

**San José State University**  
**Department of Justice Studies**  
**JS100W-05, Writing Workshop, Spring 2020**

**Course and Contact Information**

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| <b>Instructor:</b>      | Greg Woods, J.D.   |
| <b>Office Location:</b> | MacQuarrie Hall 508  |
| <b>Telephone:</b>       | (408) 924-1840   |
| <b>Email:</b>           | <a href="mailto:greg.woods@sjsu.edu">greg.woods@sjsu.edu</a> |
| <b>Office Hours:</b>    | Wednesdays, 1:30 - 4:30 PM, and by appointment.              |
| <b>Class Days/Time:</b> | Mondays & Wednesdays 12:00 PM - 1:15 PM                      |
| <b>Classroom:</b>       | Sweeney Hall 314   |

**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**

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 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**

All readings will be posted on Canvas as PDFs, or will be available via the internet.

## **Library Liaison**

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

<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, 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 twelve weekly reading, writing and research assignments in class and as reflected below, are due at the conclusion of each second weekly class session, 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 situation analyses throughout the course, to be assigned and explained extensively in class, due as reflected below in response to subject matter from class lecture and weekly readings, and will consist of a minimum of a five-to-seven 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 and craft a thesis paper specific to current justice-related policy in the United States, to be assigned and explained extensively in class and due in two parts, an in-class presentation and a twenty-paged written analysis, due during the last scheduled week of instruction as reflected below. Reliable sources for all assertions must be cited in the American Psychological Association (APA) format. (CLO 1, 2, 3, 4, 5 & 6)

## Participation

Students are expected to be punctual and prepared to participate during in-class activities in an informed, professional and respectful manner. Participation credit will be rewarded in response to student preparedness and politeness in class. (CLO 1, 2, 3, 4, 5 & 6)

## Grading Policy

Final grades will be evaluated as follows:

|                         |     |
|-------------------------|-----|
| Weekly Assignments (12) | 30% |
| Situation Analyses (2)  | 30% |
| Final Project           | 30% |
| Participation           | 10% |

## Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below.

**Please Note: Extra credit will not be awarded, late assignments will not be accepted, and no assignment may be submitted via email.**

Students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. **Students are encouraged to review their progress in person no later than Week Eight (Wednesday, March 18th) and periodically throughout the semester** during office hours, and by appointment.

## Classroom Protocol

### Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, discourteous or who choose not to contribute to in-class 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 and no assignment may be submitted via email.

## Cell Phones/Texting

All cell 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 information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## JS100W-05 / Writing Workshop, Spring 2020

### Course Schedule

| Week | Date                | Topics, Readings, Assignments, Deadlines   |
|------|---------------------|--|
| 1    | January<br>27 & 29  | 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>Prepare, Submit and be ready to discuss Weekly Assignment #1; (DUE 1/29); Assign Weekly Assignment #2 (DUE 2/5);</b> In-class exercise: <i>Personal mission statement</i> .  |
| 2    | February<br>3 & 5   | Return and review Assignment #1; 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; <b>Prepare, Submit and be ready to discuss Weekly Assignment #2; Assign Weekly Assignment #3 (DUE 2/12);</b> In-class exercise: <i>Percipient Witness/Lt. John Pike and the Use of Force at UC Davis</i> . |
| 3    | February<br>10 & 12 | <b>Assign Situation Analysis #1 (DUE 3/4);</b> Return and review Assignment #2; Who, What, Where, When, Why and How of Investigations; Writing Basics: The Outline is Key; <b>Prepare, Submit and be ready to discuss Weekly Assignment #3; Assign Weekly Assignment #4 (DUE 2/19);</b> In-class exercise: <i>Laws as Legislative Solutions to Society's Problems resulting in Criminalized, Restricted Behavior for all</i> .   |

