

**San José State University**  
**Department of English, School of Humanities & Arts**  
**English 100WB, Business Writing, Section 8, Fall 2022**

**Course and Contact Information**

Instructor:	Sian Sloan
Office Location:	TBD Office and Zoom appointment
Telephone:	209-710-7801 (cell)
Email:	sian.sloan@sjsu.edu
Office Hours:	FOB 221, Tuesdays, Thursdays, 12:30-1:15 p.m. (and by appointment)
Class Days/Time:	Tuesdays and Thursdays, 9:00 – 10:15 a.m.
Classroom:	Boccardo Business Center (BBC) 121
Prerequisites:	A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. Note: Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).
GE/SJSU Studies Category:	Written Communication II (Z)

**Course Format, and Canvas and MYSJSU Messaging**

This is a semester long in person course. We will meet twice a week in person at the above days and times. The organization of the course is module-based. There will be 17 modules, one for each week of the class. Module contents will not be available until that week. Throughout this program you will work closely with fellow business students, as well as with your professor.

You are responsible for checking your email and the Canvas course page regularly. Online readings, copies of major assignments, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible.

You should also check your SJSU email regularly. Please use this account when contacting me through email, not your personal account. Since this is a business communications class, you should use proper email netiquette, including using an informative subject line and a clear articulation of your question, comment, or concern. I will try to respond to emails on the day they are received, but emails received after 7 pm may not be answered until the next day. Emails received on weekends may not receive replies on the same day.

If you want to send a quick question or comment without composing a formal email, you can text me using the number above. Text messages should be related to the class. If you do not feel comfortable with communicating via this means, then rely on email instead.

## Technology Use

Students are required to have an electronic device (laptop, desktop or tablet). SJSU has a free [equipment loan program](#) available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during classes. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible.

See [Learn Anywhere website](#) for current Wi-Fi options on campus.

## Course Description

Written communications for business majors; includes minimum of 8,000 words of writing spaced throughout the semester.

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 and Learning Outcomes

### GE Learning Outcomes

- **Learning Outcome 1 (GELO1):** Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression
- **Learning Outcome 2 (GELO2):** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- **Learning Outcome 3 (GELO3):** Organize and develop essays and documents for both professional and general audiences.
- **Learning Outcome 4 (GELO4):** Organize and develop essays and documents according to appropriate editorial and citation standards.
- **Learning Outcome 5 (GELO5):** Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

### Course Learning Outcomes

After successful completion of this course, students should be able to do the following:

- Create texts and make presentations that are appropriate for a variety of audiences and situations
- Analyze organizational and rhetorical situations in business communications and employ appropriate strategies for communicating based on audience, purpose, and context
- Identify and explain genres and written and visual conventions used in business communications
- Participate in both intra-organizational communication as well as communications with others outside of the organization
- Explain the role of ethics in business communications
- Understand the role of collaboration in business communications
- Use photos, illustrations, and other tools as appropriate in business communication.

- Communicate complex data
- Understand the basic principles for document layout and design
- Adapt a text to meet the needs of varying audiences

## Required Texts/Readings

### Textbook

MacRae, P. (2019). *Business and Professional Writing: A Basic Guide*. Peterborough, Canada: Broadview Press. (ISBN: 978-1554814718)

\*Digital or e-books are fine.

### Other Readings

Online readings posted on Canvas.

## Course Requirements and Assignments

In this course, you'll be responsible for online and in-class assignments, five major out-of-class assignments, and a presentation. You'll also be completing drafts of work and participating in review of your peers' work, and, finally, taking part in a series of post-unit reflections.

According to [University Policy S16-9](#), "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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

### Assignment Submission

For the major assignments, you will submit your written assignments via Canvas. If Canvas will not accept a file because of file type or file size, you may email the file to me.

All work should be submitted on time, and you are responsible for ensuring that I receive work. **To avoid a late penalty, you must submit your final projects no later than the beginning of the class period, unless otherwise specified.** If you need to submit a paper early, that is fine.

### Peer Review

For peer review, you should have a complete or almost-complete draft of the assignment. Peer review will take place in groups during our class times.

If you do not bring drafts, you may still sit in on your review groups, but you will not receive points for that peer review workshop.

I will not be taking up and commenting on drafts, though I will make sure you have a complete draft; your peers will truly be your colleagues in this respect. However, if you would like me to look over a draft and comment, you are welcome to meet with me during office hours, make an appointment, or set up a time for a phone call or Zoom chat.

