

San José State University
Department of Justice Studies
JS100W, Writing Workshop, Section 80, Spring 2022

Course and Contact Information

- Instructor:** Maureen Lowell, MA
- Office Location:** Online
- Telephone:** (408) 246-1300 (direct line)
- Email:** Maureen.lowell@sjsu.edu; students are encouraged to use Canvas email for communication
- Office Hours:** Every week on Thursday, 09:00 AM Pacific Time (US and Canada)
January 27-May 16, 2022, Online, via
Zoom: <https://sjsu.zoom.us/j/89343727545?pwd=SFcxMUlGQUhHb1pQVkJVLWcS1bkxkdz09>
Password: JS.Lowell
- Class Days/Time:** Online, Monday and Wednesday, 10:30-11:45
- Classroom:** Zoom Class link: Join
URL: <https://sjsu.zoom.us/j/84331573931?pwd=ck9GcDYyRXNCUnFqTzBLZy9pRFJ0UT09>
Canvas Course Page: <https://sjsu.instructure.com/courses/1475418>
- GE Area:** Area Z: Written Communication II
- Prerequisites:** A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing.
- JS Competency:** Area: E: Analytical Research & Communication

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

Course Format

Technology Intensive Online Course

This is a fully online, with a meeting pattern of Mondays and Wednesdays 10:30-11:45AM. Students will need a computer with an operating system that can accommodate the requirements of Canvas, Zoom (with video), microphone and speakers, associated apps, and video streaming. Students are responsible for having consistent and reliable internet access for all weeks of instruction.

Students are required to submit all assignments as Word docs (.docx, .doc). This requires a “Save As” step for those students not already using Word. Microsoft suite is available to all students through SJSU.

Canvas Course Page

Course materials such as the syllabus, weekly module materials, handouts, assignment instructions, etc. can be found on our [Canvas LMS course site](#). The course is organized into module that are released weekly. You are responsible for regularly checking the messaging system through Canvas and our weekly module overview pages for course delivery and communication. For help with using Canvas, see the [Canvas Student Resources page](#).

Program Information

Justice Studies 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 Goals

The goal for this course is to develop lifelong skills for learning to write and writing to learn. Skills include critical reading and analysis, organization of and support for original ideas, as well as revision to improve unity, coherence, and flow.

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;

Assessed through narrative and argument essays, research essay, and final exam

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

Assessed through analysis and discussion of critical essay in week 8 (Crenshaw) and week 11 (argument); reflection journal, research essay, and final exam

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

Assessed through social justice essay, argument essay, research essay

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

Assessed through the research essay, midterm, and final exam

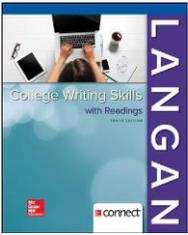
CLO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Assessed through the argument essay, research essay

Required Texts/Readings

Textbook

This is a special and discounted version of this textbook. Be sure to order based on the specific ISBN



ISBN-9781266056185

Langan & Albright (2021) College Writing Skills with Readings, 10th Edition. McGraw Hill.
ISBN-9781266056185

- This textbook is only available through Spartan Bookstore or through McGraw Hill Publishers for \$50.

This textbook also comes with a Connect Access code. You do not need to purchase this separately. Here is a link to learn how to register and access the assignments in McGraw Hill Connect.

<https://www.mheducation.com/highered/support/connect/first-day-of-class/ia-canvas.html>

Other Readings

Additional reading will be provided in the Module Overview in Canvas. See course schedule for additional information.

Library Liaison

Nyle Monday

Email: Nyle.Monday@sjsu.edu,

Phone: (408) 808-2041

Resource Guide for Justice Studies and Forensic Science available at <http://libguides.sjsu.edu/justicestudies>

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.”

Course requirements are designed to develop skills incrementally. Learning activities are organized from formative assessment to evaluation of proficiency of learning outcomes. Learning activities and assignments are organized into the following categories: formative assessments, essays and writing exercises, format assessments, and the final research essay project.

