

**San José State University**  
**Department of Justice Studies**  
**JS 100W-Sec 01, Writing Workshop, Spring 2021**

**Course and Contact Information**

Instructor:	Judith Randle
Office Location:	<a href="https://sjsu.zoom.us/j/6570524029">https://sjsu.zoom.us/j/6570524029</a>
Email:	judith.randle@sjsu.edu
Office Hours:	M/W 11am-12pm
Class Days/Time:	Tuesday/Thursday (TR) 12 – 1:15 pm
Classroom:	<a href="https://sjsu.zoom.us/j/6570524029">https://sjsu.zoom.us/j/6570524029</a>
CANVAS Website:	<a href="https://sjsu.instructure.com/courses/1415293">https://sjsu.instructure.com/courses/1415293</a>
Prerequisites:	Grade of “C” or better in English 1B or equivalent; upper division standing; passage of WST; completion of core GE requirements
GE/SJSU Studies Category:	This course satisfies Area Z, Written Communication II, A University Studies requirement. Students should note that to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.

**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.

**Course Learning Outcomes (CLO)**

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

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

CLO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;

CLO 3: Organize and develop essays and documents for both professional and general audiences;

CLO 4: Organize and develop essays and documents according to appropriate editorial and citation standards; and

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

## Textbooks

No textbook purchase is required. We will consult selections from *The Elements of Style* (by Strunk or Strunk & White), which is available for free in the public domain.

## Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students (<https://www.sjsu.edu/learnanywhere/equipment/index.php>). Students are responsible for ensuring that they have access to reliable Wi-Fi during class. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus. All written assignments will be submitted via Canvas.

## Use of Camera in Class

You are encouraged (not required) to turn on your camera during class discussion/lecture. However if you choose not to, I completely understand that privacy of your home life and access to a room for privacy should not be a barrier to your success in this class. Nevertheless, you are required to participate in class discussions. Feel free to contact me if you have questions or concerns regarding this matter.

## Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly (if using):** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

## Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

### Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be

referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

### **Canvas Course Page and E-mail**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help using Canvas Resource page at [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Some course materials will be posted in Adobe PDF format; if you choose to download them, you will need Adobe Reader to view the documents. There is no cost to download Adobe Reader (<http://www.sjsu.edu/ecampus/teaching-tools/adobe/students/index.html>).

### **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.

### **Library Liaison**

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Justice Studies Library Liaison: Nyle Craig Monday, MLK Librarian (408) 808-2041 or [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

### **Department's 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 Requirements and Assignments**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Your grade is derived from work in 8 categories:

*On Call Dates* (7) – Seven times in the semester, you will be called upon to answer directed questions. These are graded on a C/NC scale. So long as your participation reasonably and substantially tries to apply the principles of writing that we are learning, you will receive 2 points. “Reasonably and substantially” means that you can identify the principle and offer suggestions for achieving it. You will not lose points for incorrect answers unless they demonstrate lack of attention or failure to try.

*Quizzes* (11) – There are 11 multiple choice “quizzes” to help you learn, review, and reinforce proper grammar, writing strategies, and legal concepts. You have an unlimited amount of time to complete each quiz, and you can complete each up to two times for the higher grade. Quizzes range from 4 to 13 points.

*Draft Paragraphs* (17) – Throughout the semester, you will submit a personal paragraph and drafts of 16 essay paragraphs. These are graded on a C/NC scale. So long as your paragraph reasonably and substantially follows the required format, you will receive 3 points. “Reasonably and substantially” means that you include the required number, type, and content of the sentences within the paragraph. You will not lose points for problems with grammar, style, or clarity unless I cannot comprehend your writing.

*Drafts of Essay Sections 1 – 3* (3) – After submitting the related essay paragraphs, you will submit drafts of each essay section. These are graded on a C/NC scale. So long as your draft reasonably and substantially follows the required format, you will receive all points. “Reasonably and substantially” means that you include the required number, type, and content of the paragraphs. You will not lose points for problems with grammar, style, or clarity unless I cannot comprehend your writing. Drafts 1 and 2 are worth 3 points. Draft 3 is worth 6 points.