## Final Examination or Evaluation

The final evaluation for this class is two-fold. Students will complete a report as the final assignment for the course, and they will be responsible for adapting this report to be suitable for a 5-10 minute presentation. Presentations will be given during the final examination period, Wednesday, December 14, 7:15 – 9:30 a.m.

## Grading Information

The department of English reaffirms its commitment to the differential grading scale defined in the 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.

## Assignment Grade Distribution

Major Assignment 1 (Professional Biography)	75 points
Major Assignment 2 (Correspondence packet)	125 points
Major Assignment 3 (Job documents)	125 points
Major Assignment 4 (Promotional materials)	175 points
Major Assignment 5 (Report)	175 points
LinkedIn Profile Assignment	25 points
Final Report Presentation	100 points
In-Class Assignments/Homework	120 points
Peer Review Workshops	40 points
In-Class Reflections	40 points (10 points each)

## Final Grading Scale

A: 940 pts and above	A-: 939-900 pts	
B+: 899-870 pts	B: 869-840 pts	B-: 839-800 pts
C+: 799-770 pts	C: 769-740 pts	C-: 739-700 pts
D+: 699-670 pts	D: 669-640 pts	D-: 639-600pts
F: 599 and below		

This course must be passed with a C or better as an SJSU graduation requirement.

## Grading Criteria

In texts, I look at six major categories:

1. **Rhetorical/Contextual Awareness:** The criterion on which all others are judged. Students are expected to demonstrate a clear awareness of the rhetorical situation and the context into which they are writing. This includes a demonstrated awareness of purpose, audience, message, constraints (legal, ethical), power structures (hierarchy), etc. In all aspects of grading, awareness of rhetorical/contextual ideas will be most important. For example, a student may write a letter which uses several supporting sources; however, if the audience for that letter has reason to distrust those sources and thus would be not persuaded by them, then the student has not used appropriate support.
2. **Focus:** Students are expected to maintain a clear and specific focus in their texts, and that focus should be clear to the reader (in some cases, it is stated directly). All supporting details should adhere to this focus.

3. **Structure & Organization:** Students should structure and organize their texts appropriately. The appropriate structure and organization will depend on the type of text the student is creating and will sometimes be outlined by the assignment itself, or by the reading in the textbook.
4. **Development & Support:** Students should provide appropriate levels of development and support in their texts. Development simply means that there is an appropriate amount of detail for the rhetorical/contextual situation. For example, an average person may not need an explanation of the technical details of a new platform, but the UX designer for that new platform certainly would need those details. Support refers to backing up claims made in the text by using additional sources (i.e., not just asking someone to take your word for it). These sources could be anything from personal experience, photos or illustrations, to academic articles—the type of sources you use will largely be determined by your audience and purpose.
5. **Style:** Students should maintain an appropriate style for their texts, based on the rhetorical and contextual situation. Style refers to the way that something is written, presented, or created. Sometimes you'll change or vary your style depending on your organization's style or your relationship with the audience. Style may also refer to the *way* you present the information. If you're going for a playful, informal style, you may include a meme in your presentation, whereas if that's not appropriate for your formal presentation, you may stick with graphs and charts.
6. **Formatting & Mechanics:** Though formatting and mechanics is the last grading criterion, students are still expected to use appropriate formatting and mechanics. Readers in professional environments will expect texts to look the way they are "supposed" to. For example, when you send a memo to your co-workers, they might be confused if it doesn't *look* like the memo. They may then throw it away, thinking it is just junk mail. Similarly, if you send a correspondence that is riddled with mechanical errors, a reader may become frustrated. Keep in mind, distracting mechanical errors are different than just a forgotten comma—these errors are consistent and often interrupt the flow of the text or impede the readers' ability to understand the text.

More specific grading rubrics are provided with each major assignment.

An "A" text is excellent. It demonstrates mastery of the skills for that unit and exceeds expectations in each of the six grading criterion.

A "B" range essay demonstrates competence in the same criteria as an "A" essay, but it may show slight weakness in one of these areas.

A "C" range essay will complete the requirements of the assignment, but it may show weakness in a few of the major criteria (or some weakness in criterion 1).

A "D" range essay will neglect to meet all the requirements of the assignment or will completely disregard the rhetorical/contextual situation (criterion 1).

An "F" range essay does not fulfill the requirements of the assignment.

### **Late Work Policy**

Major assignments for this class will only be accepted one class period late (i.e., if the assignment was due by the beginning of class on Monday, it will only be accepted by the beginning of class on Wednesday) and will be given an automatic 20% deduction from the final essay grade. After next class period has passed, the major assignment will not be accepted, and for that assignment the student will earn a 0.

In general, in-class writings cannot be turned in late or made up. Since there will be additional in-class writings for extra credit, this should make up for any unavoidable absences.

