

Technical Writing Workshop Section 82

CS 100W

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/20/2023

Contact Information

Debra Caires

Zoom Online (no formal office available)

Office Hours: Wednesday 12:30-2:30 and by appointment

I do not have a designated SJSU desktop phone number. Please send your message via Canvas (preferred), as I use the Canvas mobile application on my cell phone and my response is usually within the hour. During lecture, I will also give you alternate ways to contact me directly.

debra.caires@sjsu.edu (response within 24 hours, M-F)

Course Description and Requisites

Advanced writing through preparation of technical reports and presentations. Improving skills for writing subject-related reports, project proposals and personal resumes through practice and evaluation. Course assignments will be related to issues concerning careers in computer science.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with C or better.

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing. Computer Science or Mathematics majors only.

Letter Graded

* Classroom Protocols

Classroom Protocol

1. You are expected to treat faculty and other students with professional respect. Do not disrupt class by leaving and reentering during class or talking on your mobile phones over Zoom. Do not distract your peers or guests by chatting with others off camera. Be attentive to comments made by the instructor and by your peers. Always mute your microphone unless you are speaking.
2. If you have to use your mobile phone for a call, please discretely leave Zoom (mute your microphone and stop the video); I realize that some of you are working adults and need to tend to work. Please let me know via Chat.
3. You are expected to prepare for our course's hands-on activities (the corresponding readings and videos) according to the weekly schedule. We have a limited amount of face-to-face time and we need to use our resources.
4. You DO NOT have permission to record or video lectures unless you have asked beforehand. To do so violates the privacy of your peers and your instructor. I do record my lectures and share them promptly.
5. Dress code for CS100W is business casual (no pajamas, nudity, or shirts with inappropriate, non-professional sayings or images). Remember, you are being recorded via Zoom at all I do not have the time to edit our videos.
6. You must have your 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.** There will be times that I may ask you to close your video (usually if the bandwidth is slow) when we're watching a video or presentation. **Otherwise, your video must be engaged.**

7. Make sure your name appears in your Zoom profile, along with your pronouns (he/his, she/hers, they/them). Both your Zoom profile and Canvas profile must have a professional photograph (headshot). If you have a nickname, please do the following on your profiles: Nathanael (Nate) Caires; this way we will know how to professionally address you.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Goals

Course Goals

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 will be 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.

We will cover the principles and practices of effective writing in the workplace. Technical, scientific, and electronic-mediated writing will be introduced. Each assignment includes audience and organizational needs, visual rhetoric, information design, electronic publication, ethics, technical style, usability testing, and team writing.

Students who complete the General Education curriculum should be able to demonstrate:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):

PLO 1. [Oral Communication]

Create and deliver logically-organized, well-supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.

PLO 2. [Written Communication]

Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.

PLO 3. [Critical Thinking]

Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.

PLO 4. [Quantitative Reasoning]

Analyze, interpret, and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases, and drawing appropriate conclusions.

PLO 5. [Information Literacy]: Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):

PLO 6. [Diversity, Inclusion, and Justice]

Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.

PLO 7. [Civic and Global Engagement]

Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):

PLO 8. [Integration and Application]

Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.

PLO 9. [Reflection and Self-Assessment]

Evaluate and reflect on one's own learning while building on prior knowledge and life experiences.

Course Learning Outcomes (CLOs)

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

Course Materials

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

1. An E-mail account that lets you attach and receive files - this means that you need to have enough storage to handle files for class; please set up a Google Drive folder labeled [2023 SUMMER CS100W] so that you can remain organized during the semester. Please bookmark your SJSU email account and check it frequently, as you can only access my Google forms (often

uploaded to Canvas) using your @sjsu.edu email account (FERPA compliant).

