

San José State University
Department of Justice Studies
JS100W, Writing Workshop, Section 85, fall 2021

Course and Contact Information

Instructor:	Maureen Lowell, MA
Office Location:	Online
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Email:	Maureen.lowell@sjsu.edu ; students are encouraged to use Canvas email for communication
Office Hours:	Thursdays, 9-10:15, or by appointment at a mutually agreeable time https://sjsu.zoom.us/j/89341275541?pwd=c3RLVnpTcDg4dXphZ28vUFJtUXFQUT09
Class Days/Time:	Asynchronous with weekly modules and weekly due dates
Classroom:	On Canvas at https://sjsu.instructure.com/courses/1431939
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, asynchronous course. Students will need a computer with an operating system that can accommodate the requirements of Canvas, 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 documents as Word docs (.docx). 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 modules, handouts, notes, 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 coherence and flow.

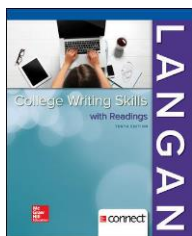
Course Learning Outcomes (CLO)

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 Writing Assessment W4; Online Quizzes Q1 and Q4 (final); Research Essay
- CLO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
Assessed through Writing Assessment W3; Online Quiz Q4 (final);
- CLO 3: Organize and develop essays and documents for both professional and general audiences;
Assessed through Writing Assessments W1, W3; Online Quiz Q2; Research Essay Thesis Statement and Outline (RE2), Final Research Essay
- CLO 4: Organize and develop essays and documents according to appropriate editorial and citation standards; and
Assessed through Online Quiz Q3; Final Research Essay
- CLO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.
Assessed through Writing Assessments W2a and W2b, Research Essay Annotated Bibliography (RE1), Thesis Statement and Outline (RE2), Final Research Essay

Required Texts/Readings

Textbook



Langan & Albright (2019) College Writing Skills with Readings, 10th Edition. McGraw Hill.
ISBN10: 1259680932

- Available from Spartan Bookstore and through McGraw Hill Publishers.

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:

1. Module Learning Activities - designed to practice reading and writing skills in the development of upper-division proficiency in language use, grammar, and clarity of expression (Formative Assessment of CLO1)
2. Online Quizzes - 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).
3. Writing Assessments - activities that require students to critique and analyze select readings and apply diverse rhetorical styles through essays (Align with and assess CLO1, CLO2, CLO3, and CLO5);
4. Final Research Essay - 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).

Module Learning Activities

Learning to write is a process. Module learning activities (MLA) are intended to facilitate that process and move you toward proficiency. Each week you will have a module learning activity that is design to help develop the skill area being covered that week. Learning activities are intended to provide feedback on your progress toward proficiency. You must accurately complete the module learning activity to move to the next module. MLAs are due by the end of the week (i.e. Sunday by midnight). Some of these activities are noted in the Course Schedule, others will be assigned through the module overview. See module overview each week for specific learning activities as they are subject to change as needed to best meet learning outcomes.

Online Quizzes

There will be three online quizzes and an online cumulative final exam. These online quizzes are intended to assess your knowledge associated with various skills, such as sentence structure, use of paragraphs, development of a thesis, critical reading, and use of appropriate editorial and citation standards to avoid plagiarism. Online quizzes are available in the module in the week it is assigned and due.

Writing Assessments

Writing Assessments (WA) are a critical aspect of our growth as writers. Writing assessments are intended to assess students' ability to understand, analyze, and critique various writings and forms of discourse (CLO2). Additionally, WA's assess students' ability to express ideas clearly and effectively across rhetorical styles, including personal narrative and argument (CLO3, CLO5).

There are currently five writing assessments scheduled for the semester. See the Course Schedule for current due dates. This is subject to change based on the needs of the students to develop needed proficiency. Writing assessments are assigned in the module overview in the week they are assigned. WA's are typically due the last day of the module (i.e. Sunday) or as otherwise indicated. Detailed instructions and rubrics are provided.

Research Essay

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.

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 through the Module Overview on the last Monday of instruction. The final will be due that Thursday during the designated exam time for online classes. See the Course Schedule for details. More information will be provided through the module overview pages as the time gets closer.

Grading Information

Note: You must achieve a grade of "C" or better to fulfill Justice Studies 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.

1. Module Learning Activities = approximately 50+ points
 - a. Weekly learning activities are worth 3-5 points each. There are currently seven scheduled MLAs. These are subject to change. Changes will be included in the module overview page = ~30 points
 - b. There are 2 scheduled online discussions worth 10 points each = 20 points
2. Online Quizzes = approximately 80 points
 - a. Quizzes, including the final are worth approximately 20-25 points each.
3. Writing Assessments = 45-50 points
 - a. There are five scheduled writing assessments. Instructions and a grade rubric are provided for each WA. Writing Assessments are worth approximately 10 points, depending on the assignment,
4. Final Research Essay =75 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. Library research (not graded)
 - ii. Annotated bibliography = 10 points
 - iii. Thesis statement and outline = 10 points
 - iv. Rough Draft = 10 points
 - v. Peer review = 5 points
 - vi. Final Paper = 40 points (late papers will not be accepted)

“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 writing assessments and the research essay 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 Module Learning Activities, 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. For discussions and quizzes, there is no late submission period. Discussions and quizzes close on the deadline and no late submissions are accepted. 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 follow the MLA policy of one point deduction and a final submission extension of five days. No submissions will be accepted after this extension period.