Exceptions to this late work policy may apply if the student communicates with the professor ahead of time.

## **Extra Credit**

There will be various opportunities for extra credit throughout the semester. These will include participating in workshops, and doing extra assignments from our textbook. You will find extra credit assignments in the “Assignments” tab on Canvas, under “Extra Credit”. Assignments will be added throughout the semester. You can do extra credit assignments at any time, but I won’t accept any assignments after the last day of classes, Tuesday, December 6.

## **Classroom Conduct**

Be kind to each other. You are to treat the instructor and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that’s okay.

Reading, working on assignments for another class, listening to music during class, etc., are not permitted. To avoid any of these possibilities, simply be respectful of your instructor, your classmates, and yourself.

## **Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. SJSU also has the following initiatives:

- [CalFresh Outreach Program](#)
- [Emergency Funds](#)
- [Emergency Housing](#)
- [Food & Shelter Program](#)
- [Mental Health Services](#)
- Other: [Food Resources](#)
- [Student Health Services](#)

## **My open-door policy**

I’m happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Just talk to me after class, during office hours, or send me an email. I understand that sometimes office hours are difficult to get to, so I’m always happy to meet with you at another time if you contact me. I can also accommodate phone or Zoom meetings when needed.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester’s [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), 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.

### **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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](#)). Information about the latest changes and news is available at the [Advising Hub](#).

### **Consent for Public Sharing of Instructor Material**

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

### **Student Technology Resources**

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)

- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center has two locations: scheduled appointments are in MLK library, while drop-in appointments are in Clark Hall, Suite 126. This semester, because of Covid 19, all appointments will be online. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services online, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](#) at <http://www.sjsu.edu/counseling>

## English 100WB, Section 8, Fall 2022, Course Schedule

This schedule is subject to change. If changes are necessary, I will notify you of any changes to the schedule in class. I will make sure that there is ample time for you to make any changes to your schedule.

Most classes will include some sort of individual or group work that may not be denoted on the schedule. Should you miss class, always consult with a classmate about what you have missed.

### Course Schedule

Week	Date	Topics & Assignments	Due Next Class
1	T, 8/23	Course Introduction Professor/Student Introduction	<u>Due W, 8/24 and Th, 8/25:</u> <ul style="list-style-type: none"> <li>• Read MacRae Introduction p. 15-21</li> <li>• Post to Discussion 1 (5 pts)</li> <li>• Read Syllabus</li> </ul>
1	Th, 8/25	Continue Introductions Syllabus, Discussion 1 Review Major Assignment 1: Professional Biography	<u>Due T, 8/30:</u> <ul style="list-style-type: none"> <li>• Draft of Major Assignment 1</li> <li>• Post to Discussion 2 (5 pts)</li> </ul>
2	T, 8/30	Professional Biography. Syllabus and Discussion 2. Business language.	<u>Due Th, 9/1:</u> <ul style="list-style-type: none"> <li>• Read Chapter 1, Plain Language, p. 25-31, taking notes</li> <li>• Submit notes to Homework Assignment 3 (notes, 5 pts)</li> </ul>
2	Th, 9/1	Chapter 1, "Plain Language" discussion Edit Professional Biography Watch LinkedIn Video, taking notes (5 points)	<u>Due T, 9/6</u> <ul style="list-style-type: none"> <li>• Read Chapter 2, p. 33-59</li> <li>• Submit notes to Homework Assignment 4 (notes, 5 pts)</li> </ul>
3	T, 9/6	Chapter 2, "The seven Cs", discussion Quiz on "The seven Cs" (5 pts) Professional Biography Peer Review	<u>Due, Th, 9/8:</u> Complete final draft, Major Assignment 1: Professional Biography (50 pts) and submit to assignment
3	Th, 9/8	Reflection, Major Assignment 1: Professional Biography (10 pts) Reflection discussion. Introduction to Major Assignment 2 – Professional Correspondence.	<u>Due T, 9/13:</u> <ul style="list-style-type: none"> <li>• Read Chapter 7, Emails &amp; Memos, p. 153-160</li> <li>• Read Chapter 8, Letters: Good News, Neutral, and Bad News, p. 161-175</li> <li>• Read Chapter 9, Persuasive Letters, p. 177-192</li> <li>• Take notes on Chapters 7-9, things you think are helpful and things you disagree with.</li> <li>• Submit notes to Homework Assignment 5 (15 pts)</li> </ul>