| Week | Date                 | Topics, Readings, Assignments, Deadlines  |
|------|----------------------|---|
| 4    | February<br>17 & 19  | <i>Assign Final Project (PRESENTATIONS DUE WEEKS 14-16 &amp; PROJECTS DUE NO LATER THAN 5/19)</i> ; Return and review Assignment #3; In the Narrative: First Person, Past Tense, Active Voice & Chronological Order; Writing Basics: Supporting your Assertion with Reliable and Verifiable Information; <b>Prepare, Submit and be ready to discuss Weekly Assignment #4; Assign Weekly Assignment #5 (DUE 2/26)</b> ; In-class exercise: <i>BART Police officer Johannes Mehserle, Oscar Grant and the Duty to Protect and Serve</i> . |
| 5    | February<br>24 & 26  | Return and review Assignment #4; Conducting Interviews; Writing Basics: The Rough Draft; <b>Prepare, Submit and be ready to discuss Weekly Assignment #5; Voluntary one-on-one consultations</b> ; In-class exercise: <i>Snowden, Manning, WikiLeaks, National Security and Traditional Notions of Perfect Personal Liberty Contradicted by the Necessities of the State</i> .  |
| 6    | March<br>2 & 4       | Return and review Assignment #5; Affidavits & Search Warrants; Writing Basics: Know Your Reader; <b>Prepare, Submit and be ready to discuss Situation Analysis #1; Assign Weekly Assignment #6 (DUE 3/11)</b> ; In-class exercise: <i>Megan's Law, Compulsory Sex Offender Registration and California Penal Code Section 290</i> .   |
| 7    | March<br>9 & 11      | Return and review Situation Analysis #1; Distinguishing facts from opinion; Writing Basics: Case Brief and Memorandum formats; <b>Prepare, Submit and be ready to discuss Weekly Assignment #6; Assign Weekly Assignment #7 (DUE 3/18)</b> ; In-class exercise: <i>Tough on Crime Strategies, Mandatory Minimum Sentencing and the "Three Strikes" sentence enhancement law of California</i> .   |
| 8    | March<br>16 & 18     | <i>Assign Situation Analysis #2 (DUE 4/15)</i> ; Motions & Pleadings; Return and review Assignment #6; Writing Basics: Use Plain Language; <b>Prepare, Submit and be ready to discuss Weekly Assignment #7; Assign Weekly Assignment #8 (DUE 3/25)</b> ; In-class exercise: <i>Amber Alerts, Flash Mobs, Social Media and Law Enforcement</i> .   |
| 9    | March<br>23 & 25     | Return and review Weekly Assignment #7; Objective & Subjective Standards; Writing Basics: Be Concise, Less is More; <b>Prepare, Submit and be ready to discuss Weekly Assignment #8; Assign Weekly Assignment #9 (DUE 4/8)</b> ; In-class exercise: <i>Surveillance, Body Cameras and Crime Prevention through Environmental Design</i> .   |
| 10   | March 30-<br>April 3 | <b>SPRING RECESS.</b><br><br><b>NO CLASSES IN SESSION!</b>  |
| 11   | April<br>6 & 8       | Return and review Weekly Assignment #8; Documentation & Memorialization; Writing Basics: Think Loose and Write Tight; <b>Prepare, Submit and be ready to discuss Weekly Assignment #9; Voluntary one-on-one consultations</b> ; In-class exercise: <i>Miranda and Custodial Interrogation rights in the 21<sup>st</sup> Century</i> .   |

| Week                     | Date             | Topics, Readings, Assignments, Deadlines  |
|--------------------------|------------------|---|
| 12                       | April<br>13 & 15 | Return and review Weekly Assignment #9; Qualities of a superior investigator; Writing Basics: Plagiarizing is a Bad Idea; <b>Prepare, Submit and be ready to discuss Situation Analysis #2; Assign Weekly Assignment #10 (DUE 4/22);</b> In-class exercise: <i>Incarceration rates, Recidivism, Release, Community Integration and Expungement.</i>   |
| 13                       | April<br>20 & 22 | Return and review Situation Analysis #2; Crafting oral and written presentations; Writing Basics: Edit with Fresh Eyes; <b>Prepare, Submit and be ready to discuss Weekly Assignment #10; Assign Weekly Assignment #11 (DUE 4/29);</b> In-class exercise: <i>Credibility and Pretrial Witness Identification Methods.</i>   |
| 14                       | April<br>27 & 29 | Return and review Weekly Assignment #10; <b>Begin Final Presentations;</b> Problem identification & Solution proposal; Writing Basics: Expect to Rewrite it; <b>Prepare, Submit and be ready to discuss Weekly Assignment #11; Assign Weekly Assignment #12 (DUE 5/6);</b> In-class exercise: <i>Improving Relationships between Law Enforcement Agencies and the Communities they Serve.</i> |
| 15                       | May<br>4 & 6     | Return and review Weekly Assignment #11; <b>Continue Final Presentations; Prepare, Submit and be ready to discuss Weekly Assignment #12; Voluntary one-on-one consultations;</b> Peer Review Exercise.  |
| 16                       | May 11           | Return and review Weekly Assignment #12; <b>Complete Final Presentations;</b> Peer Review Exercise; Final Thoughts.   |
| <b>Final Project Due</b> | <b>May 19</b>    | <b>Submit Final Project to MacQuarrie Hall 508 by no later than 12:00 PM (high noon) on Tuesday, May 19th.</b>  |