Extra credit

Extra credit is not available 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>Grade</i>	<i>Percentage</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 an asynchronous, online course. Success in asynchronous classes requires self-discipline. It involves thoughtful organization and planning. You are expected to complete module exercises, reading, and learning activities each week and track longer term due dates.

Asynchronous courses require students to reach out for help as needed. You are not alone; help and support are available, but you need to let me know. There is a weekly collaboration café for you to post questions as they arise and to clarify anything that is not clear in the module. The Collaboration Café allows all of us to learn together from the questions people have. Asking other students often creates more confusion and misinformation. If things are not clear, ask for clarification.

Because there are no in-person meetings, asynchronous courses are easy to put-off; they are easy to let slide. Students who struggle, fall behind early. Don’t let this happen to you. Here are some pro-tips for success.

1. Keep in mind that a new module is released each Monday and learning activities are due each week by or before Sunday. Weeks with discussions require an initial post by Thursday of that week.
2. Read the module overview page each Monday. The Module Overview page is the start to each new module. Due dates are included in the overview page and in assignments.
3. After reading the overview page for that week’s module, if you have any questions about what is required for the week or when things are due, ask. Post a question in the Collaboration Café or send me an email in Canvas. Either way, be sure to let me know that things feel unclear and let’s get them clarified for you and others.
4. Schedule the time you need to complete the activities for that week.
5. Include in your week’s schedule the time and place you will complete the work. If this can be the same place and time from week-to-week, even better.
6. Stay on top of deadlines both for the week and for any long term due dates. See the Course Schedule at the end of this document to plan your semester.
7. And, did I mention, if you have questions, ASK. I am here for you.

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 ([Late Drop Information](#)).

