San José State University
College of Science/Computer Science
FALL 2021
CS100W, Technical Writing Workshop, Section 05

Course and Contact Information

Instructor:	Alesya Petty
Office Location:	Zoom
Email:	Messaging through Canvas preferred (Alesya.Petty@sjsu.edu)
Office Hours:	On Zoom M 1:00-2:00 PM and by appointment
Class Days/Time:	MW 2:15-3:30 PM
Classroom:	Zoom
Prerequisites:	Grade C or better in English 1B, passage of the Writing Skills Test, upper-division standing, and completion of core GE.
GE/SJSU Studies Category:	Area Z

Course Description

The purpose of Technical Writing, CS100W, is to develop advanced proficiency in college-level writing and contemporary research strategies and methodologies through the preparation of proposals, technical reports, and presentations based on peer-reviewed scholarly research. Participants broaden and deepen written, verbal, and non-verbal communication skills such that the mastery of discourse accepted in academia, industry, and the international business sector is achieved by practice and evaluation within the preparation of subject-related reports, project proposals, and personal discourse. All course assignments are related to issues concerning careers in computer science, biotechnology, business, and industry; all written, verbal, and non-verbal communication will be assessed for correctness, clarity, and conciseness. Students will learn about the principles and practices of effective writing in the workplace, including technical, scientific, and electronic-mediated writing. Activities and assignments focus on the concepts of audience, visual rhetoric, information design, electronic publication, ethics, technical style, and team writing.

Course Format

This is an online course that will be organized by Modules within Canvas combined with weekly synchronous learning via Zoom technology. CS100W is a hands-on writing seminar that relies on student-centered and student-driven learning.

GE Learning Outcomes (GELO)

As CS100W is a General Education course, the course learning outcomes are identified as GELOs. Upon successful completion of this course:

GELO 1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
GELO 2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.

GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.

GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.

GELO 5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.

GELO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical essay. Learners will be able to dissect a use case study and understand its parts.

Required Texts/Readings

Textbook (Required)
Business Communication Today , Edition 14, by Courtland L. Bovee and John V. Thill (this edition can be found online)

Other Readings (Suggested)
Technical Writing Essentials: Introduction to Professional Communications in Technical Fields, by Suzan Last, Candice Neveu, and Monika Smith.
Cracking the Coding Interview, 4th Edition, by Gayle Laakmann
Agile for Dummies, by Mark C. Layton
Grammar Essentials for Dummies, by Geraldine Woods with Joan Friedman, Wiley Publishing, Inc.
English Grammar Workbook for Dummies, 2nd Edition, by Geraldine Woods

Other technology requirements / equipment / material
Please make sure that ALL documents are kept in a cloud folder; do not rely on your laptop/desktop for storage. Please download both the Zoom app and the Canvas app to your cell phone in case a blackout occurs in your area. You will always need to plan for a back-up solution.

Course Requirements and Assignments (Required)
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit [45-hours per 1-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 by visiting University Policy S12-3 or using the link http://www.sjsu.edu/senate/docs/S12-3.pdf.

Student Learning Objectives
Learners shall write complete essays that demonstrate college-level proficiency (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs). Learners shall be able to:

SLO 1. Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression

SLO 2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

SLO 3. Organize and develop essays and documents for both professional and general audiences

SLO 4. Organize and develop essays and documents according to appropriate editorial and citation standards

SLO 5. Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to

communicate that purpose in writing

Table 1 shows how course assignments will help you meet SLOs and GE learning objectives:

Major Assignments (by category)	Weight towards the Final Grade	Target # of Words	GE Learning Objectives
Business and Technical Writing	30%	3000	GELO 1, 2, 3, 4, 5
Career Documents Portfolio	30%	3000	GELO 1, 2, 3, 4, 5
Multimedia Projects	20%	2000	GELO 1, 2, 3, 4, 5
Writing Practice	20%	2000	GELO 1, 2, 3, 4, 5

All items above will be posted to Canvas inside weekly modules. Activities and assignments place emphasis on developing the writer's abilities to clearly define the audience and purpose, practice genre and language conventions, and design a professional presentation of each document.
"NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course."