2. Internet Access - you will need a reliable way to browse the Web and store Web-enabled files. You need an understanding of working online in a cloud-based platform (examples are: Google Drive, Canvas, Dropbox, Zoom, and possibly Slack or Discord, which is an industry-standard, as well as GitHub).
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download plug-ins for all; please make sure your Google Chrome is the latest version. Here is the [G Suite user guide to accessibility](#) and the link is <https://support.google.com/a/answer/1631886?hl=en>.
4. You will need to develop your Canvas account with an **updated profile paragraph and profile photo**; I will need to see a photo of you in your Google mail (sjsu.edu email or Gmail) so that I know the identity of the sender and receiver (my goal is to get to know you personally). Additionally, you will need a clear headshot photo for Canvas or your assignments will **NOT** be graded. Please upload the Canvas App to your cell phone, as it is a fast and secure format for you and me to communicate and exchange needed information if you have concerns or questions. **Warning:** do not use the Canvas Mobile app for uploading assignments if you can help it, as students have had problems in the past and missed deadlines.
5. During the course of the semester, you will also develop a professional profile on LinkedIn and post your past and current work, projects, and education for employers to view; you'll need a professional looking photo for your profile.
6. Zoom: you will need to update your SJSU Zoom account (you may need to download a plug-in if you have not used Zoom in the past) please visit our Zoom enterprise application by visiting this page [here](#) or visiting this link: <https://sjsu.zoom.us/>. Create your account, download the Chrome plug-in, and also download either "Install Zoom Scheduler for Chrome or "
7. You will need to download Adobe's Creative Cloud software, including Adobe's Spark, from [SJSU's Adobe Software Program](#) which can also be found at <https://www.sjsu.edu/it/services/collaboration/software/instructions.php>. **If you DO NOT have access, please alert me immediately.** If you need to fill out a form for access you might need to also attach a copy of **THIS syllabus** for proof that you're enrolled and Adobe's Creative Cloud is a
8. You will need to learn professional time management skills; therefore, create a Google calendar that you can follow and check often; we will also build our Google Calendar during class.
9. In addition to having access to these technologies, you will also need a positive attitude towards learning technologies that you don't know as you will be working collaboratively in groups within Zoom's Breakout Rooms and Google Meet. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

Required Texts/Readings

Business Communication Today, Edition 14, by Courtland L. Bovee and John V. Thill (find this text online as it is an older edition and cheaper)

Other Readings (Suggested)—all texts

1. Cracking the Coding Interview, 4th Edition, by Gayle Laakmann
2. Agile for Dummies, by Mark C. Layton
3. Grammar Essentials for Dummies, by Geraldine Woods with Joan Friedman, Wiley Publishing,
4. 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

CS100W ASSIGNMENTS FOR COURSE GRADING

Assignment/Activity	Weighted Units	Date Due (See Canvas Calendar/Schedule)	SLOs Mastered	Word Count
Weekly Technical Documents based on readings	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, and 4 GELO 1, 3, 4	400-600 words each (based on peer-reviewed documentation); submitted online Weekly
Pre-quizzes and Worksheets (Weekly)	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, 4 and 5	Submitted online weekly
Post-quizzes and Activities (Weekly)	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, 4 and 5	Submitted online weekly
Résumé for Job Fair STEM Undergraduate Job/Internship Fair, (See Canvas for scheduled dates) Make sure you pre-register via your Handshake account!	CR/NC	First Submission: Canvas Last Submission: (for grade overview) during Final Portfolio submission, this document will be graded for course credit before the Career Fair (see Canvas)	SLOs 1 and 3 GELO 2	300-800 words
Final Professional Portfolio: 1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile 2. Professional Cover Letter written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual—job spec must be included); 3. Two final re-written documents (thank you letter, plus one more); these will represent an example of your writing progression; 4. Final Proof of Concept can be based on the following:	20%	WED, DEC 7th, 2023, before 11:59 p.m. via online Canvas.	SLOs 1, 2, 3, 4, and 5 GELO 1, 2, 5, 6	5000-6500 words

a. Computer Science project from one of your (department) CS courses;				
b. or a Computer Science project successfully				
developed (personal or from employment).			Culmination of SLOs 1, 2, 3, 4, and 5	
5. 60-second pitch video (Video Résumé) using Adobe's Spark Video				
6. 2-minute Proof of Concept Pitch (employer ready) using Adobe's Spark Video				
7. Website URL (Adobe Spark Page— employer ready) showcasing numbers 1, 4, 5, and 6 above, active link buttons to your GitHub, LinkedIn, and email must be included.				
**Comprehensive Grammar Exam	20%	Please see the SJSU's final exam schedule		
	100%			

All items found in the table above will be posted to Canvas inside weekly dated modules. Unlike essay writing, technical writing is defined by a set of standards often rendered as document templates. Faithfully following prescriptions for documents is often portrayed as the exclusive or single goal of technical writing; it is not. However, document templates will help you organize your ideas by offering a working outline. These templates also provide for transitions among ideas. As you will see in the following grading criteria, the emphasis is placed on the writer clearly defining the audience, rhetoric development, clearly presenting the purpose, and a professional presentation of each document.