*Section 3 Preparation Materials* (3) – You will submit three assignments in preparation for writing section 3. They are graded on the strategies and skills learned in this class: content, organization grammar, style, and clarity.

- List of sources: You will submit a list of at least five possible sources you will use to support Section 3. The list is worth 5 points.
- Annotated bibliography: You will submit an annotated bibliography with a minimum of five outside scholarly resources. The annotated bibliography is worth 15 points.
- Formal outline: You will submit a detailed, structured outline of Section 3 with topic sentences for each proposed paragraph. The outline is worth 10 points.

*Graded Drafts of Sections 1 & 2* (2) – You will submit individual drafts of each section that is graded on the strategies and skills learned in this class: content, organization grammar, style, and clarity. Draft 1 is worth 12 points. Draft 2 is worth 40 points.

*Final Essay* (1) – You will turn in a final version of the essay that is graded on the strategies and skills learned in this class: content, organization grammar, style, and clarity. The final essay is worth 100 points.

*Final Exam* (1) – You will complete a final exam during the scheduled exam period. At the beginning of the exam period, you will be given a newspaper article to read. You will have the entire exam period to write a five-paragraph essay in response to the article.

### **Grading Information (Approximate and Subject to Change with Reasonable Notice)**

On Call Dates	14 (3%)
Quizzes	86 (22%)
Draft Paragraphs	51 (13%)
Secs. 1 – 3 Drafts (C/NC)	12 (3%)
Sec. 3 Prep	35 (9%)

Secs. 1&2 Drafts (Graded)	52 (13%)
Final Essay	100 (25%)
Final Exam	50 (12%)
<b>Total</b>	<b>400 (100%)</b>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	394 – 400	<i>99 to 100%</i>
<i>A</i>	370 – 393	<i>93 to 98%</i>
<i>A minus</i>	358 – 369	<i>90 to 92%</i>
<i>B plus</i>	346 – 357	<i>87 to 89 %</i>
<i>B</i>	330 – 345	<i>83 to 86%</i>
<i>B minus</i>	318 – 329	<i>80 to 82%</i>
<i>C plus</i>	306 – 317	<i>77 to 79%</i>
<i>C</i>	290 – 305	<i>73 to 76%</i>
<i>C minus</i>	278 – 289	<i>70 to 72%</i>
<i>D plus</i>	266 – 277	<i>67 to 69%</i>
<i>D</i>	250 – 265	<i>63 to 66%</i>
<i>D minus</i>	238 – 249	<i>60 to 62%</i>
<i>F</i>	0 – 237	<i>up to 59%</i>

### **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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/>” Make sure to review these university policies and resources with students.

## JS 100W – Sec 01 / Writing Workshop/ Spring 2021 Course Schedule

\*You are expected to have completed the materials assigned by the time you come to lecture.

