San José State University
Department of English and Comparative Literature
English 100WB, Written Communication: Business (GE Area Z), Section 02, Fall 2014

Instructor: Dr. Tom Moriarty
Office Location: Faculty Office Building 226
Telephone: (408) 924-5118
Email: Thomas.moriarty@sjsu.edu
Office Hours: Monday 12-1, Thursday 2-4, and by appointment
Class Days/Time: Mondays 9:00-11:45
Classroom: IS 134
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

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas.

Course Description
English 100WB is 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 of 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
Course Goals for Area Z
Diversity. Issues of diversity shall be incorporated in an appropriate manner, especially in terms of writing for and to diverse audiences.

Writing. Written assignments will include both in-class and out-of-class writing, giving students practice and feedback throughout the semester.

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
This course uses a simulated workplace approach that will ask you to write as if you are “on the job” and doing projects for specific clients.

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.
Each course shall provide for active student participation. This course will not be exclusively lecture format.

Assignments will utilize research and oral and written communication skills.

This course promotes reflective processes and critical analysis.

**Student Learning Outcomes**

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**

*SJSU Campus Handbook: The Everyday Writer by Andrea Lunsford*

Print ISBN: 9781457667121 Available at the Spartan Bookstore
Electronic edition ISBN: 9781457633423 or Bedford/St. Martin’s online (http://bcs.bedfordstmartins.com/everydaywriter5e/)
Online: http://www.macmillanhighered.com/techsupport


**Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library
Voice: 408-808-2096
Email: Toby.Matoush@sjsu.edu
Website: http://libguides.sjsu.edu/profile.php?uid=14949

**Classroom Protocol**
Students are expected to arrive on time and be ready to work at the beginning of class. Because this is a workshop-oriented class in a computer lab, I will oftentimes ask you to stop working for a couple minutes and pay attention to something on the big screen. Please be ready to turn off your monitors at those times.

Please also note that food and drink are not allowed in the computer classroom.

**Course Requirements and Assignments**

Fictional Case: Copyright and Fair Use (100 points)

- Usability Project (650 points total)
- Planning Report (100 points)
- Planning Report Informal Internal Presentation (50 points)
- Usability Study and Report (200 points)
- Usability Report Informal Internal Presentation (50 points)
- Recommendation Report (100 points)
- Usability Project Formal Presentation (150 points)

- Employment Documents (150 points)
- Application Letter
- Resume
- Cover Memo

Participation and Reading Quizzes (100 points)

All written assignments will include drafts and feedback.

**Grading Policy**

This course is graded A/B/C/D/F. A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in those majors that comprise the College of Business.

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

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.

All projects and assignments are due at the start of class on the announced due dates. Late projects will be penalized one full letter grade for each day the project is late. Quizzes may not be made up.

In a participatory class like this one, participation is crucial and will be graded accordingly. In its simplest form, good participation is defined as active contribution to class discussion and workshop sessions, including giving and receiving well thought out and considered feedback.

**Student Technology Resources**
In addition to our classroom, computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. 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, 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: 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 Peer Connections**
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
Please note that this schedule is subject to change with fair notice and you will be notified well ahead of time of any changes.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topics and In-Class Activities</th>
<th>Reading Assignments and Project Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25</td>
<td>Introduction to class&lt;br&gt;Memos and Letters and E-mails and Reports. Basic design of documents.&lt;br&gt;Readers and how they read&lt;br&gt;Introduce Fictional Case</td>
<td>HW: Read Ch. 1-4, do legal research for case.</td>
</tr>
<tr>
<td>2</td>
<td>September 1</td>
<td>NO CLASS. LABOR DAY HOLIDAY.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>September 8</td>
<td>Making Arguments&lt;br&gt;Research, planning, drafting, and revising&lt;br&gt;Workshop time for case&lt;br&gt;Sharing ideas&lt;br&gt;Feedback on drafts</td>
<td>HW: Read Ch. 5, finish Memo for Fictional Case.</td>
</tr>
</tbody>
</table>
| 4      | September 15| Introduce Usability Project<br>Introduction to Usability<br>Designing Usability Studies<br>Workshop time for planning | Fictional Case due at start of class.  
HW: Read Ch. 11 and 15, start drafting Usability Planning.                             |
| 5      | September 22| Report Writing<br>Planning, drafting and revising<br>Feedback on drafts                     | Usability Study Planning draft due.  
HW: Finish Usability Planning. Prepare informal presentation of your plan for the class. |
| 6      | September 29| Informal Presentations to the class.                                                        | Usability Study Planning Report due at start of class.  
Informal Planning Report Presentations due.  
HW: Bring people in for Usability tests.                                             |
<p>| 7      | October 6  | Usability Study                                                                          | HW: Read Ch. 6 and 12                                                             |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Task Description</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>October 13</td>
<td>Introduce Usability Report Writing&lt;br&gt;Planning, drafting and revising&lt;br&gt;Tallying and making sense of your data</td>
<td>HW: Start drafting Usability Report</td>
</tr>
<tr>
<td>9</td>
<td>October 20</td>
<td>Planning, drafting and revising&lt;br&gt;Feedback on drafts</td>
<td>Usability Report draft due. HW: Revise Usability Report</td>
</tr>
<tr>
<td>10</td>
<td>October 27</td>
<td>Presentations</td>
<td>Usability Study and Report due at start of class. Informal Usability Report Presentations due.</td>
</tr>
<tr>
<td>11</td>
<td>November 3</td>
<td>Introduce Recommendation Report Writing&lt;br&gt;More on Report Writing, especially visuals&lt;br&gt;Designing graphics, figures, and tables</td>
<td>HW: Research Recommendations for Report</td>
</tr>
<tr>
<td>12</td>
<td>November 10</td>
<td>Planning, drafting and revising</td>
<td>HW: Write draft of Recommendation Report</td>
</tr>
<tr>
<td>13</td>
<td>November 17</td>
<td>Planning, drafting and revising</td>
<td>Recommendation Report draft due.</td>
</tr>
<tr>
<td>14</td>
<td>November 24</td>
<td>Introduce Employment Documents</td>
<td>Recommendation Report due at start of class. HW: Read Ch. 13, start drafting Resume and Cover letter</td>
</tr>
<tr>
<td>16</td>
<td>December 8</td>
<td>Introduce Final Presentation to Client&lt;br&gt;Planning, drafting, revising, and preparing final presentation to client.</td>
<td>Employment Documents due at start of class. HW: Review Ch. 15, prepare formal presentation.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 16</td>
<td>Usability and Recommendation Report Formal Presentation</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday, December 16 0715-0930</td>
<td></td>
</tr>
</tbody>
</table>