

**San Jose State University**  
**LLD 100WB-10 (44990)**  
**Writing Workshop for Business Students**  
**Fall 2018**

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Office Hours: T/R 10:30 – 11:30 (appointments are preferred)  
Course Days/Time: T/R 1:30 – 2:45, Sweeney Hall 414

**Course Description**

LLD 100WB offers a philosophical and practical approach to business communication. It emphasizes logic, creativity, ethics, and psychology in solving business problems. Prerequisites: Eng. 1B (with a grade of C or better), completion of core GE courses, satisfaction of the Writing Skills Test, and upper division standing.

**Pop Quizzes**

Pop quizzes (16.5% of your final grade) will be given at many class meetings. There are no makeups.

If you miss class, you need to contact a classmate — not the instructor — to learn what you missed. You must be prepared for the next class. Write three classmate contacts below:

<b>Name</b>	<b>Phone</b>
_____	_____
_____	_____
_____	_____

**Late Work/Makeups**

No late work or makeups will be accepted.

**Attendance**

Students are expected to attend all class sessions. Otherwise, sign up for an online class.

**www.turnitin.com**

You will create an account at [www.turnitin.com](http://www.turnitin.com) (free) and upload your written work to it to prevent plagiarism. Work must have a similarity rate of less than 10%. Assignments with over 10% similarity to other sources will be considered plagiarized. Log-in info:

Class ID #: 18611843      Enrollment Key: **Fall2018**

Fair notice will be given regarding any changes. You may keep track of your grade by writing in your earned points in the appropriate column below.

**LLD 100WB Assignments, Fall 2018**  
(updated Aug. 8, 2018)

Assignments	SLOs	Skills	Points	% of grade	Min Words	Max Words
<b>Reviews:</b>						
Action - /3						
Cover ltr - /2						
Resume - /3						
RA #1 - /3						
RA #2 - /3						
DI #1 - /3						
DI #2 - /3	a c d e f h i j	a b c d e h i g	/ 20	2%	N/A	N/A
Cover ltr - /15						
Resume - /15						
Th. you - /15	a c d h i j	a b c d e g h i l	/ 45	4.5%	800	1000
Rhetorical Analysis-- includes citations and references	a c d e f g h i	a b c d e g h i	/ 200	20%	1500	2000
Discipline Investigation-- includes citations and references	b c d e f h i j	a b c d f g j	/ 150	15%	2000	3000
Action email	a c h i j	b c g h i	/ 50	5%	200	300
Essay 1 - GF	a c d e f g h i j	a b c d e g h i	/ 100	10%	750	1000
Essay 2 - DC	a c d e f g h i j	a b c d e g h i	/ 100	10%	750	1000
Essay 3 - HB	a c d e f g h i j		/ 80	8%	750	1000
Pop Quizzes	a c d e f g h i j	a b c d e g h i	/ 165	16.5%	N/A	N/A
Final Exam	a c d e f g h i j	a b c d e g h i	/ 45	4.5%	500	700
Portfolio + letter	a c d e f g h i j	a b c d e g h i	/ 45	4.5%	300	500
<b>Total points and words possible</b>			<b>/ 1000</b>	<b>100%</b>	<b>7,550</b>	<b>10,500</b>

**Godfather quizzes**

Ch. 1	_____ / 20
Ch. 2–9	_____ / 20
Ch. 10–11	_____ / 10
Ch. 12–13	_____ / 15
Ch. 14	_____ / 10
Ch. 15–19	_____ / 10
Ch. 20–22	_____ / 10
Ch. 23–24	_____ / 30
Ch. 25–26	_____ / 10
Ch. 27–28	_____ / 10
<u>Ch. 29–32</u>	<u>_____ / 35</u>
<b>GF total</b>	<b>_____ / 180</b>

**Carnegie quizzes**

Pt. 1: ch. 1–3	_____ / 20
Pt. 2: ch. 1–6	_____ / 12
Pt. 3: ch. 1–6	_____ / 11
Pt. 3: ch. 7–12	_____ / 11
<u>Pt. 4: ch. 1–9</u>	<u>_____ / 16</u>
<b>Carnegie total</b>	<b>_____ / 70</b>
<b>Browne quizzes</b>	
Pt. 1: ch. 1–6	_____ / 20
Pt. 2: ch. 7–12	_____ / 20
Pt. 3: ch. 13–18	_____ / 20
<u>Pt. 4: ch. 19–24</u>	<u>_____ / 20</u>
<b>Browne total</b>	<b>_____ / 80</b>

**All three books** \_\_\_\_\_ / 330

**Divide score by 2 and transfer to grade sheet**

**CRITERIA FOR EVALUATION OF WRITTEN ASSIGNMENTS:**

- Are the purpose and main idea of the document clear?
- Has the document been organized to be compatible with the purpose and audience?
- Is the “you” attitude—courtesy and consideration for the audience—consistently present?
- Has all the necessary information—and only the necessary information—been included?
- Are grammar, punctuation, mechanics, and vocabulary correct?
- Is the format attractive and appropriate?
- Was the document submitted on time, as expected in the business world?
- Was the model followed?
- Finally, your paper should not require more than 20 minutes of the reader's time.