Formative Assessment Activities

Provided through McGraw Hill connect, writing proficiency assignments are designed to move you incrementally through reading and writing skills. (CLO1)

- a. Adaptive Learning
 - i. Parts of Speech: due by
 - ii. Sentence Structure: due by
 - iii. Paragraphs: due by
 - iv. Writing Process: due by
- b. Power of Process-Reading to Write
 - i. Essay/Article: due by
 - ii. Research paper article: due by

Essays and Writing Exercises

These activities are designed to practice reading and writing skills in development of upper-division proficiency in language use, grammar, and clarity of expression. Includes activities that require students to critique and analyze select readings and apply diverse rhetorical styles through essays (CLO.1 and CLO.2 and CLO.3)

- a. **E.1** Social Justice Essay; due by 2.2.2022
- b. **E.2** Narrative Essay; due by 3.6.2022
- c. **E.3** Argument Essay; due by 4.10.2022
- d. In-class writing (as class activities-TBD)
- e. Reflection Journal (5 entries)
 - a. RJ.1 due by 2.20.2022
 - b. RJ.2 due by 2.27.2022
 - c. RJ.3 due by 3.6.2022
 - d. RJ.4 due by 3.13.2022
 - e. RJ.5 due by 4.24.2022

Formal Assessments

Formal assessments are designed to assess knowledge of writing skills, including proper grammar and sentence structure; proper paragraph structure, organization of ideas, and effective use of scholarly sources and proper citation (Align with and assess CLO1, CLO3 and CLO4).

- a. Midterm – Week 8
- b. Take-home Final Exams – due by Thursday, May 19, 12:00 PM (based on scheduled exam time between 9:45 AM-12:00 PM)

Research Essay Project

The research essay project is designed to assess proficiency in locating, organizing, and synthesizing information effectively to develop a particular thesis (Align with and assess CLO1, CLO2, CLO3, CLO4 and CLO5).

The Final Research Essay is your cumulative project that draws on what you have learned over your writing journey this semester. It applies new skills, such as writing a thesis statement, developing an outline, and writing an annotated bibliography, as well as applying other skills, such as correct sentence and paragraph structure. As suggested, the Final Research Essay is broken into a number of smaller assignments, including an annotated bibliography, outline, thesis statement, peer-review, and revision for final draft. See course schedule and module overviews for details.

- i. **RP.1** Plagiarism tutorial & Quiz; due by Friday 3.25.2022
- ii. Library research
- iii. **RP.2** Annotated bibliography; due by 4.17.2022
- iv. **RP.3** Thesis statement and outline; due by 4.24.2022
- v. **RP.4** Rough Draft; due by 5.1.2022
- vi. **RP.5** Peer review; due by 5.8.2022
- vii. **RP.6** Final Paper; due by 5.15.2022 (late papers will not be accepted)

Final Examination or Evaluation

Please note, “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The final exam for this class will be a cumulative examination that will be released during class on the last Monday of instruction. The final will be due that Thursday during the designated exam time (Thursday, May 19th, 9:45 AM-12:00 PM). See the Course Schedule for details.

Grading Information

Note: You must achieve a grade of "C" or better to fulfill Justice Study's major requirements.

Determination of Grades

Grades are based on scores earned in each of the following categories. Each category is equally weighted at 25% of your final grade.