\*\*The schedule is subject to change with fair notice

(Week) 1	(Date) Jan 28	<p><b>Topics:</b> Welcome; Course Overview; Commonly misused language; Omitting needless words</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• EOS Sec. IV</li> <li>• EOS Sec. V rule 8 (note the humor at the end)</li> </ul> <p><b>Video:</b> <a href="#">Gallagher and the English Language</a> (4 mins)</p>
2	Feb 2	<p><b>Topics:</b> The Paragraph; Staying on topic</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• EOS Sec. II rules 13 &amp; 18</li> <li>• “Fatal Distraction” (Weingarten)</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Paragraphs (Part I)</a> (4 mins)</li> <li>• <a href="#">Paragraphs (Part II)</a> (10 mins)</li> <li>• <a href="#">Paragraphs (Part III)</a> (13 mins)</li> <li>• <a href="#">Paragraphs (Part IV)</a> (10 mins)</li> </ul> <p><b>Homework Due:</b> Personal autopilot paragraph</p>
	Feb 4	<p><b>Topics:</b> Introductory paragraphs; Paraphrasing, Quoting, and In-text Citations; the Double Subject; Using technical language</p> <p><b>Reading:</b> <a href="#">King Library's Guide to Citations</a>, following subsections:</p> <ul style="list-style-type: none"> <li>→ <a href="#">I need help citing sources in APA Format</a></li> <li>→ <a href="#">I need help integrating my sources into my paper</a></li> <li>→ <a href="#">I need help with quoting and paraphrasing</a></li> <li>→ <a href="#">I need help avoiding plagiarism</a></li> <li>→ <a href="#">Plagiarism Tutorial</a></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Art of Paraphrasing: Avoiding Plagiarism</a> (9 mins)</li> <li>• <a href="#">How to Paraphrase: Avoiding Paraphrasing</a> (3 mins)</li> </ul> <p><b>Homework Due:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Plagiarism Test for Class Credit</a></li> <li>• <a href="#">Interactive Paraphrasing Tutorial</a></li> <li>• EP1</li> </ul>
3	Feb 9	<p><b>Topics:</b> Sentences &amp; Sentence Fragments; Keeping to one tense</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• EOS Sec. I rules 4 – 7</li> <li>• EOS Sec. II rule 21</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Simple, Compound, Complex Sentences</a> (5 mins)</li> <li>• <a href="#">Dependent and independent clauses</a> (7 mins)</li> <li>• <a href="#">Recognizing fragments</a> (4 mins)</li> <li>• <a href="#">Run-ons and comma splices</a> (5 mins)</li> </ul> <p><b>Homework Due:</b></p> <ul style="list-style-type: none"> <li>• What Commas (Can't) Do (Video with Embedded Quiz)</li> <li>• Joining Dependent and Independent Clauses</li> </ul>

		<ul style="list-style-type: none"> <li>• EP2</li> </ul>
	Feb 11	<p><b>Topics:</b> Example/supporting paragraphs; Commas, Parenthetical Expressions, and Restrictive/Unrestrictive Clauses</p> <p><b>Video:</b> <a href="#">Restrictive vs nonrestrictive relative clauses</a> (5 mins)</p> <p><b>Reading:</b> EOS Sec. I rules 2 &amp; 3</p> <p><b>Homework Due:</b></p> <ul style="list-style-type: none"> <li>• Parenthetical Expressions (Video with Embedded Quiz)</li> <li>• EP3</li> </ul>
4	Feb 16	<p><b>Topics:</b> Connecting ideas within an essay; Transition and Linking Words</p> <p><b>Reading:</b> Transition and Linking Words Cheat Sheet</p> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How to use Contrast Words</a> (24 mins)</li> <li>• <a href="#">How to use "however"</a> (3 mins)</li> <li>• <a href="#">"However" at the Beginning of a Sentence</a> (5 mins)</li> <li>• <a href="#">Although-However-Despite: How to use them correctly!</a> (4 mins)</li> </ul> <p><b>Homework Due:</b></p> <ul style="list-style-type: none"> <li>• Commas, Parenthetical Expressions, and Restrictive/Unrestrictive Clauses</li> <li>• Transition and Linking Words (Video with Embedded Quiz)</li> <li>• Transition and Linking Words</li> </ul>
	Feb 18	<p><b>Topics:</b> Using concrete language</p> <p><b>Reading:</b> EOS Sec. II rule 16</p> <p><b>Homework Due:</b> Section 1 Draft</p>
5	Feb 23	<p><b>Topics:</b> The Mens Rea Problem in Hot Car Deaths</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Involuntary Manslaughter</li> <li>• Negligence and Strict Liability</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Understanding the Elements of a Crime</a> (9 mins – stop at 8:53)</li> <li>• <a href="#">Criminal Law: Manslaughter and Negligent Homicide</a> (8 mins)</li> <li>• <a href="#">The Crime of Involuntary Manslaughter</a> (3 mins)</li> <li>• <a href="#">Man Sentenced for Vehicular Manslaughter</a> (2 mins)</li> <li>• <a href="#">Teen Charged with Vehicular Manslaughter</a> (1 min)</li> <li>• <a href="#">Driver Guilty of Involuntary Manslaughter</a> (2 mins)</li> </ul> <p><b>Homework Due:</b></p> <ul style="list-style-type: none"> <li>• The Mens Rea Problem (Video with Embedded Quiz)</li> <li>• Section 1 Draft (revised for grade)</li> </ul>
	Feb 25	<p><b>Topics:</b> Parallel Structures; Active/Passive Voice; Positive/Negative Form</p> <p><b>Reading:</b> EOS Sec. II rules 14, 15, &amp; 19</p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Parallel Structure</a> (5 mins)</li> <li>• <a href="#">Active versus Passive Voice</a> (4 mins)</li> </ul> <p><b>Homework Due:</b> EP5</p>
6	Mar 2	<p><b>Topics:</b> Review; Live Editing</p> <p><b>Homework Due:</b> EP6</p>
	Mar 4	<p><b>Topics:</b> Review; Live Editing</p> <p><b>Homework Due:</b> EP7</p>
7	Mar 9	<p><b>Topics:</b> The Actus Reus Problem in Hot Car Deaths</p> <p><b>Reading:</b> Actus Reus</p> <p><b>Video:</b> <a href="#">Voluntary Act Requirement in Criminal Law</a> (10 mins)</p> <p><b>Homework Due:</b> The Actus Reus Problem (Video with Embedded Quiz)</p>

