

San José State University
Department of English and Comparative Literature
English 100WB Section 12 (51049) Fall 2020

Instructor:	Dr. Yuching Jill Yang
Office Location:	Canvas/Zoom
Email:	yuching.yang@sjsu.edu
Office Hours:	Wednesdays 1-4 pm
Class Days/Time:	Online (Asynchronous)
Classroom:	Online
Prerequisites:	A grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), passage of Writing Skills Test (WST) or ENGL/LLD 100A with C or better (C- not accepted), upper division standing (60 units), and completion of Core GE. Student must be a business, industrial arts, industrial technology, public relations, or hospitality management major.
GE/SJSU Studies Category:	Written Communication II (Z)

Course Description

This hands-on course is designed to simulate actual business communication scenarios (oral and written) that are encountered by business professionals daily during the course of their careers. Assignments will enable students to **practice** and immediately **apply** both practical and theoretical aspects of organizational communication directly in real-life work situations. Communication mechanics and style (practical), and the appropriateness of messages and methods based on specific organizational situations (theoretical) will be emphasized.

Course Goals

Course will give students the opportunity to develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. English 100WB (Written Communication II) will reinforce and advance the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3) courses. Upon completion of this course, students are expected to:

- A. Apply the mechanics of effective communication by demonstrating the ability to:**
1. Communicate to an individual or group in written and oral formats.
 2. Observe standard principles of grammar, punctuation and spelling, either by memorization and/or through the use of resources.
 3. Recognize and appreciate the importance of concise and timely communication in various organizational settings.
 4. Identify and articulate the “take-away” message in every communication.

5. Recognize and utilize a variety of communication tools, techniques, and modes.
6. Demonstrate an ability to format, compose, and revise a variety of written documents.

B. Apply theoretical analysis to make communication decisions by demonstrating the ability to

1. Understand the importance of “crafting” messages
2. Recognize a variety of organizational communication options
3. Analyze an audience and compile appropriate communication options
4. Develop a communication strategy based upon organizational needs, constraints, and audience type or segment.
5. Be effective at a variety of work situation: interviewing, impromptu speeches, meetings, structured presentation, instant messages, emails, articles, reports, etc.
6. Evaluate critique various communication behaviors for “effectiveness.”
7. Make communication decisions using common sense logic and defend those decisions.

C. Assumptions

1. Improving communication skills will benefit you in every aspect of your life. Every individual can improve his or her communication skills, and the ability to communicate well, increases with practice.
2. Effective communicators are attentive to both practical and theoretical elements of organizational situations and they appropriately “craft” their message, depending upon the audience, situation, and data.
3. Finally, students learn best when the topic is practical, and the learning environment is engaging, challenging, safe, and fun.

Student Learning Objectives (SLOs)

Students shall:

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

Textbooks and Materials

Required

1. Internet access. Course materials (handouts, assignment instructions, due dates, and additional resources) can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> to stay informed of any updates.
2. *Excellence in Business Communication* by John V. Thill and Courtland L. Bovee, 13th edition, eTextbook ISBN 9780135642818. You have to enroll into MyLab online learning platform to complete most of the assignments.

Course Format: Asynchronous learning

Course involves simulated work communication scenarios taken from actual events. Class activities provide students with opportunities to practice communication skills necessary for success in industry and will require students to analyze communication scenarios and choose appropriate methods and messages. Students will learn about, and practice using, several communication tools which can improve the effectiveness of both their written and oral communication.

This class is conducted in an asynchronous format on both MyLab and Canvas course sites. The reading activities on MyLab are designed to enhance individual learning of the concepts about business communication. The written assignments and discussion posts requiring you to review and make comments on each other's work on Canvas are to encourage critical, creative, and collective thinking to facilitate your own effective communication within classroom learning environment. Our goals are to cultivate a sense of community, sharing sources and finding solutions to our collective inquiries. You can contact your instructor via email, Canvas, or schedule zoom meetings if needed.

Assignments

All assignment details are posted in Canvas (Module page) or in MyLab. Late assignments will not be accepted, unless you have communicated with me **PRIOR** to the due date. Incomplete, late, or missed assignments will result in a **ZERO** grade. Keep in mind that online learning involves various technical requirements and may be influenced by Internet or other unpredictable circumstances, which may hinder your progress and completion of course work online. Make sure you start doing module assignments, and let your instructor know if you may need additional assistance.

Categories	SLOs	percentage
MyLab online learning tasks		

Chapter Warm-ups	You have to complete before reading the chapter content, which help you identify the concepts or materials you are less familiar with and should pay closer attention to.	10%
Dynamic Study Module	The questions will help you continuously assess your own comprehension of the concepts and key terms for efficient communication with your peers as well as instructors. They can also serve as real-time reinforcer for your own learning.	5%
Video assignment	Watch It' and 'Think Like a Manager' videos explore a variety of business topics related to the theories students are learning and assess students' comprehension of the concepts covered in each video. Videos are less than ten minutes in length, and students have two attempts at completing a five-question, multiple-choice quiz that follows.	10%
Decision-making Mini Simulations	Simulations allow you to play the role of manager as you make a series of decisions based on a realistic business challenge. The simulations change and branch based on your decisions, creating various scenario paths and strengthening critical thinking skills. Each simulation takes about 15–20 minutes to complete and you have <u>two</u> attempts.	15%
Chapter Quizzes	The end-of-chapter quizzes are 25-question, multiple choice serving as refreshers for you to check your comprehension of the concepts	20%
Canvas: "Discussion" and "Assignments"		
Business RoundTable	[Discussion] For each chapter, you will be assigned various challenges under different scenarios, and provide your responses in multimodal forms (e.g. written reports, documents, minutes, recording, PowerPoints, websites, blogs, etc.), either individually or collaboratively. You will need to review other peers' work by making comments or answering their questions by the end of the week.	20%
Showcase Room	[Assignments] After reviewing the feedback from your classmates and the instructor, you have to revise your work accordingly and submit the work to "Assignments" to receive a letter grade for your final product the following week. Further detailed instruction can be found in Canvas.	20%

Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized content (paragraphs). Thoughtful responses with an attention to detail exemplify excellence.

- The “**A**” assignment exemplifies the 7 Cs of communication and showcases creativity, out-of-boxing thinking, and the ability to view assignment instructions as *design constraints*. Content is fully developed with interesting details, lively vocabulary, syntactic complexity, graceful transitions, and a clear take-home message. Assignment appeals to the reader, looks professionally produced, and is virtually free of mechanical errors.
- The “**B**” assignment develops ideas and supports them with vivid, specific examples, but it may lack the sentence variety, graceful transitional phrases, a clear take-home message, or technically astute content characteristic of an “A” assignment. The “B” assignment may contain minor grammatical or mechanical flaws; however, it demonstrates overall business communication competence.
- The “**C**” assignment is logically organized, but usually general, bland, and unpolished. The content need controlling ideas and specific examples. The vocabulary and syntactical complexity is less mature, making the assignment less effective. The assignment may contain a distracting number of mechanical and grammatical flaws.
- The “**D**” assignment is poorly organized, developed, and executed. It is generally unclear and has inappropriate or inadequate examples, is noticeably superficial and simplistic, and/or it contains serious mechanical and grammatical problems.
- The “**F**” assignment is similar to the “D,” but is more consistent in mechanical errors and less logical. The assignment is generally unclear and shows little real effort.

Grading Scale

Please refer to the grade calculations below:

A (94%-100%)	B- (80%-83.9%)	D+ (67%-69.99%)
A- (90%-93.99%)	C+ (77%-79.9%)	D (64%-66.99%)
B+ (87%-89.99%)	C (74%-76.9%)	D- (60%-62.99%)
B (84%-86.99%)	C- (70%-73.99%)	F (0%-59.99%)

Exam Make-up and Extra Credit Policies: Make-ups will be dealt with on a case-by-case basis. Make-ups for quizzes will NOT be offered. Extra credit assignments may be offered during the semester. They must be completed as instructed and turn in on time to be accepted.

Tentative Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change, and any changes will be announced in class in advance and the most updated schedule will be posted to “Announcement” in Canvas. Unless specified otherwise, readings and assignments are from our textbook *Excellence in Business Communication*, and MyLab built-in our Canvas. Reading and writing assignments must be completed by the end of the week they appear in this schedule.

Week	Online reading activities on MyLab	Assignments due in Canvas
Module 1: Understanding the Foundation of Business Communication		
2 8/24- 8/30	Self-introduction; course overview; Canvas Ch 1: Professional Communication in a Digital, Social, Mobile World	1. A 3-minute recording introducing yourself dressed in formal outfit 2. Ch 1 Roundtable: example video
3 8/31-9/6	Ch 2: Interpersonal communication skills	See Discussion for detailed instructions.
4 9/7-9/13	Ch 3 Collaboration and Business Etiquette	See Discussion for detailed instructions.
5 9/14- 9/20	Ch 4: Communication Challenges in a Diverse, Global Marketplace	See Discussion for detailed instructions.
Module 2 Applying the Three-Step Writing		
6 9/21- 9/27	Ch 5: Planning Business Messages	See Discussion for detailed instructions.
7 9/28- 10/4	Ch 6: Writing Business Messages	See Discussion for detailed instructions.
8 10/5- 10/11	Ch 7: Completing Business Messages	See Discussion for detailed instructions.
Module 3: Crafting Brief Business Messages		
9	Ch 8: Crafting Messages for Digital Channels	See Discussion for detailed instructions.

10/12-10/18		
10 10/19-10/25	Ch 9: Writing routine and Positive Messages	See Discussion for detailed instructions.
11 10/26-11/1	Ch 10: Writing Negative Messages Ch 11: Writing Persuasive Messages	See Discussion for detailed instructions.
Module 4: Preparing Reports and Presentation		
12 11/2-11/8	Ch 12: Planning Reports and Proposals	See Discussion for detailed instructions.
13 11/9-11/15	Ch 13: Writing and Completing Reports and Proposals	See Discussion for detailed instructions.
14 11/16-11/22	Ch 14: Developing and Delivering Business Presentations	See Discussion for detailed instructions.
Module 5: Writing Employment Messages and Interviewing for Jobs		
15 11/23-11/29	Ch 15: Building Careers and Writing Resumes	See Discussion for detailed instructions.
16 11/30-12/6	Ch 16 Applying and Interviewing for Employment	See Discussion for detailed instructions.
17 12/7-12/13	Final exam week	