2. Formative Assessment Activities (McGraw Hill Connect) = 100 pts
 - a. Adaptive Learning
 - i. Parts of Speech (20 pts)
 - ii. Sentence Structure (20 pts)
 - iii. Paragraphs (20 pts)
 - iv. Writing Process (20 pts)
 - b. Power of Process-Reading to Write
 - i. Essay/Article (10 pts)
 - ii. Research paper article (10 pts)
3. Formal Assessment = approximately 90 pts
 - a. Midterm (50 pts)
 - b. Take-home Final Exams = (40 pts)
4. Essays and Writing Exercises = 75-100 points
 - a. Social Justice Essay = 10 pts
 - b. Narrative Essay = 10 pts
 - c. Argument Essay = 10 pts
 - d. In-class writing = 2-5 pts each
 - e. Reflection Journal (5 entries) = 25 points
5. Research Essay Project =85 points
 - a. As noted previously, this is your culminating project. Each step in this project reflects a progressive competency in developing, supporting, and presenting ideas. The final draft will demonstrate proficient use of language, grammar, and essay format. The steps include:
 - i. Plagiarism tutorial & Quiz = 10 points
 - ii. Library research (not graded)
 - iii. Annotated bibliography = 10 points
 - iv. Thesis statement and outline = 10 points
 - v. Rough Draft = 10 points
 - vi. Peer review = 5 points
 - vii. Final Paper = 40 points (late papers will not be accepted)

Scoring rubrics will be provided with each assignment. See assignments for details.

“Per University Policy [F13-1 \[pdf\]](#), all 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.” If you have any questions about your score, please contact me immediately to schedule a time to talk. If you would like to challenge the score, please provide evidence (e.g. course material that is counter to the score) to support your position. I am more than happy to talk with you about scores and make adjustments if indicated.

Rubrics for writing activities will be provided with specific instructions. Links to the assignments will be provided in the Module Overview page in each module. An overview of grading protocol will be provided in the Overview Module and available the first week of class in our Course Shell.

Due Dates and Late or Missing Assignments

Due dates are set to keep student learning on pace for successful completion of the course. Students are responsible for all deadlines. Other obligations should be accounted for when planning your time. The Course Schedule in your syllabus provides a guide to due dates. While this is subject to change with fair notice, changes are only made to accommodate learning. Due dates for major assignments, such as essays and the research paper process will not change. The Module Overview includes courtesy reminders of due dates. If you have a question, please post them immediately to get the clarification needed to stay on track.

Policy regarding late or missing assignments varies by learning activity. For Essays and Writing Exercises, one point is earned for on-time submission. There is a five day extension for late submission, but you lose 1 point after the due date. Late submission of the final Research Essay will not be allowed. Given the timing of the due date, no submissions will be accepted. Other steps in the RE grading category, however, will incur a one point deduction and a final submission extension only two (2) days.

Extra credit

Extra credit is not offered in this course. Grades are based solely on completion of the exercises and activities assigned in this course.

Grading scale

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Grading Information for 100W

“This course must be passed with a C or better as an SJSU graduation requirement.”

Classroom Protocol

This is a fully online course, synchronous class - by design. What this means is that we meet each week at a designated time. The online part is that we meet via Zoom. You are expected to attend class every class period. We have class exercises, many of which are graded. Make-up for missed class work is not allowed unless extenuating circumstances can be documented.

You are expected to have your video on and be prepared to participate in breakout discussions and exercises. This is a workshop, so learning is facilitated through short presentations and exercises throughout the class time. Please do your best to eliminate outside distractions.

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. Links to this information will also be available in our Canvas Course START HERE Module.

Here are some highlights for your convenience.

Adding and Dropping Classes

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes.

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring are also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at sjsu.edu/writingcenter.

Additional Information

This course requires use of APA format for all assignments.

JS100W-85 / Writing Workshop, Fall 2021, Course Schedule

The following is the schedule of topics, learning activities, quizzes, and assignments for the semester. This schedule is meant as a guide to help you plan your semester and coordinate due dates and deadlines with other obligations. The schedule is subject to change with fair notice. Significant changes will be sent via Canvas announcements in our course site. Minor changes, such as reading and/or module learning activities, will be noted in the Module Overview page. Please use the Collaboration Café provided in our course site to clarify any discrepancies in due dates or confusion around schedule changes.

The schedule for the final exam (Q4) and major assignments, such as the Research Essay and its sub-assignments, will not change.

