

San José State University
Department of Justice Studies
JS100W-01, Writing Workshop Spring 2023

Course and Contact Information

Instructor:	Susie M. Rivera, J.D., M.S., CPCC, CFRM
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Telephone:	408-206-3556 (text only if it is urgent or emergency needs)
Email:	Susie.Rivera@sjsu.edu (canvas messaging is preferred method of communications)
Office Hours:	Mondays and Wednesdays 6-7PM and by appointment
Class Days/Time:	Monday and Wednesday 4:30 -5:45pm
Classroom:	MQH523
Prerequisites:	Grade of “C” or better in English 1B or equivalent; upper division standing; passage of Writing Skills Test; and 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 courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/Susie.Rivera> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. Reliable Internet connectivity or technology requirements, such as computer, and software apps are required to participate in the classroom activities and/or submit assignments. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. All course materials are posted in Microsoft Office or Adobe PDF format; you will need Adobe Acrobat Reader to view PDF documents.

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 include in the “subject line” the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to “**no subject**” e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail. You can email me through the canvas function which will send me an alert in my email box.
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 in rich text format (*.rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment

attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions,

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 Description

This is an integrated writing and research course designed to develop advanced communication skills which will be valuable for a career in the Justice System. Effective written communication skills are vital to success in any career, but are particularly important to the health care professional. The best method for improving these skills is through extensive practice, critical feedback, revision, and examination of models of excellence in communication. Students must earn a grade of “C” or better to pass this course.

Course Goals and Student Learning Objectives

Course Goals

100W students will develop the following:

1. A clear concise, effective writing style, exhibiting the mastery of the mechanics of writing
2. Proficiency in research strategies and methodologies necessary to communicate complex ideas effectively and appropriately to both general and specific audiences
3. The ability to read, interpret, and critically analyze scholarly literature within the field, and to respond critically both orally and in writing
4. The ability to gather diverse supporting evidence from a variety of sources and appropriately cite these sources using APA-style formatting
5. The ability to effectively express a position, using organized, clear, and concise wording in a variety of formats to target different audiences

Student Learning Objectives

Upon successful completion of this course, students will be able to meet the following learning objectives:

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

GELO 2: explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

GELO 3: organize and develop essays and documents for both professional and general audiences.

GELO 4: organize and develop essays and documents according to appropriate editorial and citation standards.

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

Other learning objectives

LO1 Students shall be able to refine the competencies established in Written Communication 1A and 1B as summarized below. Satisfaction of this objective will be measured through the evaluation of outlining exercises, a research paper draft, and a research paper final draft.

1A Student learning:

1. Students should be able to effectively perform the essential steps in the writing process (pre-writing, organizing, composing, revising, and editing).
2. Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
3. Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
4. Students should be able to write for different audiences (both specialized and general).

1B Student learning:

1. Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
2. Students should be able to synthesize ideas encountered in multiple readings
3. Students should be able to construct effective arguments

LO2 Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Satisfaction of this objective will be measured through the evaluation of article critiques of scholarly research, a critique of student work, and an oral debate.

LO3 Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources. Satisfaction of this objective will be measured through the evaluation periodic diagnostics (in-class written examinations) and various organizational exercises, both in and outside of class.

LO4 Express issues related to diversity (equity/social justice) in written and/or oral form(s).

Required Texts/Readings

Textbook (Available at Spartan Bookstore; ISBN: 978-1-4388-3215-4)

APA Manual (7th edition) I may teach 6th and 7th edition as it has been a transition for other classes to switch over to 7th edition

Recommended Texts-Not Required

Textbook (Available on www.Amazon.com, www.bn.com, and likely many other book retailers; ISBN: 978-0-8050-8831-1)

Fogarty, M. (2008). *Grammar girl's quick and dirty tips for better writing*. New York, NY: Henry Holt and Company, LLC.

Additional Readings

Additional readings will include scholarly journal articles for Article Critique assignments, and the Research Paper which will require online literature searches. *Additional readings will be assigned throughout the semester and will be posted on canvas; emailed; in class or students will locate materials per instructor's instructions.*

Other Materials

Students will need to purchase (3) blue books for Diagnostics (in-class written examinations), which are available at the Spartan Bookstore.