Grading Information and Policy
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." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that, "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 ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Please refer to the grade calculations below:

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%

C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

A (93%-100%)	B- (80%-82.99%)	D+ (67%-69.99%)
A- (90%-92.99%)	C+ (77%-79.9%)	D (63%-66.99%)
B+ (87%-89.99%)	C (73%-76.99%)	D- (60%-62.99%)
B (83%-86.99%)	C- (70%-72.99%)	F (0%-59.99%)

The following are the criteria by which essays are evaluated in the writing courses:

• An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
• A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
• A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
• A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
• An "F" essay does not fulfill the requirements of the assignment.

Note: More specific rubrics related to the course assignments are posted on Canvas.

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." In our courses, we will create a portfolio at the end of the semester as our culminating activity.

Classroom Protocol

Attend Every Class. Come to class on time, every time and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed. You have several resources you can draw on to find this out: you can consult updates in Canvas to find out what work you missed; your classmates may be able to provide you copies of notes or a summary of the lessons they learned; there may be assignments or class work posted among the discussions in Canvas. Class is a learning community of students who can help each other throughout the learning process. The role of the instructor is to facilitate your own learning process and working with peers. I am here to help

you navigate the course and learning process, but I cannot repeat the lesson for you. Emailing me is not a resource for finding such information. To get help with working on drafts, please use free tutoring services.

Instructor Office Hours. In college, there is an expectation that students will take responsibility for their own educational experience. If you need to discuss anything concerning your performance in the course, please message me through Canvas or email me to schedule an appointment on zoom.

Turn in All Work On Time. As a rule, deadlines must be honored and late work is not accepted. In cases of emergency, exceptions for major assignment submissions can be made with prior communication before the deadline and with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.), and the work must be turned in by the newly assigned due date; there are no exceptions to this. These policies are in place to be fair to your classmates who also have demanding schedules and to support a sequenced step-by-step, collaborative approach to developing your writing. Please, be aware that missing an original due date is very cumbersome to everyone in the class.

Share Your Work and Your Opinion. We will be sharing our work in classes and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and by posting to the Discussion board assignments. Consistent participation works in similar ways extra credit does in other classes.

Follow Standards of Good Classroom Netiquette. Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other destructions. You can bring a closed-top cup or water bottle to class, but please no snacking or eating as it interferes with learning. Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.

Zoom Protocol

Students do NOT have permission to record lectures or class work.

Students must have their webcam open (video engaged) for the duration of the Zoom meeting (please mute your microphone unless you are speaking). If your webcam is not open, I will remove you from our Zoom classroom for security purposes.

Since you are required to be visible on camera, please dress appropriately (no pajamas, exposed body parts, or shirts with inappropriate (non-professional sayings or images).
Students must have their picture (headshort) and correct name in Zoom profile and Canvas profile.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs by visiting this link here.

CS100W Fall 2021 Course Schedule

BCT - Business Communication Today, by Bovee & Thill, 15th edition.

Week	*BCT* Textbook Chapter	Readings, Discussions, Workshop Topics	Canvas Module Week
1		Introductions, course overview, and ice breaker	**Aug 23 - 25**
2	1	Professional Communication in a Digital, Social, Mobile World	**Aug 30 - Sept 1**
3	2	Collaboration, Interpersonal Communication, and Business Etiquette	**Sept 8 - (*Labor Day, No Class 9/6*)**
4	18	Building Careers and Writing Résumés	**Sept 13 - 15**
5	19	Applying and Interviewing for Employment	**Sept 20 - 22**
6	5 & 6	Writing Business Messages Completing Business Messages	**Sept 27 - 29**
7	10	Writing Routine and Positive Messages	**Oct 4 - 6**
8	11	Writing Negative Messages	**Oct 11 - 13**
9	12	Writing Persuasive Messages	**Oct 18 - 20**
10	13	Finding, Evaluating, and Processing Information	**Oct 25 - 27**
11	4	Planning Business Messages	**Nov 1 - 3**
12	14 & 15	Writing and Completing Reports and Proposals	**Nov 8 - 10**
13	16	Developing Presentations in a Social Media Environment (Using Technology)	**Nov 15 - 17**
14	17	Enhancing Presentations with Slides and Other Visuals	**Nov 22 - (*Thanksgiving, No Class 11/24*)**
15		Portfolio Workshops	**Nov 29 - Dec 1**
16		Final Exam / Portfolio Due	**Dec 6**