

**San José State University**  
**Department of Justice Studies**  
**JS100W-02, Writing Workshop, Fall 2022**

**Course and Contact Information**

Instructor: Greg Woods, J.D.  
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Office Hours: Thursdays, 11:00 AM - 1:00 PM, in person on campus by email appointment and via Zoom on Wednesdays, 12:00 PM - 1:00 PM; Invitations with Zoom links available upon request and through Canvas under Announcements.  
Class Days/Time: Tuesdays & Thursdays, 9:00 AM - 10:15 AM  
Classroom: Clark Building 243

**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 on campus and in person. Students are encouraged to review questions and subject matter during class, regularly scheduled Office Hours on Zoom and in person, and/or via email. Supplemental video materials are available through Canvas under Modules. Other than our textbook, all other course materials available through Canvas under Files.

**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 Texts/Readings**

No textbook is required.

### **Recommended Textbook**

Schwartz, Beth M., Landrum, R. Eric and Gurung, Regan A. R. (2021). *An EasyGuide to APA Style* (4th edition). SAGE ISBN: 978-1-5443-2372-5

Students may purchase texts in the Spartan Bookstore and online.

### **Other Readings**

Additional course materials will be found through 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 on campus and in person. Students are encouraged to review questions and subject matter in class, during regularly scheduled Office Hours in person or on Zoom, and/or 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 (7) weekly 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 (i.e. SA #1 & SA #2) 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 (12/6)** 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 during class in an informed, professional and respectful manner, check in during Office Hours at least once throughout the semester, and consistently submit quality work in a timely manner. Participation credit will be rewarded in response to student presence, preparedness and politeness during class sessions. (CLO 1, 2, 3, 5 & 6)

### **Grading Information**

Final grades will be evaluated as follows:

|                        |     |
|------------------------|-----|
| Weekly Assignments (7) | 30% |
| Situation Analyses (2) | 30% |
| Final Project          | 30% |
| Participation          | 10% |

Determination of Grades:

| <i>Grade</i>   | <i>Points</i>      | <i>Percentage</i> |
|----------------|--------------------|-------------------|
| <i>A plus</i>  | <i>960 to 1000</i> | <i>96 to 100%</i> |
| <i>A</i>       | <i>930 to 959</i>  | <i>93 to 95%</i>  |
| <i>A minus</i> | <i>900 to 929</i>  | <i>90 to 92%</i>  |
| <i>B plus</i>  | <i>860 to 899</i>  | <i>86 to 89 %</i> |
| <i>B</i>       | <i>830 to 859</i>  | <i>83 to 85%</i>  |
| <i>B minus</i> | <i>800 to 829</i>  | <i>80 to 82%</i>  |
| <i>C plus</i>  | <i>760 to 799</i>  | <i>76 to 79%</i>  |
| <i>C</i>       | <i>730 to 759</i>  | <i>73 to 75%</i>  |
| <i>C minus</i> | <i>700 to 729</i>  | <i>70 to 72%</i>  |
| <i>D plus</i>  | <i>660 to 699</i>  | <i>66 to 69%</i>  |
| <i>D</i>       | <i>630 to 659</i>  | <i>63 to 65%</i>  |
| <i>D minus</i> | <i>600 to 629</i>  | <i>60 to 62%</i>  |

**Please Note: Extra credit will not be awarded, late assignments will not be accepted for credit without prior agreement.**

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 during Office Hours or by appointment no later than Week Eight (Thursday, October 13th)** and periodically throughout the Summer Session during office hours and/or by email appointment.

## **Classroom Protocol**

### **Attendance/Punctuality**

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, discourteous or who choose not to contribute to classroom discussion and activities, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

### **Late Assignments**

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

### **Phones/Texting/Online Activity**

All phones and other electronic devices should be turned off and put away during class sessions. Routine phone calls, texting or other online activity during class is discouraged, will be noted and may result with up to 10% (one letter grade) deducted from the final grade.

### **University Policies**

Per [University Policy S16-9](#), 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**

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.

## JS100W-02/Writing Workshop, Fall 2022

Students are assigned reading, writing and research assignments during class and as reflected below.

### Course Schedule

| Week | Date                       | Topics, Readings, Assignments, Deadlines   |
|------|----------------------------|--|
| 1    | August<br>23 & 25          | 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; <b>Review Assignment #1 (DUE 9/1); Discussion:</b> <i>What is your raison d'être? (i.e. Personal mission statement).</i>   |
| 2    | August 30 &<br>September 1 | <b>Assignment #1 (DUE 9/1);</b> 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; Peer review exercise;<br><b>Prepare, Submit and be ready to discuss Weekly Assignment #1.</b>   |
| 3    | September<br>6 & 8         | <b>Assign Situation Analysis #1 (DUE NO LATER THAN 9/29);</b> Review Assignment #1; Just the facts: Who, What, Where, When, Why and How of Investigations; Writing Basics: The Outline is Key; <i>Voluntary one-on-one consultations</i> ; <b>Review Assignment #2 (DUE 9/15); Discussion:</b> <i>What facts are most significant in regard to Lt. John Pike and the Use of Force at UC Davis on November 18, 2011? (i.e. Statement of Facts).</i>   |
| 4    | September<br>13 & 15       | <b>Assignment #2 (DUE 9/15);</b> In the Narrative: First Person, Past Tense, Active Voice, Continuity & Chronological Order; Writing Basics: Supporting your Assertion with Reliable and Verifiable Information; Laws as Legislative Solutions to Society's Problems resulting in Criminalized, Restricted Behavior for all; Peer review exercise;<br><b>Prepare, Submit and be ready to discuss Weekly Assignment #2.</b>   |
| 5    | September<br>20 & 22       | <b>Assign Final Project (DUE NO LATER THAN 12/6);</b> Review Assignment #2; Conducting Interviews; Writing Basics: The Rough Draft; The pen is mightier: Snowden, Manning, WikiLeaks, National Security and Traditional Notions of Perfect Personal Liberty Contradicted by the Necessities of the State; <i>Voluntary one-on-one consultations</i> ;<br><b>Review Assignment #3 (DUE 9/29); Discussion:</b> <i>What facts are most significant in regard to BART Police officer Johannes Mehserle, Oscar Grant and the Duty to Protect and Serve on January 1, 2009? (i.e. Statement of Facts).</i> |