Recommended Materials

1. Merriam-Webster's collegiate dictionary
2. A binder to keep all 100W work and handouts together (everything should be brought to class each day)

Other technology requirements / equipment / material

Access to internet and computer is required for this course

Library Liaison

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

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignments and Grading Policy

Summary of Assignments

Assignment	Due Date	Percentage of Final Grade
Diagnostic I	January 27 th	2.5%
APA Reference List	February 13 th	5%
Topic and Thesis (Oral & Written)	February 20 th	5%
Article Critique I Outline	February 27 th	2.5%
Article Critique I	March 1 st	5%
Diagnostic II	March 10 th	7.5%
Article Critique II Outline	March 8 th	2.5%
Article Critique II	March 15 th	5%
Diagnostic III	March 22 nd	7.5%
Research Paper Outline	March 20 th	2.5%
Research Paper Outline Critique	March 22 nd	2.5%
Research Paper (Rough Draft)	April 10 th	5%
In-class Debate (Written)	April 12 th	5%
Peer Review of Research Paper	April 17 th	2.5%
In-class Debate (Oral)	April 17 th	5%
Research Paper (Final Draft)	April 26 th	25%
Paper Presentation (Oral)	See course schedule	2.5%
In-class Final Exam	May 17 th	7.5%
		100%

General Course Grade Determination

Total Percentage	Grade
98.0-100	A plus
93.0-97.99	A
90.0-92.99	A minus
88.0-89.99	B plus
83.0-87.99	B
80.0-82.99	B minus
78.0-79.99	C plus
73.0-77.99	C
70.0-72.99	C-
68.00-69.99	D plus
63.0-67.99	D
00.0-62.99	F

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

DIAGNOSTICS and FINAL EXAM	POSSIBLE	%
Diagnostic I	5	2.5%
Diagnostic II	15	7.5%
Diagnostic III	15	7.5%
Final Exam	15	7.5%
	50	
ARTICLE CRITIQUES		
Article Critique #1	10	5.0%
Article Critique #2	10	5.0%
	20	
RESEARCH PAPER		
APA Reference List	10	5.0%
Research Paper Rough Draft	10	5.0%
Peer Review	5	2.5%
Research Paper	50	25.0%
	75	
ORAL PRESENTATIONS		
Topic and Thesis	10	5.0%
In-class Debate	20	10.0%
Student Paper Presentations	5	2.5%
	35	
OUTLINING		
Article Critique Outline #1	5	2.5%
Article Critique Outline #2	5	2.5%
Research Paper Outline	5	2.5%
Research Paper Outline Critique	5	2.5%
	20	
		%
TOTAL POSSIBLE	200	100.0%

Assignments/Exam

General formatting requirements for written assignments include a cover page, page numbering, 1” margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references. All assignments must be submitted on canvas by deadlines. If assignments are submitted via e-mail as an attachment, it must be in one of the following formats: MS Works (*.wps), MS Word (*.doc or *.docx), or Rich Text Format (*.rtf). Copied and pasted assignments, into the body of an e-mail, will not be accepted.

All handouts and assignments (except for the diagnostics and Final Exam) are or will be available on Canvas. It is the student's responsibility to have the appropriate handout for each class period. Being well prepared for class includes checking the schedule well before each class and bringing the appropriate assignment or handout to class. In some cases, a scoring guide is attached to the assignment. Download and read the scoring guide before doing the assignment, and attach a copy of the scoring guide to each assignment you submit if required (you will be advised).

Apply properly to Virtual class and in person class.

Out of Class Assignments

Out of class assignments will include an online search for scholarly sources/preparation of an APA reference list, preparation for oral presentations, development of a research paper outline and rough draft, the composition of article critiques, critiques of fellow student work, and the final draft of a research paper.

General formatting requirements for out of class, type-written assignments include a cover page, page numbering, 1" margins, double-spacing, and Times New Roman font. All assignments must be written in formal English, with college-level writing mechanics and APA-style formatting, inclusive of in-text citations and references. Several written assignments must be submitted electronically on canvas which also is linked to turnitin.com. There may be Written assignments that will be submitted in hard copy format to the instructor at the start of class on the due date. Instructions will be given for each assignment.

