

San José State University
Fall 2020
Justice Studies 100W-8X Writing Workshop
Dr. Chris Hebert
Online Only

Contact Information

Instructor: Dr. Hebert
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Office Hours Monday and Wednesday 9:00 – 10:00 via Zoom
Monday: <https://sjsu.zoom.us/j/91359443966>
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CANVAS mailing tool

Course Information

Prerequisite: 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. Or Graduate or Postbaccalaureate level. Allowed Declared Major: Justice Studies.

Satisfies SJSU Studies Z: Written Communication II

Catalog 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.

Section Specific Description and Student Learning Objectives:

Because of restrictions imposed by the COVID pandemic the oral communication skills component are necessarily limited. There will be a component on visual presentation of data (graphs, figures, and tables) that is often overlooked.

Justice Studies Required Course Notice:

Note: Justice Studies 100Wis a required course for the Justice Studies major. As with all JS courses, to be accepted for credit towards a degree a grade of “C” or better is required. In addition, because JS

100W is a required course, failure to obtain a grade of “C” or better after two attempts will result in disqualification from the degree program.

Course Learning Objectives¹

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

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

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

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

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

Course Requirements

Required Readings:

Becker, Howard: Writing for the Social Sciences 3rd edition.

Ellison: McGraw Hill Guide to Writing Research Papers. Download free copy from:

<https://b-ok.cc/book/2284863/97d3d2>

Garson: Garson Guide to Writing Empirical Papers. Download free copy from:

<https://b-ok.cc/book/944719/3a39d2>

Selmini, Rossella and Suzy McElrath: Violent Female Victimization Trends across Europe, Canada, and the United States. Crime and Justice 43:1; 367-419. Download from:

<https://www.jstor.org/stable/10.1086/678329>

Other Required Readings to be posted on CANVAS

Quizzes and Exams:

There are five quizzes scheduled for this semester. For the most part they are used as incentives to keep up with the readings. Difficulty will increase over the semester as students master reading and understanding academic material. Quizzes cover material assigned or referenced back to the previous quiz.

¹ Sourced from Judith Randle's Spring 2020 100W syllabus.

The Final Exam. Any material from the course may be drawn upon for the Final Exam.

Assignments:

There are four assignments scheduled for the course. These will be based on reading(s) and at a minimum will be required to answer questions in the instructions. Complexity and expectations will increase over the semester.

Term Paper: Process and instructions to be posted in CANVAS.

Participation:

Class participation will be graded on: 1) quality of questions from text; 2) answering of student questions and; 3) general participation.

Course Grade Determination

Course grades are based on quizzes, exams, assignments, Student-Contributed readings and class participation. All assessment materials are graded on a percentage basis. No extra-credit is offered in this course.

Course Weightings

Assignments	(1 X 5%) + (3 X 10%)	= 35%	(First is 5%, remainder are 10%)
Quizzes	(4 X 5%)	= 20%	(Lowest of 5 is dropped)
Term Paper			
Draft	(1 X 15%)	= 15%	
Final	(1 X 20%)	= 20%	
Final Exam	(1 X 10%)	= 10%	
Participation	(1 X 10%)	= 10%	

Curves and Percent to Letter Grade Correspondence:

I usually apply a curve to quizzes and exam. The posted scores reflect any curving that I have done (I only curve up, never down). If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or better on that exam. **AGAIN: I do not use the online gradebook which will automatically record your course "grade." That is not your grade, your official grade will be manually posted by me, on the home page.** All assessment materials are graded on a percentage basis, and correspond to the following letter grades.

The percentages listed are threshold scores and no rounding is done. That means, for example, a score of 89.9% is a B+.

Percentage to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F 0%											

Quiz and Exam Score Postings:

NOTE: I do not use the gradebook on CANVAS, it is too primitive for my grading practices.

Quiz and Exam scores will be posted on CANVAS on the home page. Scores will be posted using a synthetic number called a "Posting ID." To create your posting ID number, multiply the first five digits (including the leading zeros) of your SJSU student ID number by the last four digits of the ID number. The last four digits of the product is the posting ID number.

EXAMPLE: SJSU ID number is 004199408

First five digits are: 00419

Last four digits are: 9408

Multiply = 3941952

The last four digits, 1952, is the Posting ID number.

Late Test and Assignment Policy:

No to full credit depending on circumstance. The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox/ e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once, weekly participation in ceremonies of death or other.
What Missed:		Quizzes and Mid-Term Exam.	Assignment, Crime Portfolio, Final Exam.
Documentation:	Newspaper article, Medical appointment note, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.
Made up by:	Next Class Meeting	Two Class Meetings	Final Exam Week.
Attendance:	I can match name to face.	Pretty sure that you are, or were, in one of my classes.	Couldn't pick you out of a lineup for \$100,000.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week of its administration to the class, you will forfeit that quiz/exam and receive a zero.

Recording and Distribution of Class Material:

The following is reproduced from SJSU Policy S12-7.

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.

So, if you want to record my or any instructor's lecture, receive permission first. Just as a reminder (also reproduced from S12-7): "Audio recording without consent in private settings is prohibited by California Penal Code 630-635."