	Mar 11	<b>Topics:</b> Review; Live Editing <b>Homework Due:</b> EP8
8	Mar 16	<b>Topics:</b> Review; Live Editing <b>Homework Due:</b> EP9
	Mar 18	<b>Topics:</b> The Punishment Problem in Hot Car Deaths <b>Reading:</b> Punishment <b>Homework Due:</b> <ul style="list-style-type: none"> <li>• EP10</li> <li>• The Punishment Problem (Video with Embedded Quiz)</li> </ul>
9	Mar 23	<b>Topics:</b> TBD <b>Homework Due:</b> EP11
	Mar 25	<b>Topics:</b> TBD <b>Homework Due:</b> EP12, EP13
10	<b>**Spring Recess – NO ASSIGNMENTS**</b>	
11	Apr 6	<b>Topics:</b> The Punishment Problem; Putting it all together <b>Homework Due:</b> EP4
	Apr 8	<b>Topics:</b> Research in Criminal Justice; Section 3 Overview <b>Readings:</b> <ul style="list-style-type: none"> <li>• <a href="#">Start Your Research</a> (browse)</li> <li>• <a href="#">JS/FS Articles &amp; Databases</a> (browse)</li> <li>• <a href="#">JS/FS Useful Websites</a> (browse)</li> </ul> <b>Homework Due:</b> Section 2 (Draft)
12	Apr 13	<b>Topics:</b> Live Editing <b>Homework Due:</b> List of sources
	Apr 15	<b>Topics:</b> Research in Criminal Justice; Outlining Section 3; Annotated Bibliographies <b>Homework Due:</b> Section 2 Draft (Revised for grade)
13	Apr 20	<b>Topics:</b> Outlining Section 3; Writing Opinion Pieces <b>Reading:</b> EOS Sec. III rule 1 <b>Homework Due:</b> Annotated Bibliography with Five Sources
	Apr 22	<b>Topics:</b> Outlining Section 3; Live Editing <b>Homework Due:</b> Section 3 Outline with Topic Sentences
14	Apr 27	<b>Topics:</b> Putting it all together; Live Editing <b>Homework Due:</b> EP14
	Apr 29	<b>Topics:</b> Live Editing <b>Homework Due:</b> EP15, EP16
15	May 4	<b>Topics:</b> Live Editing; Wrapping up the Essay
	May 6	<b>Topics:</b> Live Editing <b>Homework Due:</b> Section 3 (Draft)
16	May 11	<b>Topics:</b> Live Editing
	May 13	<b>Topics:</b> Live Editing
Final	May 21	<b>Final Exam 9:45-12pm</b> <b>Final Paper Due @ 12pm</b>