In Class Assignments

Always be prepared to write in class! In class assignments (individually or in groups) will include expository responses to the critical analysis of scholarly research (Diagnostics), various APA exercises, group outlining exercises, general writing exercises as needed, critical analysis, and the final examination. Please note, Diagnostics I – III and the final exam will require the use of a blue book

Article Critiques I & II

The process of writing an article critique is designed to improve and test your ability to critically analyze an empirical research study. Clearly, the better written an article is, the more likely it is to be accepted by the intended audience; however, research has varying degrees of quality. This assignment will enhance your overall outlining skills. It will increase your ability to read professional writing, recognize valid research and understand the results, and it will aid you in identifying weaknesses in research and writing. Learning to recognize flaws in grammar and logic will improve your ability to recognize those flaws in your own writing. In addition, the assignment requires you to utilize your skills in using the Internet to locate a scholarly article. [LO2]

Diagnostics I – III and the Final Exam

Diagnostics I – III and the final exam will be in-class written examinations designed to assess your ability to respond to examination items requiring the extrapolation of pertinent information, and critical analysis of the utility and validity of that information. [LO3]

Topic and Thesis Write-up and Oral Presentation

This assignment will require you to develop and refine a research paper topic and thesis statement related to the chosen semester theme. A short write-up of your topic and thesis will be required, as well as an oral presentation of that material to the class. [LO1]

APA Reference List

This assignment will require you to compile a reference list that will consist of (10) scholarly peer reviewed journal articles (no books, web sites, newspapers, or magazines) related to your topic, which you may and should use for your research paper. At least half of the journal articles listed need to be empirical/quantitative research studies. [LO1]

Research Paper Outline

This assignment will enhance your overall outlining skills; help you to realize the utility of this skill in relation to the comprehension of complex material, and to test your ability to work in a collaborative manner. [LO2]

Research Paper Outline Critique

This assignment will require you to critique a fellow student's research paper outline as a preparation exercise for the completion of a research paper draft. Students will exchange research paper outlines, and via the use of a critique form, will provide constructive feedback for a fellow student to aid in the preparation of a cohesive research paper rough draft. [LO2]

Research Paper Rough Draft

This assignment is designed to provide you with the opportunity to develop a well thought out and written rough draft of the research paper required for this course. Utilization of the previously completed research paper outline and critique will provide you with a solid foundation for the development of a quality paper. [LO1]

Peer Review Assignment

This assignment is designed to help students develop the ability to critically analyze the written work of others (i.e., fellow students), which in turn will assist each student in learning to recognize area of improvement in their own writing. [LO2]

Research Paper Final Draft

The purpose of the writing workshop is to teach you, the student, how to read and think critically, and to communicate clearly and concisely in a professional style. This assignment is designed to provide a medium through which you can improve your research and writing skills while increasing your knowledge about the criminal justice system.

Students will be required to write an 8–10-page analytical research paper. A separate handout detailing the specific requirements of this assignment is available on the instructor's web site. [LO1]

In-Class Debate

The purpose of this assignment is to teach students to critically analyze both sides of a justice studies topic in the form of a class discussion/debate. Students will be asked to develop logical and supported arguments for both sides of a specific health related issue. The second element of this assignment will allow students to work in small groups to defend their arguments in a class debate. [LO2 and LO4]

Grading Policy and Late Submissions

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a moderate point deduction. Assistance with APA can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

In order to demonstrate your comprehension of the course material, and knowledgeable application of theory, one must be able to write in a clear and effective manner. Always carefully proofread your assignments before

submitting them. Late assignment submissions will not be accepted without a valid excuse which can be documented and substantiated in a timely manner.

A grade of “C” is required to pass this course.

Completion of all assignments is required to successfully pass this course, regardless of whether the assignment is for credit (i.e., points), or as a result of a late submission, the assignment is ineligible to receive points. While some assignments may not be worth credit (i.e., points), they are nonetheless still required. Your grade will be based on the points accrued throughout the semester. Grades will be determined based upon adherence to the specific criteria for each assignment. All assignments completed outside of class must follow the previously specified general formatting requirements stated under “Out of Class Assignments”.

