

San José State University
Department of English and Comparative Literature
English 100WB, Written Communication: Business (GE Area Z), Section 5 , Fall 2020

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Office Hours:	T 12:00 – 1:00 p.m., Th 3:00 – 3:45 p.m., or by appointment
Section/Time/Room:	TTH 10:30-11:45
Prerequisites:	Pass GE Area A3 with a grade of C or better (C- is not accepted); completion of Core GE; satisfaction of Writing Skills Test, and upper-division standing (60 units completed).
GE Category:	Written Communication II Area Z

Course Description

Welcome to English 100WB, a participatory course that offers a practical approach to business communication, emphasizing situations that require both oral and written communication. Assignments enable students to practice and apply both practical and theoretical aspects organizational communication.

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This course reinforces and advances the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3) courses, and broadens and deepens these to include mastery of the discourse peculiar to business communications.

Course Goals and Student Learning Objectives

Course Goals for Area Z (CLO)

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. A single final term paper would not satisfy the requirement. Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills. Course syllabi must reflect assignments that meet the 8000-word minimum.

Reading. Readings used in the course should be models of excellence.

Discipline. Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

Pedagogical Approach

- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.

Active Learning

- Each course shall provide for active student participation. The course may not be exclusively lecture format.
- Assignments must utilize library research and oral and written communication skills.
- Courses should promote reflective processes and critical analysis.

Primary sources. Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)

Student Learning Objectives for GE Area Z (GELO)

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

1. produce discipline-specific written work that demonstrates upper-division proficiency in:
 - language use
 - grammar
 - clarity of expression
2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. organize and develop essays and documents for both professional and general audiences
4. organize and develop essays and documents according to appropriate editorial and citation standards
5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

Business and Professional Writing: A Basic Guide, second edition, by Paul MacRae

ISBN: 9781770487062. Note that you can get the eBook or pdf versions from the publisher. Any format of the second edition is fine.

<https://broadviewpress.com/product/business-and-professional-writing-a-basic-guide-second-edition/#tab-description>

Macmillan Achieve Program , Andrea Lunsford version. (Purchase on Achieve Module—top of the list where it says “register.”

Other Equipment / Material requirements

Desktop, laptop, or tablet

Reliable access to internet

Spiral Notebook for taking notes in class

Pens, pencils

Equipment Technology Loans—See links under Student Resources at the end of this syllabus

Other

Please download Microsoft Office even if you use Google Docs. It’s free to SJSU students. Students also can get Adobe Creative Suite, which is very expensive when one has to pay for it. <https://www.sjsu.edu/it/services/collaboration/software/instructions.php>

Course Format

This course will employ interactive lecture/discussion activities, in-class individual and group simulation activities, team and individual oral presentations, critical analysis of readings, analysis and editing of assignments, and workshops. Students will study and practice several communication tools that can improve the effectiveness of both their written and oral communication. We will analyze a number of samples, write for a variety of audiences, and explore a range of formats as we craft resumes, reports, blog posts, proposals, podcast scripts, letters, emails, tweets, and other business messages. Student success in this class requires coming to class on time and prepared for each session.

Document Format

Assignments such as persuasive messages, job search packets, reports, letters, emails, executive briefs and grammar and punctuation will follow standard business writing format, which we will learn. For assignments that include using and citing sources, please use consistent MLA or APA style.

Estimation of Per-Unit Student Workload

SJSU classes are designed such that to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Note: This means devoting minimum of 9 hours per week, per class. To successfully complete English 100WB, students **should plan on approximately six hours of dedicated homework time each week.**

Students will be graded based on performance on the following assignments:

Assignments

Assignment Category	Word Count	Points	GELOs
Job Search Unit/Drafts	1,200	100	1, 3,4,5
Executive Brief and Presentation/Drafts	2,000	100	1,2,3,4,5
Commentaries/ Response	750	30	1,2,3,4,5
Other Out-of-class Documents	1,500	160	1,2,3,4,5
Participation, Peer Reviews, and other in-class writing, activities, or discussions	500	100	1,2,3
Quizzes		60	1,2
Achieve for Lunsford		60	1
Grammar/Punctuation Exam		25	1
Reflective Essay	750	25	1,2,3,4,5
Formal Report Presentation	500	20	1,2,3,4,5
Formal Report /Outline/Drafts.	2,500	110	1,2,3,4,5

Note: word counts and point values are approximate.

Grading Procedure

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The grading for this course is A – F.

Grades will be assigned according to the following rubric:

A: Message is clear, i.e. writing demonstrates clear understanding and appropriate response to the assignment. Paragraphs are well organized and sentences show syntactic complexity and precise word choice. Tone is professional and appropriate. The piece is free of grammatical errors, superfluous language, and redundancy.

B: Message is clear – no details are missing. Tone is appropriate to the message. Paragraphs may be slightly choppy. Language is professional but not as sophisticated or as varied as the language in an A paper. Grammatical errors and redundancy are minimal. Sentences may need tightening.

C: Message is weak but exists. Language and/or ideas may be repetitive and not always suited to

professional discourse. Writing is clear but lacks energy and variety. Paragraphs likely have organizational issues. Sentences lack variety. Grammar needs work but does not distract the reader from the message.