4	T, 9/13	Chapters 7, 8 and 9 discussion Major Assignment 2 – Professional Correspondence, questions/clarification. LinkedIn profiles.	<u>Due Th, 9/15:</u> <ul style="list-style-type: none"> <li>• Read Chapter 6, Formatting for Correspondence, p. 135-148, taking notes</li> <li>• Submit notes to Homework Assignment 6 (5 pts.)</li> <li>• Read Major Assignment 2- Professional Correspondence</li> </ul>
4	Th, 9/15	Chapter 6 discussion Work on Major Assignment 2 drafts	<u>Due, T, 9/20:</u> <ul style="list-style-type: none"> <li>• Draft of Major Assignment 2- Professional Correspondence (25 pts.)</li> </ul>
5	T, 9/20	Peer Review Workshop, Major Assignment 2 -Professional Correspondence (10 pts.)	<u>Due Th, 9/22:</u> <ul style="list-style-type: none"> <li>• Final Draft, Major Assignment 2- Professional Correspondence, incorporating peer feedback (100 pts)</li> </ul>
5	Th, 9/22	LinkedIn Assessment/editing (5 points)	<u>Due T, 9/27:</u> <ul style="list-style-type: none"> <li>• Read Chapter 3, “The Eighth C: Learning Grammar Language”, taking notes</li> <li>• Submit notes to Homework Assignment 7 (5 pts)</li> </ul>
6	T, 9/27	Chapter 3, Grammar Review Grammar Quiz Introduction to Major Assignment 3: Job Documents	<u>Due, Th, 9/29:</u> <ul style="list-style-type: none"> <li>• Read Chapter 10, “Cover Letters”, taking notes</li> <li>• Read Chapter 11, “Resumes”, p. 209-227, taking notes</li> <li>• Submit notes to Homework Assignment 8 (5 pts)</li> </ul>
6	Th, 9/29	Chapter 10 review/discussion Chapter 11 review/discussion In Class Assignment 3, Resumes (5 pts) Review, Drafts Major Assignment 3	<u>Due, T, 10/4:</u> <ul style="list-style-type: none"> <li>• Read Chapter 5, Basic Document Design, p. 109-133, taking notes</li> <li>• Submit notes to Homework Assignment 9 (5 pts)</li> <li>• Drafts, Major Assignment 3: Job Documents (see assignments in Module – 30 pts)</li> </ul>
7	T, 10/4	Chapter 5, Resume design and Job Ad Analysis Review  Resume Design workshop (5 pts)  Major Assignment 3: Job Documents, Rubric	<u>Due, Th, 10/6:</u> <ul style="list-style-type: none"> <li>• Drafts for Peer Review, Major Assignment 3: Job Documents (see assignments in Module (25 pts)</li> </ul>
7	Th, 10/6	Peer Review Workshop for Assignment 3 (10 pts)	<u>Due, T, 10/11:</u> <ul style="list-style-type: none"> <li>• Final Draft, Major Assignment 3</li> </ul>

8	T, 10/11	<p>SLO's Review Reflection on Major Assignment 3 – Job Documents</p> <p>Introduction to Major Assignment 4 - Promotional Materials: Assignments, Groups assigned</p> <p>In Class Exercise 4, Colors and Fonts in Marketing (5 pts)</p>	<p><u>Due Th, 10/13:</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 12, News Releases, p. 231-242, taking notes</li> <li>• Submit notes to Homework Assignment 10 (5 pts)</li> <li>• Reflection, Major Assignment 3 (10 pts)</li> </ul>
8	Th, 10/13	<p>Review Chapter 12</p> <p>Review Major Assignment 4 Prompt and Rubric</p> <p>In Class Assignment 5 - Major Assignment 4 – Promotional Materials, Brainstorming</p> <p>Group Contract.</p>	<p><u>Due T, 10/18:</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 13, Brochures, p. 243-250, taking notes</li> <li>• Submit to notes to Homework Assignment 11 (5 pts)</li> <li>• Read Group Contract, Major Assignment 4</li> </ul>
9	T, 10/18	<p>Uniformity in Marketing</p> <p>Production Meeting 1, Major Assignment 4, submit group contract (5 pts) Also brainstorm companies to promote</p>	<p><u>Due Th, 10/20:</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 14, Promotion on the Web, p. 251-258, taking notes</li> <li>• Submit notes to Homework Assignment 12 (5 pts)</li> </ul>
9	Th, 10/20	<p>Review Chapter 13 Review Chapter 14</p> <p>Production Meeting 2, Major Assignment 4, Group name/company promoting (5 pts)</p>	<p><u>Due T, 10/25:</u></p> <ul style="list-style-type: none"> <li>• Finalize company choice, promotion</li> <li>• Watch Infographics videos</li> <li>• Submit notes to Homework Assignment 13 (5 pts.)</li> </ul>
10	T, 10/25	<p>Review Infographics</p> <p>Production Schedule</p> <p>Production Meeting 3, Major Assignment 4, Design Meeting and drafting a Production Schedule (5 pts)</p>	<p><u>Due Th, 10/27:</u></p> <ul style="list-style-type: none"> <li>• Major Assignment 4, Production Schedule, DRAFT (5 pts)</li> </ul>
10	Th, 10/27	<p>Major Assignment 4, Review of resources for the project.</p> <p>Production Meeting 4, Major Assignment 4, Drafting a transmittal memo.</p>	<p><u>Due T, 11/1:</u></p> <ul style="list-style-type: none"> <li>• Production Schedule, Final (25 pts.)</li> <li>• Work on Major Assignment 4 materials</li> </ul>