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	August 19, 2021	Course Overview: Writing to Learn	
		<p>Reading: Syllabus Chapter 1: An Introduction to Writing Chapter 2: The Writing Process How to Use Neuroscience to Better Your Writing at https://medium.com/@leonokwatch2/how-to-use-neuroscience-to-better-your-writing-6bbea9a741a1</p>	
		MLA1a: My Writing Journey (Memoir). See module overview for details. (Due Sunday Week 1, 8/22)	CLO 1
2	8.23.2021	Writing structure: Sentences	
		<p>Textbook Reading and Reference: Chapter 21: Subject and Verbs Chapter 22: Fragments Chapter 23: Run-ons Chapter 25: Subject-Verb Agreement</p>	
		<p>Learning Activity: MLA1b Revise: Review and revise your memoir based on module learning (Due Sunday, 8/29, Week 2)</p>	CLO 1
3	8.30.2021	<p>Writing structure: Developing an Essay Language as Hegemony</p>	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
		<p>Reading:</p> <p>Chapter 3: First and Second Steps in Essay Writing</p> <p>Part 5: Readings for Writers</p> <p><i>Critical Reading:</i></p> <p>Toni Morrison Nobel Lecture and</p> <p>If Black English Isn't a Language, Then Tell Me, What Is? By James Baldwin</p>	
		<p>Activity – Read the critical readings by Toni Morrison and James Baldwin. Compare and contrast following prompt provide in the module overview</p> <p>D1 Online Discussion: Discussion of critical reading and language. Follow prompt provided in the module overview.</p> <p>(Initial post due Thursday, 9/2; Response posts due by Sunday, 9/5)</p>	<p>CLO 2</p> <p>CLO 2</p>
4	9.7.2021 (9.6.21 LABOR DAY)	Organizing Evidence and Creating Flow	
		<p>Reading</p> <p>Chapter 4: The Third Step in Essay Writing</p> <p>Chapter 5: The Fourth Step in Essay Writing</p> <p><i>Critical Reading:</i> Stepping into the Light (p. 660-668)</p>	
		<p>Critical Reading Learning Activity</p> <p>Q1 Online Quiz: Sentence Structure</p>	<p>CLO 2</p> <p>CLO 1</p>
5	9.13.2021	<p>Writing for unity, support, and coherence</p> <p>Audience, Purpose, and Putting it all Together</p>	
		<p>Reading</p> <p>Chapter 6: Four Bases for Revising Essays</p> <p>Chapter 7: Developing an Essay</p> <p>Critical Reading: TBD</p>	
		<p>Activity</p> <p>W1 Social Justice Writing: Using the writing skills introduced to-date, write a 4-6 paragraph essay on social justice. Follow the prompt provided in the module overview.</p>	CLO 3
6	9.20.2021	Patterns & Rhetorical Modes:	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
		Narrative & Description	
		Reading Part 2: Patterns of Essay Development Chapter 8: Description Chapter 9: Narration Critical Essay: TBD	
		Activity Critical Essay Learning Activity TBA MLA2 Using the writing from last week, write a personal narrative related to the issue(s) presented. For this activity, use the first person.	CLO 2 CLO 3
7	9.27.2021	Patterns & Rhetorical Modes: Exemplification and Process	
		Reading Chapter 10: Exemplification Chapter 11: Process Chapter 12: Cause & Effect	
		Activity MLA3 Using the rhetorical styles presented in the learning activities, expand on your social justice issue using one or more of the styles. See the module overview for details. Q2 Online Quiz	CLO 1 CLO 3
8	10.4.2021	How Categories and Compare & Contrast rhetoric Constrain: A New Look at Intersectionality	
		Reading Chapter 13: Comparison and/or Contrast Chapter 14: Definition Chapter 15: Division-Classification Critical Essay: 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	
		Activity	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
		RE Choose the topic for your research-based essay. See the module overview for options and details for submitting your topic. MLA4: Analysis of a Brief and Critical Essay	CLO 2
9	10.11.2021	Rhetorical Modes Continued: Argumentation	
		Reading Chapter 16: Argumentation Chapter 17: Information Literacy	
		Activity W2a Find two peer-reviewed, scholarly article that address your chosen social justice issue. Use this article to develop an argument for or against a social justice practice intended to address this issue.	CLO 5
10	10.18.2021	Summarizing, Paraphrasing, and Avoiding Plagiarism	
		Reading Chapter 18: Summarizing and Paraphrasing Chapter 19: Writing a Source-based Essay Critical Essay	
		Learning Activities W2b Find an article that represents the opposing position you took in last week's argument essay. Write a four paragraph essay in support of this opposing position. Learning Activity: Paraphrasing D2 Online Discussion: Writing for Social Justice. See prompt in module overview.	CLO 5
11	10.25.2021	Using the Library: Scholarly Sources	
		Reading Chapter 20: Writing a Research Essay Chapter 35: Quotation Marks Read Excelsior OWL: Avoiding Plagiarism at https://owl.excelsior.edu/plagiarism/ and take the quiz provided. How did you do? Annotated Bibliographies at https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html Annotated Bibliographies at https://owl.excelsior.edu/research/annotated-bibliographies/	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
		<p>Module Learning Activity TBA</p> <p>Activity Choose articles related to your topic and read to summarize and identify key points</p> <p>RE1 Annotated Bibliography: Submit an annotated bibliography with best sources for your paper</p>	<p>CLO 3</p> <p>CLO 5</p>
12	11.1.2021	Developing a Thesis	
		<p>Reading</p> <p>Creating a Thesis Statement at https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html</p> <p>How to Write a Thesis Statement at https://www.scribbr.com/academic-essay/thesis-statement/</p> <p>Chapter 30: Misplaced Modifiers</p> <p>Chapter 31: Dangling Modifiers</p> <p>Chapter 36: Comma</p> <p>Critical Essay: TBA</p>	
		<p>Module Learning Activities</p> <p>MLA5 Critical Essay Analysis. See instructions in the module overview.</p> <p>RE2 Thesis Statement: Submit thesis statement and outline for research essay</p>	<p>CLO 2</p> <p>CLO 3</p>
13	11.9.2021 (11.11.2021 VETERANS DAY)	APA format: Online Writing Labs and Other Resources	
		<p>Reading</p> <p>Purdue OWL and Excelsior OWL</p> <p>American Psychological Association APA Style at https://apastyle.apa.org/</p> <p>APA Style Introduction at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</p> <p>Critical Essay Reading TBA</p>	
		Activity	

Week/ Module	Date: Week of	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>	Learning Outcomes
		W3 Analyze critical essay provided. See instructions in the module overview Submit a rough draft of your research essay, due by Sunday, 11.14.2021	CLO 2, CLO 3 CLO 2, 3, 4, 5
14	11.15.2021	Proofreading and peer-review	
		Reading Review Chapter 7 (Peer Review) Additional reading TBA	
		Activity Peer Review due by Sunday 11.21.2021 Q3 Online Quiz W4 Final Essay assigned – Due 11/29/2021	CLO 4 CLO1
15	11.22.2021	THANKSGIVING – NO CLASS See assignment Due dates	
16	11.29.2021	Integration: The Neurobiology of Writing to Learn	
		Reading Article provided in module overview	
		Activity Submit final research essay by Sunday, 12.5.2021	CLO 1, 2, 3, 4, 5
17	12.6.2021	Review and final exam details provided	
FINAL EXAM	Thursday 12.9.2021	Q4 Take-home Final Exam due by 7:15PM on Thursday, December 9th	CLO 1, CLO 2