**GRADING SCALE:**

98% or higher	A+	87–89%	B+	77–79%	C+
93–97%	A	83–86%	B	73–76%	C
90–92%	A-	80–82%	B-	72% or lower	NC

**TENTATIVE SCHEDULE**

<b>Week</b>	<b>Tuesday</b>	<b>Thursday</b>
Week 1 8/21 – 8/23	Course intro; instructor intro; <b>diagnostic essay in class</b> ; req'd books; GF intro	Peer review of <b>diagnostic essay</b> (bring 4 typed copies). Turn in final draft
Week 2 8/28 – 8/30	GF quiz; discussion; review reader (incl. greensheet & assignments); flashdrive.	GF quiz; discussion. Introduce action email.
Week 3 9/4 – 9/6	GF quiz, discussion. Review action email.	GF quiz, discussion. <b>Peer review of action email</b>
Week 4 9/11 – 9/13	GF quiz, discussion. <b>DUE: action email to recipient/instructor</b> . Introduce cover letter, resume, thank you letter, RA (see reader)	GF quiz, discussion; reading. Discuss cover letter, resume, thank you letter, RA (see reader)
Week 5 9/18 – 9/20	GF quiz; discussion; reading <b>Peer review of cover letter, resume, thank you letter</b> . HW: RA (see reader)	GF quiz; discussion; reading. <b>DUE: cover letter, resume, thank you letter</b> . HW: RA (see reader)
Week 6 9/25 – 9/27	Last GF quiz; discussion. <b>GF essay pt. 1 (rough draft)</b>	<b>GF essay pt. 2 (final draft in blue book)</b> . HW: RA: write pt. 1
Week 7 10/2 – 10/4	<b>RA peer review pt. 1 (bring 3 copies to class)</b> . Introduce Carnegie; reading	Carnegie quiz 1; discussion; reading
Week 8 10/9 – 10/11	<b>RA peer review pt. 2 (bring 3 copies to class)</b> Carnegie quiz 2; discussion; reading	Carnegie quiz 3; discussion; reading
Week 9 10/16 – 10/18	Carnegie quiz 4; discussion; reading TBA	<b>DUE: RA (hardcopy &amp; TII)</b> . Introduce DI. HW: DI (see reader). Begin Browne.
Week 10 10/23 – 10/25	Browne quiz 1; discussion; reading	Browne quiz 2; discussion; reading
Week 11 10/30 – 11/1	Browne quiz 3; discussion; reading <b>DI peer review pt. 1 (bring 3 copies)</b>	Browne quiz 4; discussion; reading
Week 12 11/6 – 11/8	<b>DI peer review pt. 2 (bring 3 copies)</b>	Assign cover letter; portfolio prep.
Week 13 11/13 – 11/15	<b>DUE: DI (hardcopy &amp; TII)</b> . Final exam prep. Cover letter peer review	Carnegie essay pt. 1 (rough draft)
Week 14 11/20 – 11/22	Carnegie essay pt. 2 (final draft)	<b>Thanksgiving (no class)</b>
Week 15 11/27 – 11/29	Browne essay pt. 1 (rough draft)	Browne essay pt. 2 (final draft)
Week 16 12/4 – 12/6	Final exam practice	Final exam practice review
Week 17 12/11 – 12/13	<b>No classes; study day</b>	<b>Final exam – R.A. of a business document. Portfolio due</b>

## Course Goals

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 will focus on four broad areas of competence: mastery of discipline-specific genres, both oral and written; mastery of the mechanics and style appropriate to business communications; mastery of research strategies including the ability to locate, utilize, and cite appropriate sources; and mastery of the process of business writing.

