

JEFFREY R. WILSON
INTRODUCTION TO JUSTICE RESEARCH, WRITING, AND REASONING

CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF HEALTH & HUMAN SERVICES
DEPARTMENT OF CRIMINAL JUSTICE

Instructor: Prof. Jeffrey R. Wilson
Time: _____
Place: _____

E-Mail: Jeffrey.Wilson@csulb.edu
Office: ET 245A

Office Hours: _____

COURSE DESCRIPTION

This course is designed to help students develop the skills needed to conduct and properly cite library and electronic research for social scientific and legal sources; and use them to make persuasive oral presentations and write papers, case briefs, and reports commonly used in the justice professions.

COURSE ARGUMENT

Writing recently became a priority in the Criminal Justice department at CSU Long Beach because employers in our area started telling us they want their workers to be better writers. There are two key reasons for this request: (1) writing is probably not the sexy, sensational, highly-televised aspect of the field that inspired you to pursue a career in criminal justice, but it will be a major part of your job, a skill set without which you'll simply be unemployable, whether you see yourself working out on the street, in an office, or on a campus; (2) given the always intricate nature of crime, our cops, officers, agents, counselors, advocates, criminologists, etc. need to know how to interpret complex problems, and academic writing is, at its core, about the interpretation of issues so difficult that they elude the common sense of common men and women working with common knowledge. In our class, you will use the special resources of the university – namely the library – to develop skills in both quantitative and qualitative research and reasoning, and to engage with the problems of criminal justice, the theories of criminology, and the policies that might point the way forward. You will develop these skills through a series of writing assignments of increasing sophistication: a police report, a case brief, a case study, an annotated bibliography, an article review, a presentation, and a research paper. This sequence of assignments is based on the following logic:

- You will study some basic writing skills for a police report and some basic reading skills for a case brief.
- You will develop your skills of interpretation by working short analytical papers.
- You will learn to engage your ideas with Criminal Justice scholarship while working on the annotated bibliography and the literature review.
- You will bring all these skills together – thinking, reading, researching, and writing – for a research paper that demonstrates your mastery of the academic skills necessary to succeed in the Criminal Justice major.

Along the way, we shall take a detour into literature, specifically one of Shakespeare's plays, in order to practice close reading of and effective writing about some dense and difficult issues of criminal justice, practice that will pay off when you apply your newfound methods of interpretation and argumentation to contemporary cases and problems of criminal justice in your research papers. In the end, this course is your opportunity to create a piece of original scholarship showcasing your command of academic research and writing, and you should exit the course equipped with an excellent writing sample to send to prospective employers or educational institutions.

COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

- A. Locate peer-reviewed journal articles using electronic resources like Criminal Justice Abstracts, PsychLit, SocFile, EBSCO Host, JSTOR, the Wilson Web, etc.
- B. Find a case, statute, or law review article using Westlaw and/or Lexis-Nexis.
- C. Use the Internet to find reliable information (e.g., NCJRS, BJS, etc.).
- D. Research and write a basic literature review and/or annotated bibliography in APA format.
- E. "Brief" a case (summarize a published judicial decision in one, single-spaced page)
- F. Apply basic rhetorical theory to construct and deliver persuasive arguments within a law and justice framework both orally and in writing.

REQUIRED TEXTS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Hacker, D. & Sommers, N. (2011). *Rules for writers* (7th ed.). Boston, MA: Bedford/St. Martin's.

Johnson, W.A., Rettig, R.P., Scott, G., & Garrison, S. (2011). *The criminal justice student writer's manual* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

JEFFREY R. WILSON
INTRODUCTION TO JUSTICE RESEARCH, WRITING, AND REASONING

COURSE SCHEDULE

| | Work Due | In-Class Activities |
|------------|--|--|
| Session 1 | | Lecture: Criminal Justice in Eden Handout: Syllabus Handout: Aphorisms for Students Assignment: The Quizzes Assignment: The Introductory Survey |
| Session 2 | Reading and Quizzes: <i>Rules</i> , Ch. 28-31 Writing: The Introductory Survey | Handout: Aphorisms on Criminal Justice Handout: Aphorisms on Textuality |
| Session 3 | Reading and Quizzes: <i>Rules</i> , Ch. 46 Reading: <i>Manual</i> , Ch. 11 | Assignment: The Police Report Workshop: Police Reporting |
| Session 4 | Reading and Quizzes: <i>Rules</i> , Ch. 47-49 Writing: The Police Report Reading: <i>Watts v. Indiana</i> | Assignment: The Case Brief Workshop: Case Briefing |
| Session 5 | Reading and Quizzes: <i>Rules</i> , Ch. 32-35 Writing: The Case Brief | Handout: Aphorisms on the Research Process Lecture: Shakespeare, Criminology, and Criminal Justice Assignment: The Shakespeare Paper |
| Session 6 | Reading and Quizzes: <i>Rules</i> , Ch. 36-45 Reading: Shakespeare | Film: Shakespeare |
| Session 7 | Reading and Quizzes: <i>Rules</i> , Ch. 19-21 Reading: Shakespeare | Film: Shakespeare |
| Session 8 | Reading and Quizzes: <i>Rules</i> , Ch. 22-25 Reading: Shakespeare | Handout: Aphorisms on Information Workshop: Shakespeare Timeline |
| Session 9 | Reading and Quizzes: <i>Rules</i> , Ch. 26-27 Reading: Shakespeare | Handout: Aphorisms on Analysis Workshop: Shakespeare Conceptual Map |
| Session 10 | Reading and Quizzes: <i>Rules</i> , Ch. 62-63 | Handout: Aphorisms on Evidence Handout: Aphorisms on Quotation Handout: Aphorisms on Citation Handout: Aphorisms on Plagiarism Handout: Sample APA-Style Paper |
| Session 11 | Reading and Quizzes: <i>Rules</i> , Ch. 64 Writing: The Shakespeare Paper | Assignment: The Crime Analysis Handout: Aphorisms on Finding Criminal Justice Information |
| Session 12 | Reading and Quizzes: <i>Rules</i> , Ch. 8-10 Writing: Timeline for the Crime Analysis | Workshop: Crime Analysis Conceptual Map |
| Session 13 | Reading and Quizzes: <i>Rules</i> , Ch. 11-13 Writing: The Crime Analysis | Handout: Aphorisms on Punctuation Handout: Aphorisms on Editing Handout: Aphorisms on Writing Workshop: Short Papers Peer Editing |
| Session 14 | Reading and Quizzes: <i>Rules</i> , Ch. 14-16 Writing: The Shakespeare Paper Edit Writing: The Crime Analysis Edit | Library Session 1 (Meet in Library, Room 116) Workshop: From Cases to Concepts Handout: Aphorisms on Finding Criminal Justice Information |
| Session 15 | Reading and Quizzes: <i>Rules</i> , Ch. 17-18 Writing: The Expanded Shakespeare Paper | Handout: Aphorisms on Revision Handout: Abstracts |

JEFFREY R. WILSON

INTRODUCTION TO JUSTICE RESEARCH, WRITING, AND REASONING

Writing: The Expanded Crime Analysis

Handout: Titles and Subtitles

Session 16

Reading: *Manual*, Ch. 6 and 10
Writing: The Shakespeare Paper Revision
Writing: The Crime Analysis Revision

Handout: Aphorisms on Commenting
Workshop: Commenting on Short Papers

Session 17

Writing: The Final Shakespeare
Writing: The Final Crime Analysis

Library Session 2 (Meet in Library, Room 116)
Workshop: Research Project
Assignment: The Annotated Bibliography
Handout: Aphorisms on Finding Criminal Justice Scholarship
Workshop: Bibliographies

Session 18

Reading: Shakespeare Article
Reading: Criminal Justice Article

Handout: Aphorisms on Academic Information
Workshop: Marginalia
Assignment: The Marginalia

Session 19

Writing: The Preliminary Bibliography
Writing: Marginalia for Article

Handout: Aphorisms on Annotations

Session 20

Writing: The Preliminary Annotations

Workshop: Annotations Peer Review

Session 21

Writing: The Annotated Bibliography
Reading: *Manual*, Ch. 9

Assignment: The Literature Review
Handout: Aphorisms on Occasion
Workshop: Literature Reviews

Session 22

Writing: The Literature Review

Assignment: The Research Paper
Handout: Aphorisms on Organization

Session 23

Writing: Timelines for the Research Paper

Handout: Aphorisms on Exemplars
Handout: Aphorisms on Textuality
Handout: Aphorisms on Occasion
Handout: Aphorisms on Method
Handout: Aphorisms on Argumentation
Handout: Aphorisms on Logic
Workshop: Conceptual Maps for the Research Paper
Workshop: Basic Outlines

Session 24

Writing: A Basic Outline for the Research Paper

Workshop: Research Paper Outline Conferences
Handout: Flags
Workshop: Paper Proposals

Session 25

Writing: The Research Paper Proposal

Workshop: Research Paper Proposal Conferences
Handout: Counters and Responses
Handout: Aphorisms on Utility

Session 26

Writing: The Research Paper Draft

Workshop: Detailed Outlines

Session 27

Writing: Detailed Outline for the Research Paper

Workshop: Detailed Outline Peer Review
Handout: Aphorisms on Evidence
Assignment: The Presentation

Session 28

Writing: The Research Paper Revision

Presentations

Session 29

Writing: The Final Research Paper

Presentations

Final

JEFFREY R. WILSON
INTRODUCTION TO JUSTICE RESEARCH, WRITING, AND REASONING
GRADING

Your grade for this course will be based on the following assignments, all of which are to be submitted electronically through BeachBoard:

| Assignment | Percent |
|---------------------------------------|----------------|
| The Quizzes | 20% |
| The Short Writing Assignments | 3% |
| — Survey (1%) | |
| — Marginalia (2%) | |
| The Police Report | 5% |
| The Case Brief | 5% |
| The Shakespeare Paper | 10% |
| — The Shakespeare Paper (5%) | |
| — The Shakespeare Paper Revision (5%) | |
| The Crime Analysis | 10% |
| — The Crime Analysis (5%) | |
| — The Crime Analysis Revision (5%) | |
| The Annotated Bibliography | 10% |
| — The Preliminary Bibliography (1%) | |
| — The Preliminary Annotations (2%) | |
| — The Annotated Bibliography (7%) | |
| The Literature Review | 5% |
| The Research Paper | 32% |
| — The Research Paper Proposal (2%) | |
| — The Research Paper Draft (5%) | |
| — The Research Paper Revision (5%) | |
| — The Presentation (5%) | |
| — The Final Research Paper (15%) | |

Course grades will be based on the following grading scale:

- A = 90-100%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = below 59.99%

According to CSULB policy for grades and grading procedures, the following definitions apply to grades assigned in all undergraduate and graduate courses:

- A: Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B: Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.
- C: Performance of the student has been at an adequate level, meeting the basic requirements of the course.
- D: Performance of the student has been less than adequate, meeting only the minimum course requirements.
- F: Performance of the student has been such that minimal course requirement have not been met. A final grade of F may be assigned as the result of cheating or plagiarism.

JEFFREY R. WILSON
INTRODUCTION TO JUSTICE RESEARCH, WRITING, AND REASONING
POLICIES

Assignments: Reading and writing assignments should be completed (and, when applicable, uploaded to BeachBoard) by class-time on the dates for which they are assigned.

Attendance Policy: I expect you to attend every class: not most classes, not all but one class, but every class. Since this course involves workshops and a progression of assignments, class attendance and participation in classroom activities are especially important. Attendance will be recorded at every class. After two absences, 5% will be deducted from your final grade for every absence, regardless of the reason(s) for the absence. Contact me immediately if you anticipate any absences. Students who are unable to attend class are responsible for determining what they missed and for taking whatever remedial steps are necessary to master the missed material.

Tardy Policy: Roll will be taken promptly at the start of class. If you arrive after roll is taken, you will be marked as tardy. Two tardies will be counted as an absence, and points will be deducted from your grade accordingly. It is the student's responsibility to make sure that his or her presence is recorded.

Make-Up Policy: Requests to make-up work missed due to unavoidable circumstances will be considered on a case-by-case basis. All requests must be approved by the instructor before the due date.

Late Work Policy: Late work will not be accepted unless approved by the instructor before the assigned due date. If you are late, your assignment is late and will not be accepted. If you are absent on the date an assignment is due, it is also then considered late and will not be accepted.

Incomplete Work: Incomplete work will not be accepted. If an assignment does not meet the requirements (i.e., length, number of sources, etc.) it will be considered incomplete.

Technology: This course involves daily use of technology, especially BeachBoard. It is the student's responsibility to ensure that he or she has access to and knowledge of how to use the required technology. After Week 1, "technological difficulties" will not be an acceptable excuse for missing or late work.

Electronic Devices: Unless told otherwise, please don't use laptops, cell phones, and other electronic equipment, which offer too many temptations on your attention.

Office Hours: It is highly preferable that we conduct our business in office hours as opposed to over e-mail. I do not respond to "what did we do in class" e-mails. You have the syllabus, you have your classmates, and you have office hours.

Plagiarism and Cheating: Students are expected to demonstrate the qualities of honesty and integrity. It is the policy of the faculty and administration at CSULB to deal effectively with students who cheat or plagiarize. *Plagiarism* is defined as the act of using the ideas or work of another person or persons as if they were ones own, without giving credit to the source. *Cheating* is defined as the act of obtaining or attempting to obtain or helping another obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. These acts of academic dishonesty are fundamentally destructive to the process of education and the confident evaluation of a student's mastery over a subject. Accordingly, all submissions by students are expected to be the original work of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course and in appropriate disciplinary action being initiated. For further information, please see the section entitled "Avoiding Academic Dishonesty" on the Criminal Justice Department homepage.

Equal Access and Opportunity Policy: It is the policy of California State University, Long Beach (CSULB) to provide programs, services, and benefits, including employment, without regard to race, religion, color, ancestry, ethnicity, gender, marital status, pregnancy, national origin, age, mental or physical disability, sexual orientation, special disabled veterans' status, Vietnam Era or other covered veteran status. Reasonable accommodation to disability is considered a means of establishing equal opportunity. Please notify the instructor if you require such accommodations.

Drop Policy: It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend class. The deadline to withdraw from a class without a "W" for the current term is published in the Schedule of Classes available on-line at www.csulb.edu. It is your responsibility to adhere to the dates published. Withdrawal from a course after the published date requires the signature of the instructor and the department chair, and is permissible only for serious and compelling reasons. (Severe or extensive medical problems would be a reason to drop after that date, but fear of receiving a final grade lower than desired, or change in one's work schedule are not considered a serious and compelling reasons.) A "W" will appear on the student's transcript.