D: Message is severely weakened by grammatical or syntactical errors that distract the reader and cause 'noise' or 'clutter.' Details may be missing and paragraphs may need fixing. Language is not rhetorically sophisticated and does not demonstrate an understanding of professional discourse. Syntax is not varied.

F: Errors in grammar or word choice make the piece very difficult to understand.

Quizzes

I will be adding quizzes to the beginning of some class sessions. I will notify students during the session before that there will be a quiz on the readings or a specific concept, like the 8Cs, for example.

Late Work

Students are expected to turn in all work prior to the due date in Canvas Modules. Late work will not be accepted except in cases of documented illness or emergency (with the exception of assignments covered by late pass coupons). Please plan to complete your assignments and turn them in when they are due. If an assignment is turned in late without a document illness or emergency, the grade will be reduced by 5% per day. Because of their very nature and reliance on others, peer reviews, or any other work that depends on the input of class colleagues cannot be made up. Nor can in-class assignments, activities and discussions if one is not in class to do them.

Late Pass – Exception to the “No Late Work Rule”

Things come up for all of us. That is why this pass is available to you to use for turning in one of the following assignments **up to one week late**. Note, that late assignments may be graded and returned later than those turned in by the due date. Please staple this to your assignment. Only one coupon can be used per assignment.

To redeem, just write “Late Pass for select assignments” in the assignment comment box. One of these passes per person.

This pass may be used for the following assignments:

- two-part complaint letter
- thank you letter
- one commentary
- letter of recommendation request packet
- news release
- select reading responses

This pass **may not** be used for rough or final drafts of resume, cover letter, executive brief, executive brief research questions, or executive brief presentation, final presentation, mock interview worksheets or questions, final report or outline for formal report, or reflective essay. The reason is that the timely completion of these assignments is necessary for time-restricted peer reviews, group work, library visit, job fair, presentations, and/or grades due at the end of the semester.

Late Pass LearningCurve – Exception to the “No Late Work Rule”

This pass entitles you to complete one group (same due date) of Achieve LearningCurve topic(s) **up to one week late**. **Note: Topics must be both assigned on same date. Also, if there is a quiz before you do these topics, you will still be responsible for all grammar/punctuation questions.**

To redeem, please write “Learning Curve Coupon” in the comment section when you submit your Achieve LearningCurve assignment on Canvas.

Revise an Assignment for a Passing Grade

This pass entitles you to revise one assignment on which you received a grade lower than a C (below 73%) for a passing grade. The revision must be a substantial rewrite that goes beyond correcting errors that were corrected by me. You must rewrite all areas of concern and make sure that your paper is virtually free of grammar and punctuation errors. **Assignment must be revised and submitted prior to November 24.**

To redeem, please write “Revised for a passing grade” in comment box when you submit your revision.

Extra Credit

Extra credit may also very occasionally be offered for revisions on select assignments, or for exemplary effort, exceptional finished product, or noteworthy contribution to the class. Please count on extra credit to make a significant difference in your final grade.

Classroom Protocol

Please arrive on time prepared and on time for every session ready to contribute to our class community. Please make sure that your homework has been submitted. Sessions may begin with quizzes, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to **ask questions** about anything that is not clear to you. If I don’t have an answer, I will find one and get back to you.
- Students are encouraged to **share insights and opinions** during class discussions. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, etc. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes in this class**. Students will learn more from lectures, class discussions, and in-class exercises and activities than from texts alone.

- **Please give your entire focus to the class as we have so little time and a lot to cover.** Please refrain from accessing social media, surfing the internet, or doing work for another course during our limited time together.
- **Please silence your cell phones** unless we are using them for an assignment. If you have an emergency and need to keep your phone on, please let me know.
- **Sleeping is not allowed** in class. Please get enough sleep so you are able to participate fully.
- **Recording, filming, or photographing** any parts of lectures or course material requires my permission. See rules on technology use:
<http://www.sjsu.edu/english/comp/policy/index.html>.

Attendance and Participation

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” **Note:** A large portion of student learning occurs in class from lectures, discussions, and exercises. In-class assignments and participation points cannot be made up, and missing them may affect your grade in the course.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Student Resources

Student Technology Equipment Loans

Student laptops, webcams, and other equipment can be checked out at either the Instructional Resource Center (IRC) or the Student Computing Center in the MLK Library, 4th floor. Loans are good for the entire fall semester. If you need to borrow any equipment, please click these links and make contact immediately to see if/when you can reserve and pick up what you need. We will be using Zoom, so a desktop or laptop with sound/mic and camera will be required for this class.

<https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>

<https://library.sjsu.edu/student-computing-services/student-computing-services>

SJSU Writing Center

<https://www.sjsu.edu/writingcenter/>

SJSU Peer Connections

<https://peerconnections.sjsu.edu/>

SJSU Counseling and Psychological Services (CAPS)

<https://www.sjsu.edu/counseling/>

Accessible Education Center (AEC)

<https://www.sjsu.edu/aec/students/accommodations/academic-advising/index.php>