

San José State University
Department of Justice Studies
JS100W-04, Writing Workshop, Spring 2021

Course and Contact Information

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| Instructor: | Greg Woods, J.D. |
| Office Location: | MacQuarrie Hall 508 |
| Telephone: | (408) 924-1840 |
| Email: | greg.woods@sjsu.edu |
| Office Hours: | Wednesdays, 8:00 AM - 10:00 AM & 1:30 PM - 2:30 PM, and by email appointment; Invitations/Zoom links through Canvas under Announcements. |
| Class Days/Time: | Mondays & Wednesdays, 12:00 PM - 1:15 PM live streamed Zoom lectures; Recordings of all class sessions are on Canvas under Modules. |
| Classroom: | On Line; Invitations/Zoom links to live lectures through Canvas under Announcements. |

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. GE Area: Z Prerequisite: A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. Allowed Declared Major: Justice Studies. Note: Must be passed with C or better (not C-) to satisfy the CSU Graduation Writing Assessment requirement (GWAR). 3 Units.

Course Format

Our class is offered completely online with no designated day/time meeting pattern. However, students are provided the opportunity to be virtually present and interact during regularly scheduled live streamed Zoom lectures and review questions and subject matter during regularly scheduled Office Hours on Zoom and via email.

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 Learning Outcomes (CLO)

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

1. *Critically examine social justice issues and develop a broader understanding of social justice and the relationship between social justice and social policy.*
2. *Reflect upon the relationship between race, class, gender, nationality and social justice.*
3. *Write reports, assignments, and papers with professional and academic aptitude demonstrating a familiarity of class materials.*
4. *Read academic materials with proficiency.*
5. *Contribute to class discussion in thoughtful, critical, and collaborative ways.*
6. *Students should read, write, and contribute to discussion at a skilled and capable level.*

Required Textbook

No textbook is required. All readings will be posted on Canvas under Files or will be available via the internet.

Other Readings

Course materials will be found on Canvas under Files and Modules.

Other technology requirements / equipment / material

Internet, computer, microphone & camera.

Library Liaison

Nyle Monday, Nyle.Monday@sjsu.edu, (408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

Course Requirements and Assignments

Our class is offered completely online with no designated day/time meeting pattern. However, students are provided the opportunity to be virtually present and interact during regularly scheduled live streamed Zoom lectures and review questions and subject matter during regularly scheduled Office Hours on Zoom and via email. 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.

Weekly Assignments

Students will be assigned a total of eight **(8)** weekly reading, writing and research assignments in class and as reflected below, are due at the conclusion of every other weekly class session as reflected below, or as instructed, and will consist of a minimum of a **two-to-three** paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, 5 & 6)

Situation Analyses

Students will produce two **(2)** situation analyses throughout the course, to be assigned and explained extensively in class, due as reflected below in response to subject matter from class lecture and weekly readings, and will consist of a minimum of a **seven-to-ten** paged double spaced typed analysis in 12-point font. (CLO 1, 2, 3, 4, 5 & 6)

Final Project

Final Projects will require students to conduct independent research to craft a thesis paper specific to the justice system in the United States supported by reliable data, to be assigned and explained extensively in class, in the form of a **fifteen-to-twenty page** written analysis, **due during the last scheduled day of instruction (5/17)** as reflected below. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3, 4, 5 & 6)

Participation

Students are invited to participate on Zoom during live lectures in an informed, professional and respectful manner, check in during virtual office hours at least once during our semester, and consistently submit quality work in a timely manner. Participation credit will also be rewarded in response to student preparedness and politeness during online class sessions. (CLO 1, 2, 3, 4, 5 & 6)

Grading Policy

Final grades will be evaluated as follows:

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| Weekly Assignments (8) | 30% |
| Situation Analyses (2) | 30% |
| Final Project | 30% |
| Participation | 10% |

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

Please Note: Extra credit will not be awarded and late assignments will not be accepted for credit.

Students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. **Students are encouraged to review their progress in person no later than Week Eight (Wednesday, March 17th) and periodically throughout the semester** during office hours, and by appointment.

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

Attendance/Punctuality

Our class is offered completely online live-streamed. Students are provided the opportunity to be virtually present and interact during regularly scheduled live streamed Zoom lectures, every Monday and Wednesday from 12:00-1:15 PM, and review questions and subject matter during regularly scheduled office hours on Zoom and via email. Regular attendance and punctuality are encouraged.

Late Assignments

Late assignments will not be accepted for credit without prior agreement.

University Policies (Required - Delete the word “Required” in final draft)

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information (Delete if not applicable)

All sources of information to support written assertions must be cited in the American Psychological Association (APA) Format. PLEASE NOTE: Detection of plagiarism will result with NO CREDIT.