Written assignments will primarily be graded on content; however, assignments with poor writing mechanics and APA formatting will not be accepted, or will result in point deductions. Student should reference their own copy of *APA Manual*, and may seek additional assistance with APA at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Course Grade Determination

Percentage	Grade
98.0 to 100	A plus
93.0 to 97.99	A
90.0 to 92.99	A minus
88.0 to 89.99	B plus
83 to 87.99	B
80.0 to 82.99	B minus
78 to 79.99	C plus
73.0 to 77.99	C
70.0 to 72.99	C minus
68 to 69.99	D plus
63 to 67.99	D
00.0 to 62.99	F
365/500 pts minimum to pass the class	C 73%

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. 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.” See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf>.

Note that “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.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Grading Information

Content Grading Rubric

High Score: *Excellent presentation with insightful, well-reasoned analysis and discussion that demonstrates a clear understanding of the reading(s), the issue(s) and the purpose of the assignment.*

Above Average Score: *Good presentation, with somewhat less consistency but clearly demonstrates an understanding of the assignment, the issue(s) and the reading(s).*

Average Score: *Adequate demonstration of basic understanding of the assignment, issue(s), and reading(s), but needs improvement. Ideas may be underdeveloped or writing may have serious grammar or APA-related issues.*

Failing Score: *The submission of incomplete work, or the inability to demonstrate an understanding of the assignment, reading(s) or issue(s). The inability of effectively, articulating an appropriate response to the assignment.*

Writing Standards

1. *Conformity to the American Psychological Association standards for scholarly writing. The minimum standards include the following:*
 - a. *Consistent use of complete sentences;*
 - b. *Correct use of grammatical constructions, punctuation, sequencing (paragraphing), referencing, hyphenation, spelling, headings, capitalizations, pagination, abbreviations, and margins;*
 - c. *Appropriate content, clarity, conciseness, and style;*
 - d. *Neat appearance*
2. *Twenty percent of the grade for each written assignment will be based solely on writing mechanics.*
3. *Each written assignment must contain no more than (5) novel grammatical errors and/or (5) novel APA errors (e.g., in-text reference citation, reference list).*
4. *When a paper is submitted that does not meet departmental standards, it will be returned (ungraded) to the student(s) for revision. The student(s) will have (3) calendar days to revise and resubmit the paper.*
5. *Any paper that is returned to the student(s) for revisions will have an automatic 10% deduction in the total grade for the assignment.*
6. *Upon resubmission, if a paper still does not meet departmental standards, the student(s) will be given a “0” (zero) for the written portion of the total paper grade, and will be graded only for required content.*

Late Assignment Policy and Extra Credit

*All assignments are due at the beginning of class on the specified due date, unless instructed otherwise. Submission of a late assignment will not be accepted for credit. As all assignments must be submitted to pass the course, late assignments without a legitimate reason will still be accepted; however, no credit (i.e., points) will be assigned. **Generally, I do not offer Extra credit options, however, if an opportunity comes up as a good extra credit option, I will provide the instructions and opportunity to all students.***

Classroom Protocol—APPLY properly to online courses

1. Students are expected to: attend all class meetings, arrive on time, stay for the duration of the class period, complete all readings and assignments in accordance with the dates on the course schedule. Frequently showing up late to class and/or leaving early is a disruption, and a violation of the student code of conduct.
2. Students are responsible for all missed notes, materials and announcements due to absence (i.e., do not e-mail the instructor asking about what you missed). You are encouraged to exchange contact information with someone in class just in case.
3. Students are responsible to bring all course materials relevant to the course.
4. Be prepared to participate in discussions and take careful notes. Note: participation does not include simply occupying a seat, nodding, shaking one's head, or simply repeating what someone else has already contributed. Substantive contributions that foster an atmosphere of open discussion conducive to learning constitutes participation.
5. Students may not record lectures without permission from the instructor.
6. Students caught sleeping during class (which is a distraction for other students) will be woken up, and promptly asked to leave class.
7. There will be no emailing, web-browsing, text messaging or sending of pictures/videos on cell phones, netbooks, laptops or other electronic devices during class—please do this on your own time. Students caught doing so will be asked to leave class, and will not be allowed to have their respective electronic devices present during class for the remainder of the semester.
8. Cell phone calls must be taken outside of the classroom, and only under emergency or special circumstances.
9. As a matter of courtesy, please turn off or silence the sound on all electronic devices that may make noise during class.
10. Just use common sense, be courteous and ready to learn. 😊