## Student Learning Objectives (SLOs)

Students shall write documents and make presentations that demonstrate college-level proficiency. Students shall be able to:

- a) Refine the competencies established in Written Communication 1A and 1B
- b) Express (explain, analyze, synthesize, develop and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
- c) Organize and develop documents for diverse audiences, both professional and general, employing appropriate editorial standards for grammar, spelling, and register as well as for citation of primary and secondary sources
- d) Recognize, select, and use the basic activities of the writing process: prewriting, organizing, drafting, revising, editing, and peer review
- e) Employ research strategies, collect (locate, analyze, and evaluate) data from both primary and secondary sources, and follow the appropriate citation style
- f) Construct effective arguments
- g) Recognize and address issues of diversity in the audience (general vs. professional), gender/sexual orientation, age, and ethnicity
- h) Observe appropriate conventions and formats to enhance content and present information in an effective design
- i) Proofread and edit writing to improve clarity, accuracy, and effectiveness
- j) Understand how technology, group dynamics, and ethics affect business communication

## Competences

At the completion of this course, students will be able to:

- a) Apply a process approach to planning, writing, and completing (revising, editing, distributing) business messages
- b) Define the purpose of a business message and develop an audience profile
- c) Adapt messages to the needs and expectations of the audience
- d) Use technology appropriately to improve business communications
- e) Make ethical communication choices
- f) Work collaboratively in teams
- g) Communicate effectively across other cultures and languages
- h) Write effective routine, positive or negative messages
- i) Use effective strategies for persuasive business messages
- j) Plan and write research reports and proposals using APA format
- k) Plan, write and deliver effective oral presentations
- l) Develop a dossier including a cover letter and resume

## Required Materials

- Reading material TBA
- Class reader (available from Maple Press. Note: Maple accepts **cash only**)
- Familiarity with [www.turnitin.com](http://www.turnitin.com)
- Computer or access to one

## Tutoring Resources

- Writing Center: 1st floor, Clark Hall, [http://www.sjsu.edu/writing\\_center](http://www.sjsu.edu/writing_center)
- San Jose Public Library online tutoring: <https://www.sjpl.org/Tutor>
- Peer Connections: 1st floor, Clark Hall. <http://peerconnections.sjsu.edu/>
- Computer assistance – see Help Desk, 1st floor, Clark Hall

## Course Format

This course will involve real and simulated business communication scenarios and will provide an opportunity for students to practice professional business behavior and etiquette, as well as practice team collaboration. Classroom activities will include formal lectures, group discussions, collaborative writing, individual writing, and quizzes. It is expected that students will attend every class. As in the real workplace, late work will not be accepted except in the case of an emergency and the instructor is notified before the class meeting.

## Class Rules and Participation

**Preparation & Participation:** Attend all class sessions and bring the required texts, supplementary materials, and work drafts to class. Do the required reading before each class meeting and come to class prepared to participate constructively and actively in discussions and activities. Students are expected to check email daily for handouts, assignments, announcements, and changes to the class schedule.

**Classroom Expectations:** Turn off cell phones, PDAs, and other electronic devices, and limit your need to leave the room during all class activities. Checking email or texting will not be tolerated in the classroom. No food or drink is permitted in the classroom.

**Computer Use:** In the classroom, students are allowed to use computers only for class-related activities. These include activities such as taking notes on the lecture underway and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, may be asked to leave the class at a minimum and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course.

(Such referral can lead to suspension from the University.) **Assignments:** Complete all written assignments following professional standards that prevail in the workplace, such as promptness, neat appearance, and correct mechanics. Students are also expected to comply with all University policies regarding plagiarism, academic integrity and honesty. There will be zero tolerance for any infractions of these policies.

**Promptness:** Work must be submitted on specified due dates.

**Format:** All work should be typed, using appropriate business format — standard one-inch margins and spacing. In general, letters, memos and reports must use 12-point Times New Roman font and be single-spaced with two (2) blank lines between paragraphs. Students are expected to follow format guidelines for each assignment, which are presented in the course reader.

**Mechanics:** Errors in spelling or grammar affect the effectiveness of communications. Grading will reflect the seriousness with which these matters are often viewed in the working world. Students who need special assistance with any of these skills should seek extra help. See Tutoring Resources information above.

**Back-up Copies:** Save backup copies of your work on your hard drive, flash drives or CDs.

## Major Assignments

- Introductory essay: Each student will write an essay of introduction to the instructor.
- Cover letter, resume, and thank-you letter: Each student will prepare these for a prospective employer. Students will do job searches to identify the company and position for which they would like to apply.
- Action Email: Each student will identify a department, policy, environmental aspect, student

service, or procedure at SJSU that they feel can be improved. Students will write a formal email to the appropriate campus officer requesting action on the issue.