Mandatory Statements:

These things have reproduced more rapidly than bacteria in a petri dish. But in a spate of sanity, we can now link rather than reproduce the statements which are found here:

<http://www.sjsu.edu/gup/syllabusinfo/>

(Verified August 17, 2020)

My remarks on selected statements follow.

Academic Integrity:

In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run, see [Academic Senate Policy F15-7](#)

Course Requirements and Assignments:

This statement is required by Federal regulation. And, unsurprisingly, is close to incomprehensible unless schooled in educratspeak. It translates as this: This is a three credit course so you should spend $3 \times 3 = 9$ hours / week on the course. Three of those hours are spent in the classroom ($1 \frac{1}{4} \times 2 = 2 \frac{1}{2}$), which we fictionalize to 3 hours, so you should spend 6 hours / week outside of class reading, studying, etc. for this course. Since this is an online course, you really aren't spending 3 hours/week in a class room, but the expectation is the same: 9 hours per week for this course.

Religious Accommodation:

[Included under protest as appears to be a violation of the 14th (Equal Protection) Clause.]

Note: I will continue to use my long-standing and far more liberal notification requirement specified above.

Miscellaneous Items and Some Repeating:

Course material will be distributed via Canvas. Be sure that MySJSU has your current e-mail address.

You are adults and I treat you as such. I don't require attendance because I assume that you are the best judge of the use of your time. A corollary to this is don't expect a lot of sympathy from me if you fail an exam because you knew nothing about material that was only presented in class. Instructors are prohibited from [grading on attendance](#) (see [F15-12](#)). BTW: F15-12 had absolutely no effect on my grading. As a student I disliked classes that graded on attendance and since I could do something about it as a professor, I never did. If you are going to miss a class for any reason and there isn't an assignment

due or a quiz or exam scheduled, I don't need to be notified. As I said, I assume you are the best judge of the best use of your time. OTOH: If you miss an exam or quiz, you must contact me to arrange a time to make it up and the sooner the better (see Late Test and Assignment Policy above).

Have I mentioned that it is probably in the syllabus / greensheet?

Hey, I forgot to mention that if it isn't in the syllabus; have you read the assignment? I receive many inquiries about assignments. 80% of these inquiries I answer by responding: "It's in the assignment."

I highly recommend checking out the greensheet / syllabus. While you are at it, read any assignments that have been distributed.

If a substantial change in due dates or assignments is required, I will distribute an updated syllabus via Canvas or e-mail. A quiz may be postponed for one meeting without creating a new schedule.

To get started on the semester: It's probably in the greensheet / syllabus.

This syllabus, like any syllabus is subject to revision.

Justice Studies 100W Fall 2020 Class Schedule

Week of	Readings / Discussions	Evaluative Material	Due On
Aug. 19			
Aug. 24			
Aug. 31			
Sept. 7	Read: Violent Female Victimization	Assign #1: Remarkable Day at Work	Sept. 9
Sept. 14	Read: Ellison Chp. 1 and Garson Chps. 1 & 2	Assign #2: Violent Female Victimization	Sept. 16
Sept. 21	Read: Becker Chps. 1 & 2 and Ellison Chps. 2 & 3 and Paper Sections (Handout)	Quiz # 1 (VFV, Ellison, Garson)	Sept. 23
Sept. 28	Read: Becker Chp. 3 and Ellison Chp. 4 and BRAINSTORMING Paper Topics.	Quiz # 2 (Material from week of Sept. 21)	Sept. 30
Oct. 5	Read: Becker Ch. 4 and Ellison Ch. 5. Present and argue for your topic to your classmates and me.	Two (2) Term Paper Topics for Class Adoption.	Oct. 7
Oct. 12	Possible paper topics announced and Becker Chps. 5 through 7 and Ellison Chps. 6 through 8.	Quiz #3 (Becker Chps. 3 & 4 and Ellison Chps. 4 & 5)	Oct. 14
Oct. 19	Basic statistics, tables, and graphs (Handout)	Quiz #4 (Material from week of Oct. 12)	Oct. 21
Oct. 26	I hate seeing students cry, so no course readings this week.	First Draft Due. (Introduction [incomplete], Literature Review, Data / Methods or sources [complete])	Oct. 28
Nov. 2	Becker (Chps. 8, 9, and 10).	Assign #3: Statistics, Tables and Graphs	Nov. 4
Nov. 9	Draft returned Nov. 12.	Quiz #5 (Becker Chps. 8, 9, and 10)	Nov. 10 (Tuesday!)
Nov. 16	Article TBA		
Nov. 23	No class on Friday, so to be fair, nothing for the other section.	Happy Thanksgiving.	
Nov. 30	Ketchup, Review, Etc.	Assign #4: TBA	Dec. 2
Dec. 7		TERM PAPER DUE!	Dec. 7
Dec. 10	Section 80 (No mandatory meetings) Final Exam (Thursday) 5:15 - 7:30		Dec. 10
Dec. 15	Section 86 (Meets On-Line Fridays) Final Exam (Tuesday) 12:15 - 2:30		Dec. 15

* Unless otherwise noted, Quizzes will be due on the Friday of the assigned week.