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be 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/>"

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - Students must request permission by email and shall not record until permission is granted.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

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. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910).
Website: <http://www.sjsu.edu/casa/ssc/>.

JS100W-01 / Writing Workshop, SPRING 2023, Course Schedule

The following course schedule is subject to change; advance notice of any changes will be provided via email as early as possible.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25	<p>Agenda/Topics: Introduction; overview of syllabus; discussion of Research Paper Assignment (RPA) and potential topics; introduction of <i>APA Manual 7th edition</i> and other textbooks</p> <p>Homework/Assignments: Review the syllabus and RPA; download/print or bring laptop to view the Topic and Thesis, and References handout; go online and begin selection of a topic for RPA. Be sure to note there is a quiz next week, review syllabus and RPA sheet.</p> <p>Exam: Diagnostic I</p>
2	1/30 & 2/1	<p>Agenda/Topics: Return and discuss Diagnostic I; discuss Topic and Thesis Write-up, Oral Presentation, and APA Reference List</p> <p>Handouts: RPA handout, and Topic/Thesis, Reference List handout (bring both to class today)</p> <p>Homework/Assignments: Begin working on APA Reference List; begin working on Topic and Thesis Write-up and Presentation; download Academic Integrity Policy (AIP) and Student Conduct Code (SCC) – both documents can be found on canvas. Also, review article for discussion next week.</p> <p>Exam: Quiz on syllabus and RPA on 2/1</p>
3	2/6 & 2/8	<p>Agenda/Topics: Quiz Review/lecture/discussion of Assessing Research and Scholarly Article Elements; Overview of Review Article APA lecture/discussion; discussion about AIP and SCC documents; APA Activity.</p> <p>Handouts: Syllabus, RPA handout, AIP, SCC and Review article</p> <p>Homework/Assignments: Complete APA Reference List – submit (1) copy on canvas and be ready to share with a classmate virtually or in class. Will provide you instruction. We will use collaboration which will be a google sheet to keep track of exchanges between peers; continue working on Topic and Thesis Write-up and Presentation; read Review Article APA reference list Due 2/13</p>
4	2/13 & 2/15	<p>Agenda/Topics: Writing Process lecture; Mandatory Electronic Media Review from the MLK Library, library liaison will confirm room usually on second floor of library @ 430PM Sharp 2/15</p> <p>Handouts: APA cheat sheet</p> <p>Homework/Assignments: Download/print Article Critique handout; complete Topic and Thesis Write-up, and Presentation</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/20 & 2/22	<p>Agenda/Topics: Discuss APA references; Topic and Thesis Write-ups 2/20; Topic and Thesis Presentations begin 2/20 and will finish 2/22; review of article critique assignment; explanation of format for outlining and submitting Article Critiques; assignment of article for AC#1/Diagnostic II.</p> <p>Handouts: Article Critique Handout (download and review as print or on laptop)</p> <p>Homework/Assignments: Download and read article for AC#1/Diagnostic II; Complete AC#1; prepare for Diagnostic II; download, review/print Part IV: Research Paper Outline</p>
6	2/27 & 3/1	<p>Agenda/Topics: In class outline of AC#1 (be sure to have read and have access to the article before class on 2/27) Submit AC#1 on canvas 3/1; Assignment of article for AC#2/Diagnostic III; discuss the Research Paper Outline (RPO)</p> <p>Handouts: RPO handout</p> <p>Homework/Assignments: Download and read article for AC#2/Diagnostic III; work on RPO</p>
7	3/6 & 3/8	<p>Agenda/Topics: Discuss Topic and Thesis Write ups; Discuss AC#1 outline and critique. In class outline of AC#2 3/8</p> <p>Homework/Assignments: Complete AC#2; prepare for Diagnostic II; work on RPO</p> <p><i>Exam: Diagnostic II (3/10)</i></p>