11	T, 11/1	Review of Major Assignment 4. Major Assignment 4, Production Meeting 5 – Final Production Meeting	<u>Due, Th, 11/3:</u> <ul style="list-style-type: none"> <li>Draft of Major Assignment 4: Promotional Materials for Peer Review (25 pts)</li> </ul>
11	Th, 11/3	Peer Review, Major Assignment 4 (10 pts for full participation in peer review)	<u>Due T, 11/8:</u> <ul style="list-style-type: none"> <li>Final Draft, Major Assignment 4: Promotional Materials (125 pts)</li> </ul>
12	T, 11/8	Reflection, Major Assignment 4 (10 pts) Intro to Major Assgt 5: Reports Informal Reports, Formal Reports LinkedIn Profile Assignment (15 pts)	<u>Due Th, 11/10:</u> <ul style="list-style-type: none"> <li>Read Chapter 17, Informal Reports, p. 285-308, taking notes</li> <li>Submit notes to Homework Assignment 13 (5 pts)</li> <li>Complete LinkedIn Profile video</li> </ul>
12	Th, 11/10	Review Chapter 17, Informal Reports. Recommendation reports. Brainstorm topics Form groups if applicable	<u>Due T, 11/15:</u> <ul style="list-style-type: none"> <li>Read Chapter 18, Formal Reports, p. 309-345, taking notes</li> <li>Submit notes to Homework Assignment 14 (5 pts)</li> </ul>
13	T, 11/15	Review Chapter 18, Formal Reports In Class Assignment 7, Brainstorm/Finalize report topics (5 pts)	<u>Due Th, 11/17:</u> <ul style="list-style-type: none"> <li>Read Chapter 19, Formal Report Example, p. 347-367</li> </ul>
13	Th, 11/17	Review Major Assignment 5, report sections, Chapter 19 Meet with teams (if applicable), begin outlining major report sections, begin drafting Brief Proposal	<u>Due T, 11/22:</u> <ul style="list-style-type: none"> <li>Major Assignment 5: Brief Proposal for Recommendation reports, DRAFT (10 pts)</li> </ul>
14	T, 11/22	Meet with teams (if applicable), finish brief proposal. Work on report draft	<u>Due T, 11/29:</u> <ul style="list-style-type: none"> <li>Major Assignment 5: Brief Proposal for Recommendation report</li> </ul>
14	Th, 11/24	<b>NO CLASS – THANKSGIVING BREAK</b>	
15	T, 11/29	Recommendation Reports APA style, research, citations In Class Assignment 8, Research and List of References (5 pts)	<u>Due T, 12/1:</u> <ul style="list-style-type: none"> <li>Major Assignment 5: Recommendation Report, Draft</li> </ul>
15	Th, 12/1	Peer Review, Major Assignment 5 (10 pts)	<u>Due T, 12/6:</u> <ul style="list-style-type: none"> <li>Draft of Presentation on Report</li> </ul>
16	T, 12/6 <b>LAST DAY OF CLASSES</b>	Review and edits, Major Assignment 5 Refection/Rubric check list, Major Assignment 5 (10 pts)	<u>Due Monday, 12/12, 11:59 p.m.:</u> <ul style="list-style-type: none"> <li>Final Draft, Major Assignment 5: Recommendation Report (125 pts)</li> </ul>

			<u>Due T, 12/13, 5 p.m. (day before Final):</u> <ul style="list-style-type: none"> <li>Final Presentation on Recommendation Report (80 pts)</li> </ul>
Week 17, Final Exams	W, 12/14  7:15 a.m. – 9:30 a.m.	Final presentations	Grades due from faculty by M, 12/19  Grades available to students who have completed class evaluations by T, 12/20.