- Career Research Report: Each student will research and analyze two possible industries or companies that they may want to target for their future career.
- The Social Media (Web 2.0) Evaluation Report: This report will be a collaborative group effort in which students will investigate the use of social media in various companies. The group will turn in one report.
- Group Oral presentation: In groups, students will present an overview of their Social Media Report in a 5 – 7 minute (per student) formal presentation. PowerPoint is optional.
- Essay #1: Students will write on a topic or theme related to assigned text #1.
- Essay #2: (same as above, except in response to assigned text #2.)
- Quizzes: students will take quizzes based on assigned texts #1 and #2.
- Final exam

**Grading: Assignments will be graded A, B, C, or D/F/NC.**

A: Completes all parts of the assignment. The assignment is properly formatted, well-organized, well-developed, and displays a clear sense of audience and purpose. Student uses academic and professional language appropriately, including citations (in-text and references). Adheres to the conventions of written English. Adheres to the university policies on plagiarism, academic honesty and integrity.

B: Completes all parts of the assignment but may show some flaws in format, organization, development, sense of audience and purpose, or use of the conventions of written English. Adheres to the university policies on plagiarism, academic honesty and integrity.

C: Completes all parts of the assignment but shows weakness in basic format, organization, development, sense of audience and purpose, or use of the conventions of written English. Adheres to the university policies on plagiarism, academic honesty and integrity.

D/F/NC: Fails to complete all parts of the assignment or shows blatant deficiencies in the use of academic or professional English and/or fails to adhere to the university policies on plagiarism, academic honesty and integrity.

**OTHER IMPORTANT COURSE POLICIES**

1. Statement of Plagiarism: The LLD Department would like to emphasize that we adhere strictly to the rules against plagiarism as set forth in the SJSU Catalog. The Catalog defines plagiarism as follows:
  - 1.2.1 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:
    - 1.2.2 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
    - 1.2.3 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one's own. (available at <http://info.sjsu.edu/static/catalog/policies.html> - Student Responsibilities - Discipline – Policy on Academic Dishonesty – 1.0 Definitions of Academic Dishonesty)

Should a student plagiarize in any Linguistics or LLD course, the instructor will report the student to the University's Office of Student Conduct and Ethical Development. Also, points will be deducted from the assignment/course depending on the severity of the policy violation.

To become acquainted with what plagiarism is and how to avoid it, the following SJSU website offers definitions, policies, and links to useful websites offering guidelines in plagiarism prevention. Students are fully accountable for understanding these policies.

[www.sjlibrary.org/services/literacy/info\\_comp/plagiarism.htm](http://www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm)

- 2 Academic integrity statement (from Office of Judicial Affairs): Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>
- 3 Academic Honesty: Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.
  - 4 Campus policy in compliance with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability. DRC's phone number is 924-6000.
  - 5 For policies on add/drops academic renewal, withdrawal, etc. see <http://www2.sjsu.edu/senate/gradesdrop.htm>.
  - 6 Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities. (<http://www2.sjsu.edu/senate/s90-5.htm>).
  - 7 If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S04-12 requires approval by both instructors. (<http://www2.sjsu.edu/senate/S04-12.pdf> and academic dishonesty [http://sa.sjsu.edu/download/judicial/Academic Dishonesty Policy.pdf](http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf)).

See posted information in classroom for evacuation plan for the classroom.

### Some short rules for writing

1. Put the point of your email (phrased as a question if you want something) in the Subject: line of your email.
2. Words are like clothes: they show the respect you have for *others*. Be mindful of this.
3. Write the way you expect a person with a good education would write.
4. Be direct: use short words, short sentences, and short paragraphs whenever possible.
5. Related to #4, avoid the passive voice. Use the **active voice** whenever possible. For example:

Passive (*wordy, less direct*)

Forty engineers were hired by Tesla.

Many new courses were offered by SJSU in 2018.

Active (*clearer, stronger*)

Tesla hired forty engineers.

SJSU offered many new courses in 2018.



Sometimes cautious writers use the passive:

Passive

Coffee is expensive in the Student Union.  
Mistakes were made.

Active (*clearer, stronger*)

Starbucks charges \$3.00 for a small coffee in the S.U.  
Human Resources made a mistake.

But sometimes we must use the passive because we don't know for sure who did the action:

Passive

The earth was created about 4.54 billion years ago.  
President Kennedy was assassinated in 1963.

Active

?  
?

6. Avoid jargon words or expressions like *going forward*, *at the end of the day*, *reboot*, *it's all good*, *have a conversation*, *go Yankees!*, etc. They can reflect lazy and sometimes shallow thinking.