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Course Schedule

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| Week 1 | January 27 | Introductions/Course overview; Syllabus, Class, Project, Assignment formats; Introductions/Course overview; Syllabus, Class, Weekly Assignment, Situation Analysis & Final Project Formats; Persuasive & Informative writing in general; Approaches to Critical Thinking; the Five-Sentence Paragraph; the American Psychological Association (APA) citation style format; Writing Basics: Effective Thesis and Issue Statements; Assign Weekly Assignment #1 (DUE 2/3) ; In-class exercise: What is your raison d'être? (i.e. <i>Personal mission statement</i>). |
| Week 2 | February 1 & 3 | Assignment #1 (DUE 2/3) ; The Percipient & Expert witness; Jurisdictional Structures; Identifying and articulating key facts; Employing the SARA Model (Scanning, Analysis, Response, and Assessment/Evaluation) and the IRAC Method (Issue, Rule, Analysis, and Conclusion) to perfect written analysis of Criminal Justice and relevant legal issues; Statements of Fact; Writing Basics: Short, Clear Sentences with Concise, Concrete Words; Prepare, Submit and be ready to discuss Weekly Assignment #1; Assign Weekly Assignment #2 (DUE 2/17) ; In-class exercise: <i>Percipient Witness/ Lt. John Pike and the Use of Force at UC Davis</i> . |
| Week 3 | February 8 & 10 | Assign Situation Analysis #1 (DUE NO LATER THAN 3/3) ; Review Assignment #1; Who, What, Where, When, Why and How of Investigations; Writing Basics: The Outline is Key; Voluntary one-on-one consultations ; In-class exercise: <i>Laws as Legislative Solutions to Society's Problems resulting in Criminalized, Restricted Behavior for all</i> . |
| Week 4 | February 15 & 17 | Assignment #2 (DUE 2/17); Assign Final Project (DUE NO LATER THAN 5/17) ; In the Narrative: First Person, Past Tense, Active Voice & Chronological Order; Writing Basics: Supporting your Assertion with Reliable and Verifiable Information; Prepare, Submit and be ready to discuss Weekly Assignment #2; Assign Weekly Assignment #3 (DUE 3/3) ; In-class exercise: <i>BART Police officer Johannes Mehserle, Oscar Grant and the Duty to Protect and Serve</i> . |
| Week 5 | February 22 & 24 | Review Assignment #2; Review Final Project Assignment; Conducting Interviews; Writing Basics: The Rough Draft; Voluntary one-on-one consultations ; In-class exercise: <i>Snowden, Manning, WikiLeaks, National Security and Traditional Notions of Perfect Personal Liberty Contradicted by the Necessities of the State</i> . |
| Week 6 | March 1 & 3 | Assignment #3 & SA #1 (DUE 3/3) ; Affidavits & Search Warrants; Writing Basics: Know Your Reader; Prepare, Submit and be ready to discuss Situation Analysis #1 & Weekly Assignment #3; Assign Weekly Assignment #4 (DUE 3/17) ; In-class exercise: <i>Megan's Law, Compulsory Sex Offender Registration and California Penal Code Section 290</i> . |

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| Week 7 | March 8 & 10 | Review Assignment #3; Review Situation Analysis #1; Distinguishing facts from opinion; Writing Basics: Case Brief and Memorandum formats; Voluntary one-on-one consultations ; In-class exercise: <i>Tough on Crime Strategies, Mandatory Minimum Sentencing and the “Three Strikes” sentence enhancement law of California.</i> |
| Week 8 | March 15 & 17 | Assignment #4 (DUE 3/17); Assign Situation Analysis #2 (DUE NO LATER THAN 4/21) ; Review Assignment #4; Motions & Pleadings; Return and review Assignment #6; Writing Basics: Use Plain Language; Prepare, Submit and be ready to discuss Weekly Assignment #4; Assign Weekly Assignment #5 (DUE 4/7) ; In-class exercise: <i>Amber Alerts, Flash Mobs, Social Media and Law Enforcement.</i> |
| Week 9 | March 22 & 24 | Review Assignment #4; Review Situation Analysis #2, Final Project and Weekly Assignment #5 ; Objective & Subjective Standards; Writing Basics: Be Concise, Less is More; Voluntary one-on-one consultations ; In-class exercise: <i>Surveillance, Body Cameras and Crime Prevention through Environmental Design.</i> |
| Week 10 | March 29 & 31 | SPRING RECESS. NO CLASSES IN SESSION! |
| Week 11 | April 5 & 7 | Assignment #5 (DUE 4/7) ; Review Final Project; Motions & Pleadings; Writing Basics: Use Plain Language; Prepare, Submit and be ready to discuss Weekly Assignment #5; Assign Weekly Assignment #6 (DUE 4/21) ; In-class exercise: <i>Amber Alerts, Flash Mobs, Social Media and Law Enforcement.</i> |
| Week 12 | April 12 & 14 | Review Assignment #5; Review Situation Analysis #2 and Weekly Assignment #6; Documentation & Memorialization; Writing Basics: Think Loose and Write Tight; Voluntary one-on-one consultations ; In-class exercise: <i>Miranda and Custodial Interrogation rights in the 21st Century.</i> |
| Week 13 | April 19 & 21 | Assignment #6 & SA #2 (DUE 4/21) ; Qualities of a superior investigator; Writing Basics: Plagiarizing is a Bad Idea; Prepare, Submit and be ready to discuss Situation Analysis #2 & Weekly Assignment #6; Assign Weekly Assignment #7 (DUE 5/5) ; In-class exercise: <i>Incarceration rates, Recidivism, Release, Community Integration and Expungement.</i> |
| Week 14 | April 26 & 28 | Review Assignment #6; Review Final Project, Situation Analysis #2 and Weekly Assignment #7; Crafting oral and written presentations; Writing Basics: Edit with Fresh Eyes; Voluntary one-on-one consultations ; In-class exercise: <i>Credibility and Pretrial Witness Identification Methods.</i> |

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| Week 15 | May 3 & 5 | Assignment #7 (DUE 5/5); Review Final Project and Weekly Assignment #7; Problem identification & Solution proposal; Writing Basics: Expect to Rewrite it; Prepare, Submit and be ready to discuss Weekly Assignment #7; Assign Weekly Assignment #8 (DUE 5/17); In-class exercise: <i>Improving Relationships between Law Enforcement Agencies and the Communities they Serve.</i> |
| Week 16 Final Project Due (5/17) | May 10, 12 & 17 | Assignment #8 (DUE 5/17); Review Assignment #7, A Game That Moves As You Play, A Work Forever in Progress; No Justice, No Peace; It's just us: Laws as Expressions of Community Demand; Final Project Due (5/17); Final Thoughts. |