Course Schedule

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
1	Wednesday 1.26.2022	Course Overview: Writing to Learn	
	Reading:	Syllabus Chapter 1: An Introduction to Writing How to Use Neuroscience to Better Your Writing at https://medium.com/@leonokwatch2/how-to-use-neuroscience-to-better-your-writing-6bbea9a741a1 McGraw-Hill LearnSmart Achieve Student Walkthrough – English at https://youtu.be/4SCQGU-FHZE	
	Activities, Assignments, & Assessments	Introductions (online) Introduction to textbook and McGraw Connect Essay: Social Justice Essay (no sources). See prompt in the assignment. Due by class on Wednesday, 2.2.2022 Adaptive Learning: Parts of Speech due by 2/13/2022	CLO.3
2	1.31.2022 2.2.2022	What is an Essay and What is Required? Writing structure: The building blocks	
	Reading	Peterman, A. (2022) How to Diagram Sentences . wikiHow. Retrieved January 24, 2022 from https://www.wikihow.com/Diagram-Sentences Langan & Albright (2021) College Writing Skills with Readings, 10 th Edition	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
		Chapter 21: Subject and Verbs Chapter 22: Fragments Chapter 23: Run-ons Chapter 25: Subject-Verb Agreement	
	Activities, Assignments, & Assessments	In-class Activity: Diagramming RJ.1 Submit an excerpt from favorite social justice essay or book and write a 400-word reflection on why you chose it (see instructions in the assignment); due 2.20.2022 Connect Achieve: due by 2.15.2022	CLO.2 CLO.1
3	2.7.2022 2.9.2022	Sentence structure – Paragraphs – Flow: Creating Coherence	
	Reading:	Master Class Staff (2021, April 23) How to Write a Perfect Paragraph. Master Class. Retrieved January 24, 2022 from https://www.masterclass.com/articles/how-to-write-a-perfect-paragraph#what-makes-a-good-paragraph Langan & Albright (2021) College Writing Skills with Readings, 10 th Edition Chapter 30: Misplaced Modifiers Chapter 31: Dangling Modifiers Chapter 36: Comma Part 5: Readings for Writers <i>Critical Essays: Stepping into the Light</i> (p. 660-668)	
	Activities, Assignments, & Assessments	In-class discussion of critical essays 5-minute writing Adaptive Learning: Sentence Structure; due by 2.20.2022	CLO.1
4	2.14.2022 2.16.2022	Essay: Form & Function Analysis Introduced	
	Reading	Chapter 2: The Writing Process Chapter 3: First and Second Steps in Essay Writing <i>Critical Essay: Excerpt from Pedagogy of the Oppressed</i> (provided)	
	Activities, Assignments, & Assessments	M: Critical Reading Learning Activity (Read critical essay before class) W: In-class – Prewriting Exercise (using social justice essay)	CLO.2