| <b>Week</b> | <b>Date</b>       | <b>Topics, Readings, Assignments, Deadlines</b>   |
|-------------|-------------------|---|
| 6           | September 27 & 29 | <b>Assignment #3 &amp; SA #1 (DUE 9/29);</b> Affidavits & Search Warrants; Writing Basics: Know Your Reader; Peer review exercise; <b>Prepare, Submit and be ready to discuss Assignment #3 and Situation Analysis #1.</b>  |
| 7           | October 4 & 6     | Review Assignment #3 & SA #1; Distinguishing facts from opinion; Writing Basics: Case Brief and Memorandum formats; <i>Voluntary one-on-one consultations</i> ; <b>Review Assignment #4 (DUE 10/13); Discussion:</b> <i>Do tough on crime strategies, such as Mandatory Minimum Sentencing and the “Three Strikes” sentence enhancement law of California, make us safer? (i.e. informative/persuasive).</i>                                |
| 8           | October 11 & 13   | <b>Assignment #4 (DUE 10/13);</b> Motions & Pleadings; Writing Basics: Use Plain Language; Fixing an inherently flawed justice system: Megan's Law, Compulsory Sex Offender Registration and California Penal Code Section 290; Peer review exercise; <b>Prepare, Submit and be ready to discuss Weekly Assignment #4.</b>  |
| 9           | October 18 & 20   | <b>Assign Situation Analysis #2 (DUE NO LATER THAN 11/10);</b> Review Assignment #4; Objective & Subjective Standards; Writing Basics: Be Concise, Less is More; <i>Voluntary one-on-one consultations</i> ; <b>Review Assignment #5 (DUE 10/27); Discussion:</b> <i>Does technology improve public safety? (i.e. informative/persuasive).</i>  |
| 10          | October 25 & 27   | <b>Assignment #5 (DUE 10/27);</b> Review Final Project; Motions & Pleadings; Writing Basics: Use Plain Language; Amber Alerts, Flash Mobs, Social Media and Law Enforcement; Peer review exercise; <b>Prepare, Submit and be ready to discuss Assignment #5.</b>  |
| 11          | November 1 & 3    | Review Assignment #5; Documentation & Memorialization; Writing Basics: Think Loose and Write Tight; Credibility and Pretrial Witness Identification Methods; <i>Voluntary one-on-one consultations</i> ; <b>Review Assignment #6 (DUE 11/10); Discussion:</b> <i>Coerced confessions: The Due Process Voluntariness Approach, Miranda and Custodial Interrogation rights in the 21<sup>st</sup> Century. (i.e. informative/persuasive).</i> |
| 12          | November 8 & 10   | <b>Assignment #6 &amp; SA #2 (DUE 11/10);</b> Qualities of a superior investigator; Writing Basics: Plagiarizing is a bad idea; Incarceration rates, Recidivism, Release, Community Integration and Expungement. Peer review exercise; <b>Prepare, Submit and be ready to discuss Weekly Assignment #6 and Situation Analysis #2.</b>   |
| 13          | November 15 & 17  | Review Assignment #6 and SA#2; Crafting oral and written presentations; Writing Basics: Edit with Fresh Eyes; <i>Voluntary one-on-one consultations</i> ; <b>Review Weekly Assignment #7 (DUE 12/1); Discussion:</b> <i>In what ways will relationships be improved between law enforcement agencies and the communities they serve? (i.e. informative/persuasive).</i>   |

| Week | Date  | Topics, Readings, Assignments, Deadlines  |
|------|---|---|
| 14   | November 22<br><br><b>(No class<br/>November 24<br/>~Happy<br/>Thanksgiving!)</b> | Midterm Review; Review Assignment #7 (DUE 12/1) & Final Project (DUE 12/6); Problem identification & Solution proposal; Writing Basics: Expect to Rewrite it; <i>Voluntary one-on-one consultations</i> ; <b>Discussion:</b> Does social media perpetuate or prevent criminal behavior? ( <i>i.e. informative/persuasive</i> ). |
| 15   | November 29 &<br>December 1   | <b>Assignment #7 (DUE 12/1) &amp; Final Paper (DUE 12/6)</b> ; Review Assignment #7; Justice: A Game That Moves As You Play, A Work Forever in Progress; No Justice, No Peace; Just us (revisited): Laws as Expressions of Community Demand; <b>Final Project Due (12/6)</b> ; Final Thoughts.                                  |
| 16   | December 6  | <b>Submit Final Project (12/6)</b>  |