7. Never write more than two pages on any subject if possible.

8. Check your quotations.

9. Never send an important letter or email on the day you write it. Read it aloud the next morning — and then edit it.

10. Get a trusted friend to read it as well and to suggest improvements.

11. Before you send your email or letter, make sure it is crystal clear what you want the recipient *to do*.

12. If you want ACTION right way, don't write. Go and tell the guy what you want.

### **An insight: The verb “to be” may distort our perception of reality**

Simple changes in your speech and writing can have transformative effects on the way you perceive the world and how others perceive you. This communication hack from an obscure, but influential Polish aristocrat should certainly get you thinking.

#### **Alfred Korzybski**

Alfred Korzybski, a Polish emigre to the US, was a polymath and independent scholar who developed a philosophy called General Semantics. Largely forgotten these days, in the mid-20th century Korzybski was famous, inspiring a legion of followers with interests in areas as diverse as literary criticism, philosophy, linguistics, psychology, and cybernetics.

#### **The map is not the territory**

Korzybski's most memorable idea is that “the map is not the territory.” By “map” Korzybski means our opinions, experiences, background – all the things that influence how we perceive and understand the world.

However, our “maps” are always selective and highly subjective. What I think about a politician is not who the politician is. Nevertheless, we constantly rely on our maps to help us make decisions about our lives. And when misperceptions conflict with reality, this causes misunderstanding and conflict.

According to Korzybski, understanding how we use language was key to avoid these conflicts. And one word in particular seems to get in the way.

### **Getting rid of the word “is”**

Korzybski said that using phrases like “I am, he is, they are, we are” promote a kind of insanity because they reduce complex ideas into single, simple concepts such as “He is a bad person,” “She is ignorant,” “They are unfriendly.”

Korzybski proposed a radical solution for avoiding the kind of traps these types of thought/speech patterns can cause. He suggested that if we stop using the verb “to be” as a way of describe people and things, we can change the way we perceive the world. As Oliver Burkeman in the *Guardian* explains, “To think about and function in the world, Korzybski said, we rely on systems of abstract concepts, most obviously language. But those concepts don’t reflect the world in a straightforward way; instead, they contain hidden traps that distort reality, causing confusion and angst. And the verb “to be,” he argued, contains the most traps of all.”

In 1965, David Bourand, a student of Korzybski, took this idea a step further by proposing a new dialect of English he called “E-prime.” E-prime focuses entirely on eliminating the “to be” verbs.

Getting rid of “is” forces you to stop thinking in terms of generalizations such as “my neighbor is lazy” and instead forces you to think in more accurate terms closer to reality. While this might seem trivial, we know that words can have powerful psychological effects and changing your speech and thought patterns can make a big difference. As Joshua Cartwright explains,

“Consider what happens when you say “I AM a failure.” You equate yourself fully and completely with the idea of failure. No wiggle room. This  $X = Y$  creates all kinds of mental anguish and it doesn’t need to because we never can reduce ourselves to single concepts.”

So in E-prime, you might say something like “I feel like a failure” or “I have failed at juggling” which creates less of a sense of permanence, and opens the possibility for addressing the problem.

### **It affects your writing too**

It’s not just speech where the word “is” can trip us up. It can affect our writing too. Some of the negative outcomes of relying on “to be” include:

- Making your writing and speaking seem static rather than active
- Implying permanence when you don’t want it to
- Spinning your opinions as absolute facts

Using “to be” excessively can also make you

- Look simple
- Show that you only know vague descriptions of events, people, and topics — which may be much more complex and interesting.

**So how do you get rid of “to be”? In some cases you can just simply remove it. E.g.:**

“Anyone who is willing to work hard will succeed in this program” becomes:

“Anyone **willing** to work hard will succeed in this program.”

**Or you can replace it with an action verb, so:**

“She is a slow thinker,” becomes “She **thinks** slowly.” Likewise

“We are in agreement” becomes “We **agree**.”

When you stop relying on “is” in your writing you’ll find the following things happen:

- You don’t make false claims
- You write and speak more clearly and accurately
- You write more powerfully
- You describe your world in more interesting, intelligent, and even exciting ways.
- You say more in fewer words
- You notice a difference between your own opinions and your reality

As you work to remove “is” from your language, you’ll start to become more aware of the reality outside of your own internal maps and perceptions.

And when you move away from these biases and generalizations, you can start accepting others based on what they actually do, say, and think rather than on what you think they “are.”