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
		Adaptive Learning: Paragraphs; due by 2.27.2022	CLO.1
5	2.21.2022 2.23.2022	APA Format – Library Searches Ideas-Thesis-Support	
	Reading	Chapter 4: The Third Step in Essay Writing Chapter 5: The Fourth Step in Essay Writing <i>Critical Essay</i> : TBD	
	Activities, Assignments, & Assessments	Adaptive Learning: Writing - Getting Started; due by 3.6.2022 Social Justice: One Source due 2.23.2022 for class activity RJ.2 Using a critical essay, write a 400 word essay on the thesis and supporting paragraphs; due by 2.27.2022	CLO 5 CLO.2
6	2.28.2022 3.2.2022	Essays & Overview of Writing Styles Narrative & Unity	
	Reading	Chapter 6: Four Bases for Revising Essays Chapter 7: Developing an Essay <i>Critical Essay</i> : TBD	
	Activities, Assignments, & Assessments	Essay E.2: Narrative Essay - Write a 400-500 word narrative essay using good sentence and paragraph structure; due by 3.6.2022 RJ.3 Using a critical essay, write reflection on coherence and unity; due by 3.6.2022 (possible in-class activity)	CLO.3 CLO.2
7	3.7.2022 3.9.2022	Literary Devices and Patterns Review & Revise (Peer Review)	
	Reading	Part 2: Patterns of Essay Development Chapter 9: Narration Chapter 8: Description	
	Activities, Assignments, & Assessments	In-class descriptive essay In-class Peer Review applying four bases for review and revision RJ.4 Using a critical essay, write a 500 word reflection using literary analysis; due 3.13.2022	CLO.2
8	3.14.2022 3.16.2022	How Categories and Compare & Contrast rhetoric Constrain: A New Look at Intersectionality	
	Reading	Chapter 13: Comparison and/or Contrast Chapter 17: Information Literacy	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
		<i>Critical Essay:</i> Crenshaw, Kimberle (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Issue 1, Article 8. Available at: http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8	
	Activities, Assignments, & Assessments	M: Discussion and analysis of Critical Essay W: Online Midterm (Proctored by Zoom) RP.1 Plagiarism tutorial & Quiz; due by Friday 3.25.2022	CLO.4
9	3.21.2022 3.23.2022	Source-based essays Summarizing, Paraphrasing, and Avoiding Plagiarism	
	Reading	Chapter 18: Summarizing and Paraphrasing Chapter 19: Writing a Source-based Essay Chapter 20: Writing a Research Essay Chapter 35: Quotation Marks	
	Activities, Assignments, & Assessments	Power of Process: Research article; due by 4.10.2021 Open Essay E.3: write a 500 word argument essay; due 4.10.2022	CLO.5
10	3.28.2022	SPRING BREAK	
11	4.4.2022 4.6.2022	Rhetorical Modes Continued: Argumentation Distinguishing argument from research	
	Reading	Chapter 16: Argumentation Additional article on logic <i>Critical Essay:</i> TBC (argument)	
	Activities, Assignments, & Assessments	Analysis and discussion of critical essay Essay E.3: write a 500 word argument essay; due 4.10.2022	CLO.5
12	4.11.2022 4.13.2022	Argument (cont.)	
	Reading	TBD - logic	
	Activities, Assignments, & Assessments	In-class Write the counter argument RJ.5 Using the essay provided write a 500 word essay on the use of pathos, ethos, and logos; due by 4.24.2022 RP.2 Annotated Bibliography: Submit an annotated bibliography with best sources for your paper due by 4.17.2022	CLO.2 CLO.5
13	4.18.2022	Argument and Writing and the Law	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Learning Outcomes
	4.20.2022		
	Reading	Legal case (provided) Reading TBD	
	Activities, Assignments, & Assessments	Case analysis and discussion RP.3 Thesis Statement: Submit thesis statement and outline for research essay	CLO.5
14	4.25.2022 4.27.2022	Language as Hegemony	
	Reading	<i>Critical Essays</i> Toni Morrison Nobel Lecture and If Black English Isn't a Language, Then Tell Me, What Is? By James Baldwin	
	Activities, Assignments, & Assessments	Critical Essay Analysis and Discussion RP.4 Submit a rough draft of your research essay, due by Sunday, 5.1.2022	CLO.1
15	5.2.2022 5.4.2022	Role of the Essay in Social Justice Writing Review & Revise Revisited (peer-review)	
	Reading	Review Chapter 7 (Peer Review) Chapter 11: Process Chapter 12: Cause & Effect	
	Activities, Assignments, & Assessments	RP.5 Peer Review due by Sunday 5.8.2021	CLO.2
16	5.9.2022 5.11.2022	Integration: The Golden Thread	
	Reading	No new reading	
	Activities, Assignments, & Assessments	RP.6 Submit final research essay by Sunday, 5.15.2022	CLO.5
17	5.16.2022	Review and final exam details provided	
FINAL EXAM	Thursday, May 20, 2022	Take-home Final Exam due by 7:15PM on Thursday, May 20, 2022	All