Justice Studies
JS100W-81, Writing Workshop Spring 2020

Course and Contact Information

Instructor:	Susie M. Rivera, J.D., M.S., CPCC
Office Location:	MQH 508
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Email:	Susie.Rivera@sjsu.edu (canvas messaging is preferred method of communications)
Office Hours:	Mondays and Wednesdays 7:20-8:20PM and by appointment
Class Days/Time:	Canvas online
Classroom:	Canvas Online
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:	This course satisfies Area Z, Written Communication II, a University Studies

attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions,

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

This is an integrated writing and research course designed to develop advanced communication skills which will be valuable for a career in the Justice System. Effective written communication skills are vital to success in any career, but are particularly important to the health care 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.

Course Goals and Student Learning Objectives

Course Goals

100W 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

Student Learning Objectives

Upon successful completion of this course, students will be able to meet the following learning objectives:

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.

Other learning objectives

Final Exam	15	7.5%
	50	

ARTICLE CRITIQUES	POSSIBLE	%
Article Critique #1	10	5.0%
Article Critique #2	10	5.0%
	20	

criteria for each assignment. All assignments completed outside of class must follow the previously specified general formatting requirements stated under “Out of Class Assignments”.

Written assignments will primarily be graded on content; however, assignments with poor writing mechanics and APA formatting will not be accepted, or will result in point deductions. Student should reference their own copy of *APA Manual*, and may seek additional assistance with APA at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Course Grade Determination

Percentage	Grade
98.0 to 100	A plus
93.0 to 97.99	A
90.0 to 92.99	A minus
88.0 to 89.99	B plus
83 to 87.99	B
80.0 to 82.99	B minus
78 to 79.99	C plus
73.0 to 77.99	C
70.0 to 72.99	C minus
68 to 69.99	D plus
63 to 67.99	D
00.0 to 62.99	F
	C 73%

Above Average Score: Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).

Average Score: Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.

Failing Score: The submission of incomplete work, or the inability to demonstrate an understanding of the assignment, reading(s) or issue(s). The inability of effectively, articulating an appropriate response to the assignment.

Writing Standards

1. Conformity to the American Psychological Association standards for scholarly writing. The minimum standards include the following:
 - a. Consistent use of complete sentences;
 - b. Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalizations, pagination, abbreviations, and margins;
 - c. Appropriate content, clarity, conciseness, and style;
 - d. Neat appearance
2. Twenty percent of the grade for each written assignment will be based solely on writing mechanics.
3. Each written assignment must contain no more than (5) novel grammatical errors and/or (5) novel APA errors (e.g., in-text reference citation, reference list).
4. When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have (3) calendar days to revise and resubmit the paper.
5. Any paper that is returned to the student(s) for revisions will have an automatic 10% deduction in the total grade for the assignment.
6. Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a “0” (zero) for the written portion of the total paper grade, and will be graded only for required content.

Late Assignment Policy and Extra Credit

*All assignments are due at the beginning of class on the specified due date, unless instructed otherwise. Submission of a late assignment will not be accepted for credit. As all assignments must be submitted to pass the course, late assignments without a legitimate reason will still be accepted; however, no credit (i.e., points) will be assigned. **Generally I do not offer Extra credit options, however, if an opportunity comes up as a good extra credit option, I will provide the instructions and opportunity to all students.***

Classroom Protocol—APPLY properly to online courses

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule. Frequently showing up late to class and/or leaving early is a disruption, and a violation of the student code of conduct.
2. Students are responsible for all missed notes, materials and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Students are responsible to bring all course materials relevant to the course.
4. Be prepared to participate in discussions and take careful notes. Note: participation does not include simply occupying a seat, nodding, shaking one’s head, or simply repeating what someone else has already

contributed. Substantive contributions that foster an atmosphere of open discussion conducive to learning constitutes participation.

5. Students may not record lectures without permission from the instructor.
6. Students caught sleeping during class (which is a distraction for other students) will be woken up, and promptly asked to leave class.
7. There will be no emailing, web-browsing, text messaging or sending of pictures/videos on cell phones, netbooks, laptops or other electronic devices during class—please do this on your own time. Students caught doing so will be asked to leave class, and will not be allowed to have their respective electronic devices present during class for the remainder of the semester.
8. Cell phone calls must be taken outside of the classroom, and only under emergency or special circumstances.
9. As a matter of courtesy, please turn off or silence the sound on all electronic devices that may make noise during class.
10. Just use common sense, be courteous and ready to learn.

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/>"

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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.”

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

maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910).
Website: <http://www.sjsu.edu/casa/ssc/>.

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>article critique assignment; explanation of format for outlining and submitting Article Critiques; assignment of article for AC#1/Diagnostic II.</p> <p>Handouts: Article Critique Handout (download and review as print or on laptop)</p> <p>Homework/Assignments: Download and read article for AC#1/Diagnostic II; Complete AC#1; prepare for Diagnostic II; download, review/print Part IV: Research Paper Outline</p>
6	3/4 & 3/6	<p>Agenda/Topics: outline of AC#1 Submit AC#1 on canvas 3/6; Assignment of article for AC#2/Diagnostic III; discuss the Research Paper Outline (RPO)</p> <p>Handouts: RPO handout</p> <p>Homework/Assignments: Download and read article for AC#2/Diagnostic III; work on RPO</p>
7	3/11 & 3/13	<p>Agenda/Topics: outline of AC#2 3/11</p> <p>Homework/Assignments: Complete AC#2; prepare for Diagnostic II; work on RPO</p> <p><i>Exam: Diagnostic II (3/13)</i></p>