8	3/13 & 3/15	<p>Agenda/Topics: Submit AC #2 on canvas 3/15; Discussion about writing a cohesive research paper</p> <p>Homework: Download, review/print Part V: Research Paper Draft; Complete RPO, submit (1) copy on canvas and exchange (1) copy of RPO to classmate on canvas and complete the RPO critique form Monday, 3/20</p> <p>Potentially special lecture depending on needs of class writing</p>
9	3/20 & 3/22	<p>Agenda/Topics: SUBMIT RPO on canvas; Exchange a virtual copy of RPO with a fellow student for RPO Critique during class; lecture/discussion about common writing issues; discussion about Research Paper Rough Draft (RPRD). Please note that RPRD must be ready on Monday 4/10 and you will need to be ready to exchange a copy virtually with your peer for the next assignment. Prepare for Diagnostic III for 3/22.</p> <p>Handouts: Part V: Research Paper Draft handout</p> <p>Exam: Diagnostic III (Due 3/22)</p> <p>Homework/Assignments: Work on RPRD DUE 4/10; Download Peer Review</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Handout and Be familiar with it.
10	3/27 & 3/29	SPRING BREAK! 3/27-3/31
11	4/3 & 4/5	<p>Agenda/Topics: Return and discuss RPO; review and open discussion about RPRDs; discussion of class debate (written portion of debate 4/12 and debate prep is 4/12.</p> <p>Homework/Assignments: Download Peer Review Assignment handout; complete RPRD and be ready to share with your partner on 4/10; work on written portion of in-class debate</p> <p>Handouts: Peer Review Worksheet</p>
12	4/10 & 4/12	<p>Homework/Assignments: RPRDs submitted to canvas—4/10; proofreading activity; exchange a copy of your RPRD with a fellow student; begin working on the Peer Review Assignment, sheet is available on canvas and you will fill out this sheet, submit on canvas by due date and give a copy to your peer. Work on Peer Review Assignment and submit completed copy to canvas on 4/17; complete written portion of class debate due on 4/12. We will have Debate Prep on 4/12 with the in-class debate happening on 4/17.</p> <p>Homework/Assignments: Work on final draft of RPA Complete RPF for 4/26 prepare for debate write up and debate prep for 4/12 and we will use class time on 4/10 to exchange RPRD and get into debate groups on 4/12</p>
13	4/17 & 4/19	<p>Agenda/Topics: Submit Peer Review Assignment 4/17; return one copy of Peer Review Assignment to fellow students virtually. Feedback on RPRD; final check-in on RPA inclusive of organization, what makes a great paper, and proofreading; class debate done in class 4/17! For class on 4/19 we may have special lecture or student meetings to discuss Final Paper.</p> <p>Homework/Assignments: Finish Final Draft and Prepare for Paper Presentations RPF Due next week!</p> <p>Agenda/Topics: Submit Research Paper Final Draft on canvas 4/26; return graded Peer Reviews; Final Paper Presentations; SOTES</p> <p>Homework: Final Paper Presentation start on 4/26</p>
14	4/24 & 4/26	<p>Agenda/Topic: Final papers are DUE 4/26---submit to canvas. For class 4/24—student check ins for final paper and classwork.</p> <p>Paper Presentations ALL week—collaboration sheet sign ups for student</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		presentations
15	5/1 & 5/3	Agenda/Topic: assignment of article for the final exam & Paper Presentations
16	5/8 & 5/10	Agenda/Topic: Paper Presentations
Last Class	5/15	Agenda/Topic: Paper Presentations
Final Exam	5/17	Final exam is schedule, Wednesday, May 17th 245Pm-5pm—if you can't take the final exam on this day due to a final exam conflict in another class, notify me a month in advanced and you will be able to take the final exam anytime on May 24, 2023. Final exam is scheduled to be in person but could be done on canvas due to covid issues. The make up final may be on canvas for this in person class. You can only take make up final exam date if you have a proven conflict for another final exam in another class.