

Department of Justice Studies

JS100W, Writing Workshop

Section 01 Fall 2021

Course and Contact Information

Instructor:

Kevin Lynch, MA

Office Location:

Online

CLO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:

Language use
Grammar
Clarity of expression

CLO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

CLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.

CLO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.

CLO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

CLO 6: Students should read, write, and contribute to discussion at a skilled and capable level.

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Required Texts/Readings

Textbooks:

Becoming Ms. Burton, From Prison to Recovery to Leading the Fight for Incarcerated Women. Buy it from the cheapest play you can find. NOW!

Additional Readings:

Additional readings for this course distributed through

E-mail Policy

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not no subject** -mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (*.doc or *.docx), Microsoft Works (*.wps), or PDF

Canvas

Most assignments will be on **Canvas**, while others will be written and turned in.

Students should be aware of the current deadlines for dropping and adding classes. <http://www.sjsu.edu/provost/docs/1314aycalendar.pdf>

Assignments and Grading Policy

Grades are determined based upon adherence to the specific criteria for each assignment. All assignments must adhere to the following guidelines unless otherwise specified: typed, double-spaced, single sided, 1 inch margins, 12 pt. standard font (i.e.: Times New Roman) and in APA format.

Grading: This course will be using the +/- system on final grades based on the following percentages:

93-100:	A	74-76:	C
90-92:	A-	70-73:	C-
87-89:	B+	67-69:	D+
84-86:	B	64-66:	D
80-83:	B-	60-63:	D-
77-79:	C+	0-59:	F

To receive a grade for this course, students must complete all course requirements. Failure to complete any of them may result in a failing grade for the course.

Content (20%): The overall content of the paper including details and reference information.

Style (20%): The way the student composed the paper, specifically in terms of perspective.

Writing	Percentage
In-class Assignments/Class Participation	10%
Peer Review	5%
Assignments:	40%

Critical Thinking
Perspective rewrite
Grammar/Sentence Structure Rewrite
Mini-Article Review
Speech Writing
Life Outline
In-class Essay

Peer Evaluation and Revision: Following some of the in-class assignments, student will have the opportunity to have their work evaluated and reviewed by partners or group members. Once reviewed, students may rewrite the assignment for additional points.
(CLO 2)

Quizzes: Occasional quizzes will be given in order to test knowledge of material.

Annotated Bibliography: Students will draft an annotated bibliography for sources used in their research paper. The annotated bibliography must include at least five (5) sources and annotations. Students should summarize, assess and reflect upon each source cited. The annotated bibliography must be no longer than 1,000 words, single-spaced with a 12-point font, and conform to APA style (not including cover page and bibliography).

Book Review: Students will be required to read and write a book review. The book review must be no longer than 1,000 words, double-spaced with a 12-point font, and conform to APA style.
-4)

Literature Review: Students will be required to write a literature review as part of their papers no longer than 1,000 words, double-spaced with a 12-point font, and conform to APA style.
-4)

Scholarship/Cover letter: Personal essay at the beginning of class will be transformed into a scholarship letter or cover letter for a potential job or internship.

preparation/studying or course related activities including but not limited to internships, labs, clinical *practica*. Other course structures will have equivalent workload expectations as

Student Resources

Library Liaison: Nyle Monday *Assistant Librarian, University Library, San Jose State University* (Email: nyle.monday@sjsu.edu)

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Peer (Mentoring) Connections: Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students. <http://peerconnections.sjsu.edu>

SJSU Writing Center: The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-one tutoring sessions and numerous writing workshops. All of the services are free for SJSU students. <http://www.sjsu.edu/writingcenter/>

CASA Student Success Center: The Student Success Center located in MacQuarrie Hall, Room 533 (

1		<p>Lecture & Discussion: <i>Introduction; Syllabus; Class Mechanics; importance of writing; Assign Partners; (Review & Evaluation of Writing); Turning in Assignments; Rewrites & The Writing Process; Own it!</i></p> <p>Personal essay: What makes you the perfect candidate to receive an academic scholarship?</p>
1		<p>Lecture & Discussion: <i>Essay review, Ten Tenants of formal writing.</i> Strunk and White, pages 1-15. Elimination of unnecessary words.</p>
2		<p>Lecture & Discussion: <i>In-class investigation of research topic, proper sentence writing.</i> Strunk and White pages 15-32. Class rewrites of personal essay.</p>
2		Personal essay further rewrites.
3		Labor day
3		<p>Lecture & Discussion: <i>Paragraph writing.</i> Quiz on Strunk and White. <i>Becoming Ms. Burton p. 3-34, chapter critique</i></p>
4		<i>Oral presentations of research topic</i>
4		<p>Lecture & Discussion: <i>Article critique. Article introduction.</i> Burton and Lynn p. 34-69 chapter critique</p>
5		<p>Lecture & Discussion: <i>Critical thinking. Fact versus assertion. Outlining.</i> Personal essay/scholarship cover letter</p>
5		Debate. Burton and Lynn p. 70-99, chapter critique. Personal essay/ scholarship cover letter.
6		<p>Lecture & Discussion: Composition writing, thesis statement, major supports, conclusion</p>
6		<p>Lecture & Discussion: Composition writing exercise. <i>peer Review Workshop (Article Review)</i> Burton and Lynn p. 100-127. Chapter critique</p>
7		<p>Lecture & Discussion: Liberal media bias debate. Due: Article Review</p>
7		<p>Lecture & Discussion: <i>Writing Mechanics - Words & Word Choice; Never Words; Proofreading and other editing techniques; Style</i> Burton and Lynn, p. 128-159 Chapter critique</p>
8		Lecture & Discussion: <i>Working words, page 5</i>
8		<p>Lecture & Discussion: <i>Annotated bibliography</i> Burton and Lynn, P. 160-200</p>
9		Lecture & Discussion:

