

GRAND VALLEY STATE UNIVERSITY
Issues in Research and Writing – CJ 691 (3 credits)
Winter 2016

Professor: Dr. Christine Yalda
Office: 243 C DeVos
Office Phone: 616-331-7135
Cell: 616-304-1208
Email: yaldac@gvsu.edu

Days Class Meets: Wednesday
Time Class Meets: 6:00-8:50 pm
Location of Class: 205D DeVos
Office Hours: T/ TH 11:30 am -12:30 pm LOH;
W 4:00 – 6:00 pm 243C DeVos; or by appt.

COURSE DESCRIPTION: This course will focus on: 1) different writing strategies/styles necessary to advance graduate students in their academic and professional careers and 2) preparing graduate students for their thesis or project.

INTRODUCTORY PROSE: The criminal justice profession demands good writing. Whether writing reports or articles, editorials or news releases, a good writer will communicate ideas clearly so that the reader can understand them. Good writing rarely springs “full blown” from the imagination or results simply from “thinking hard” about a topic. Rather, “good writing” is a process, a process that demands planning, practice, persistence and patience. This course is about writing, and about how we relate to our own and others’ writing as writer *and* reader. Specifically, this course allows students to create, *and critique as a community of writers*, diverse writing assignments designed to advance students’ academic and professional research and writing skills.

The project or thesis project requires specific writing skills at each step. Students must grapple with expressing their understanding of complex ideas in very standardized formats, including a concept paper, proposal, HRRC application, and final report. This course explores some of the writing challenges of the thesis/project process, including communicating the study concept, organizing literature reviews, defining research methods scope and limitations, and applying ethical issues.

COURSE OBJECTIVES: Upon completion of this course, the student will:

1. Distinguish between diverse writing products in the discipline, including reaction papers, literature reviews, empirical reports, and policy papers (comprehension).
2. Demonstrate writing competence, including clarity and style, with minimal “common writing mistakes” (application).
3. Demonstrate the appropriate use of academic research, including appropriate APA citation requirements (application).
4. Demonstrate an understanding of his/her role in the academic community, and how scholarly writing is intended to facilitate a greater understanding among scholars and practitioners (application).
5. Explain his/her own writing process, including the strategies and tools that improve the overall quality and content of his/her writing products (analysis).
6. Produce and revise diverse writing products based on instructor and peer feedback (synthesis).
7. Assess his/her own work and the work of others through editing, proofreading, peer review dyads, and fishbowl groups (evaluation).

REQUIRED READING: See Reading and Assignment Schedule for detailed reading assignments.

Cheney, T.A. R. (2005). *Getting the words right: 39 ways to improve your writing* (2nd ed.). Cincinnati, OH: Writer’s Digest Books.

Houghton, P. M., Houghton, T. J., & Pratt, M. M. (2009). *APA: The easy way! [Updated for APA 6th edition]* (2nd ed.). Ann Arbor, MI: XanEdu Publishing, Inc. **Please note:** I assume that you already own a copy of the APA Publication Manual, 6th ed.

Johnson, Jr. W.A., Rettig, R.P., Scott, G.M. & Garrison, S.M. (2010). *The criminal justice student writer’s manual* (5th ed.). Upper Saddle River, NJ: Prentice Hall. (Please note, there is no need to get the 6th edition. It is \$71.00!)

Selected articles available on Blackboard under Course Documents: Readings and Lectures

BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS": While the current course will draw from across "Bloom's Taxonomy" of learning, it will nevertheless dominantly draw from the levels of "comprehension", "application", "analysis" and "evaluation." In addition, dominant curriculum "threads" to be assessed throughout this course will be student research and writing, including writing reaction papers, analytical papers, abstracts, and annotated bibliography, and demonstrating the ability to work productively as part of a group.

Bloom's Taxonomy of the Cognitive Domain*
(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or asses, I am asking you to synthesis and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

Bloom's Taxonomy

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas, Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education

METHODS OF EVALUATION

This class requires, among other things, reading, writing, research, peer and group activities. My goal is to give you multiple chances to succeed in the course. Instruction will occur both in class and on your own (independent work on assignments). Much of the learning in this class will take place during discussion and experiential exercises. Please keep up with reading and class attendance as you will need this information to complete the course assignments. It is critical that you stay on top of the schedule, familiarize yourself with the course Blackboard site, and check Blackboard regularly.

Article Review: This review of a research article will help you explore the relationship between research and writing.

Annotated Bibliography (minimum ten entries): This annotated bibliography will introduce you to synthesizing and organizing data, as well as using proper APA citation format.

Reaction Paper: This paper will explore writing as a process of communication.

Concept Paper: This paper will outline your research interest and proposed study.

Literature Review Outline: This assignment requires that you organize and outline the sources you intend to use for your literature review.

Literature Review Excerpt: This paper will trace one theme, pattern, theory, or gap (or other organizing concept).

Policy Paper: This policy paper will address a current criminal justice issue of the student's choice.

In-Class Exercises: Classroom attendance is required. Failure to complete all in-class exercises will result in no credit and may affect your final grade.

Peer Review & Fishbowl Assignments: Part of writing well involves the ability to critique constructively your work and the work of others. You will review and provide feedback on classmates' written assignments and will receive peer review and feedback on your assignments as well. Your classmates will be depending on your timely and complete review of their work.

Assessment Reports: This assignment requires that you create written reports assessing your research and writing progress.

Assignment	Points	Percentage
Article Review	50	10%
Reaction Paper	50	10%
Annotated Bibliography	50	10%
Concept Paper	50	10%
Literature Review Outline	25	5%
Literature Review Excerpt Drafts	75	15%
Policy Paper	50	10%
Peer Reviews & Fishbowl Assignments	50	10%
Assessment Reports	50	10%
In-Class Exercises/Attendance	50	10%
Total	500	100%

A	95-100%
A-	90-94%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	65-69%
D	60-64%
F	Less than 60%

All course requirements must be completed to earn a successful grade for the course. If you dispute a grade given to you, please notify me of your concerns within one week of receiving the grade. I may ask you to submit a written request for grade review in order

to facilitate my consideration of your concerns. In your request for review, please address the evaluation of your work and why you think you should receive a grade adjustment. I will respond to your concerns as soon as possible.

PAPER REQUIREMENTS

You will receive a separate handout for each assignment (all are posted on course Blackboard site). All written assignments must be type-written in 12-point font, double-spaced, with page numbers and standard margins. Use a standard header conforming to APA format. Please put a cover page on each assignment. Do not put your name in the header or footer. Please proofread and edit for grammar, spelling, and general organization. Do not use contractions or informal writing or slang. DO NOT use wide margins or additional space between paragraphs to try to lengthen your paper. Papers must not be plagiarized – a plagiarized paper may result in a failing grade in the course, so be careful to quote and cite your sources appropriately. Instructor approval is needed before you may use any of your work from another course. Use APA citation. An APA mini-guide is posted to the class Bb site.

Please retain copies of all of your work.

Late Assignments & Assignment Policy: Absolutely no late assignments will be accepted. No exceptions. Please do not ask. All are due either in class or on Blackboard on their due date. There is a handout detailing how to submit assignments posted on Blackboard. Please refer to this if you are unsure. Be sure to allow enough time to get the assignment submitted to allow for computer or Internet issues, user errors, etc. Blackboard will not allow late submissions of the assignments, so be sure to complete them and submit them on time.

Revision Policy: You should complete all assignments to the best of your abilities. The assignment must be completed in order for me to grade it, i.e., do not turn in an assignment that is only half-done and expect to get half credit. **If you submit an assignment that does not meet the basic assignment requirements, you will receive no credit.** The assignments are written so that you can easily check off that you have completed each required part. In some cases, students clearly are working on mastering the course materials but run into problems that require additional mentoring and work. At my discretion, I will allow optional revision of assignments with a determined point deduction (between 25-50% depending on assignment).

Grading Policy: All materials are due on the due date listed in the Readings and Assignments Schedule or as determined by your group schedule. **All completed work must meet assignment requirements. Work that does not meet these requirements will be returned to the student without a grade.** For all assignments, grades will be based on correct answers as well as the presentation of the assignment. That is, grades for papers will reflect not only the substance of the paper but also how well the paper is organized and written. Assignments that contain spelling mistakes, obvious grammatical errors, incomplete sentences, and deviation from requested formats will be penalized.

SAFEASSIGN requirement: When you turn in your papers, you must submit your paper through the SafeAssign section on Blackboard. Please name your paper last name_first name (e.g. Yalda_Christine.doc). Go to the course Blackboard site and open up the section named Assignments to submit. You will see a SafeAssign logo next to each assignment. Follow directions. If you have any questions on how this works, see the How to Submit to SafeAssign handout posted on Blackboard. If you are having difficulty submitting an assignment, contact me as soon as possible.

ADDITIONAL COURSE POLICIES

Attendance and Participation: It is expected that student will attend class regularly and will be ON TIME to class. Points will be given for each class attended. Each student may miss ONE class during the semester without penalty. Attending class alone will not be enough; class participation also is expected. Reading assignments are to be completed PRIOR to class.

Each student should come to class prepared to participate actively. Your full engagement with the course materials and your active participation in class will give you the best opportunities for success. You should expect to spend approximately 12 hours/week on this course (3 hours of class time and 9 hours of reading and writing). Lectures may be given on certain materials for which no readings are assigned.

Discussions: Each class session will include formal and/or informal group/class discussions. Please be prepared to discuss the reading assignments so that we can work towards a more focused understanding of the readings in class. Please come to class ready and willing to listen to others as well as to speak. While disagreements are to be expected, I expect that our class will work together to respect diverse opinions and will communicate disagreements appropriately. Please be prepared to answer questions that I may pose to you based on the readings and assignments.

Classroom conduct: Please be on time for class; if you must be late, please be as quiet as possible when entering the classroom, and try to avoid disrupting the class. I don't mind if you have a drink or small snack in the classroom (unless I am told that eating/drinking in the classroom are not permitted); however, please be respectful of those around you, and try to avoid distracting other students. Please be respectful of others and their viewpoints, as they will be expected to do the same for you. In addition, I will not, under any circumstances, tolerate side conversations during class (i.e., you talking to your friends or those around you while I am speaking or while your classmates are speaking).

I know that students increasingly use electronic devices to read course materials and take notes during class. I generally trust that you will use your electronic devices appropriately. Please do NOT text, send emails, or otherwise use your electronic devices inappropriately. I reserve the right to ask you to leave the classroom for inappropriate use of your electronic devices.

OTHER IMPORTANT INFORMATION

Our Criminal Justice library liaison, Pat Bravender, is here to help you. Her contact information, as well as many useful criminal justice links, can be found on the following library guide page <http://libguides.gvsu.edu/cj>

BAD WEATHER POLICY

If you have not already signed up for GVSU school-closing notices, please do so at <http://www.gvsu.edu/emergencycontact/>. If the school cancels classes, please continue with your readings and assignments as scheduled and we will catch up or make modifications to the course as necessary. If the school cancels class on a test day because of bad weather that test will be given during the next scheduled class period.

ACADEMIC INTEGRITY

Assumed by GVSU and this professor, is that each student possesses an exceptional level of academic integrity. Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.**
- e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

Section 223.01: PLAGIARISM

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. **Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. Make sure to cite your sources appropriately. Please use the APA handout posted on Blackboard as guidance for this course.**

DISABILITY-RELATED ACCOMMODATIONS: If you have a need for disability-related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines.

THE LAST DAY STUDENTS MAY WITHDRAW FROM THIS COURSE WITH A GRADE OF "W" IS March 11 by 5:00 PM. YOU MUST TAKE ACTION TO WITHDRAW FROM A CLASS. THE SCHOOL WILL NOT DROP YOU IF YOU STOP COMING TO CLASS.

Reading and Assignment Schedule

I reserve the right to change the schedule as needed to meet course objectives. Please use this schedule to plan your readings and assignment due dates.

Session	Readings	In-Class Exercises	Assignment Due
Week 1 January 13 Setting the bar – expectations, standards, research, writing, process orientation		*Knowledge Survey 1 *Brainstorm uniqueness of academic writing *Starting From Nothing *Type of Writer *Individual meetings with instructor	
Week 2 January 20: Understanding and Using the Library and Flow	<input type="checkbox"/> Johnson et al. Ch. 7 <input type="checkbox"/> Thesis and Project Handbook <input type="checkbox"/> Hall, Making Workshops Work <input type="checkbox"/> Review Library website <input type="checkbox"/> Sign up for Flow Account	* Building databases to summarize literature	Writing Competency Self-Assessment Report Due
Week 3 January 27: Writing as Communication – from process and product	<input type="checkbox"/> Johnson et al. Ch. 1 <input type="checkbox"/> Passive voice <input type="checkbox"/> Proctor, Critical reading <input type="checkbox"/> Common Writing Errors <input type="checkbox"/> Yalda Information tutorial excerpts <input type="checkbox"/> Ziegler, Notes on the Workshop <input type="checkbox"/> Clark, “Tool 41”, “Tool 45” <input type="checkbox"/> Booth, Combs & Williams, Thinking		Working Bibliography Due
Week 4 February 3: Writing competently – with clarity and style	<input type="checkbox"/> Johnson et al., Ch. 2, 9 <input type="checkbox"/> Hyland, Bringing in the reader <input type="checkbox"/> Tyler, Armed & Dangerous <input type="checkbox"/> Spelman, Crime, Cash... <input type="checkbox"/> Neilson, Situating...	*Exercise on clarity & style	
Week 5 February 10: Introduction to peer review process	<input type="checkbox"/> Clark, “Tool 49” <input type="checkbox"/> Yalda Writing Review Abbreviations <input type="checkbox"/> Caffarella & Barnett, Teaching... <input type="checkbox"/> Booth, Combs & Williams, “Connecting	*“Bad Grammar” exercise & Common Writing Mistakes *“Fix it” Report and Process	Article Review Due
Week 6 February 17: Writing diverse products	<input type="checkbox"/> Johnson et al. Ch. 3, 8	*Peer review of article review – dyad meeting	Peer Review of Article Due
Week 7 February 24 No class – work on writing assignments			
Week 8 March 2: Writing and Research Process – organizing research, working with sources, creating abstracts, working with data, using proper citations	<input type="checkbox"/> Johnson et al. Ch. 5 & 10 <input type="checkbox"/> Citation Rubric <input type="checkbox"/> Graham, Reading and Analyzing <input type="checkbox"/> Helms, How to know <input type="checkbox"/> Proofreading plain and simple	*Knowledge Survey 2 *Effective online research *Article Abstracts *Information literacy	Reaction Paper Due
Week 9 March 9 No class – Spring Break			
Week 10 March 16: Researching and conceptualizing the literature review	<input type="checkbox"/> Johnson, Ch. 6 <input type="checkbox"/> Tanner, Great Expectations <input type="checkbox"/> Anonymous, The Role		Annotated Bibliography Due

Week 11 March 23: Writing Literature Review, including Theoretical Framework	<input type="checkbox"/> TBD <input type="checkbox"/> Mongan-Rallis, Guidelines <input type="checkbox"/> "Comprehensive Self-Editing Checklist"	*Synthesizing literature * Guidelines for writing a first draft * Critique of model literature review * Self-editing checklist	Peer review of Annotated Bibliography Due
Week 12 March 30 No class – Concept Paper and Literature Review Outline Due			
Week 13 April 6 No class – work on Lit Review Draft and Individual meetings with instructor			
Week 14 April 13: Writing policy papers	<input type="checkbox"/> Johnson et al., Ch. 14 <input type="checkbox"/> TBD	* Fishbowl peer review of concept papers	Draft Literature Review Due
Week 15 April 20: Wrap Up and Self-Assessment		* Peer review of literature review drafts * Knowledge Survey 3	Policy Paper Due
Week 16 April 27: Finals Week			Revised Literature Review and Final Assessment Report Due

Assignment Due Dates

- 1/20 Writing Competency Self-Assessment Report Due
- 1/27 Working Bibliography Due
- 2/10 Article Review Due
- 2/17 Peer Review of Article Due
- 3/2 Reaction Paper Due
- 3/16 Annotated Bibliography Due
- 3/23 Peer review of Annotated Bibliography Due
- 3/30 Concept Paper Due
- 3/30 Literature Review Outline Due
- 4/13 Draft Literature Review Due
- 4/20 Policy Paper Due
- 4/27 Revised Literature Review and Final Assessment Report Due