Professional Portfolio: we will work on the portfolio the majority of the semester. The following items constitute your final Professional Portfolio (the portfolio must be submitted to Canvas by the final date and include all of the following):

1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile (1X);
2. Professional Cover Letter is written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual—you must provide the job specification) (1X);
3. Two final re-written documents (crafted into professional letters or memos--such as a thank you letter, letter of resignation, etc.); these will represent an example of your writing progression (due before the final portfolio) (1X);
4. Final Proof of Concept based on the following (6X): **We will look at a pre-existing mobile app or website that needs reconstructing and propose**
5. 60-second pitch video (Video Résumé) using Adobe's Express Video (1X);
6. 2-minute Proof of Concept Pitch (employer ready) using Adobe's Express Video (1X);
7. A demonstration of your working prototype (the platform we use is Adobe Xd) (3X);

8. And a Website URL (Adobe Express Page—employer ready) showcasing numbers 1, 5, 6, and 7 above along with active buttons to your LinkedIn profile, GitHub repository, and current e-mail (2X).

We will work on and develop the Proof of Concept (POC) and Professional Portfolio over the entire semester. (Note: #X denotes weighted units for grading.)

GE Learning Outcomes (GELO)

Upon completion of this course:

1. 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
2. GELO 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.
3. GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical
4. GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and
5. 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
6. 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.

✓ Grading Information

Grading Information

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.

Due to FERPA regulations, I do not discuss grades via email or online.

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.”

Grading Policy

SJSU 100W course grade distribution is as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0) D- (0.7) AND F (0.0)

NOTE: this course must be passed with a C or better as a CSU graduation requirement. All Assignments, Final Portfolio, and Comprehensive Grammar Exam Grade Distribution:

100 A+	99-97 A	96-94 A-
93-90 B+	89-86 B	85-80 B-

79-76 C+	75-73 C	72-70 C-
69-66 D+	65-63 D	62-60 D-
59 and below F		
All assignments are will be submitted to turnitin.com for plagiarism screening. Neglecting to do so will mean your submission will be left ungraded. Please do not use AI programs for writing your work.		

***Final grade is calculated based on table above.**

All assignments are graded using a standardized rubric (always given to you and it is your responsibility to review grading standards). You have complete control over your grade at all times and have access to your up-to-date grades on Canvas. Please do NOT wait until the end of the semester, when grades are due, to speak to me regarding where you've let your grades slip. Please communicate with me often and early IF you are having any difficulties in the course.

How grades are determined when using a rubric

4.0: The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and supports the overall objective. Data and descriptions are objectively stated and separated from interpretations Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. It exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

3.7: Generally, means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea. For example, a proposal that addresses the criteria provided in an RFP (Request for Proposal) but fails to develop a section pertaining to the budget.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as an 'A' paper. A successful effort is evident throughout the paper. Slight inconsistencies in identifying audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content. No major grammatical errors; some minor grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element.

3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper may possess greater clarity.

Audience is clearly identified and the contexts governing the explanation and interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences for example.

2.7: A lack of connection among, for example, audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.3: Exceeds the criteria for a 'C' in one or more areas, perhaps more imagination in thought and explanation, greater consistency in determining audience, purpose and objective. There are fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion; fewer grammatical and cosmetic errors are found. An easier read than the 'C' paper.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist incoherence organization and

development. Contains errors in technical content.

Technical content marginally supports the conclusion; some major grammatical errors and frequent minor grammatical errors. The paper is difficult to read and lack flow. Graphics do not support content objectives. The document template used may be missing a major element; a required section of a proposal for example.

1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a weapons controversy may deal with a number of different systems in only a cursory way.

No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or F paper will not be accepted. Determining your course grade outcome:

I will ask you revise C- or BELOW papers until you receive, minimally, a C; you will be expected to visit the Writing Center in the Martin Luther King Library (second floor) for tutoring help. You have the choice of whether or not to revise. If you select not to revise your work, you will receive the failing grade that you have earned and agreed on keeping. All assignments are graded using detailed rubrics that I will share with you BEFORE the assignment is due.

Late Assignment Reminder:

Deadlines are to be met. Barring personal crisis, family emergencies, or severe illness (please let me know ahead of time), all late papers will be subject to **10% grade off per working day late; Canvas will have strict deadlines that need to be met.** Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of a computer malfunctioning, minor illnesses, or falling behind). Finally, please refer to the revision policy (below).

Given the nature of our formal assignments, I will **NOT** accept late submissions unless you have documentation from a physician, counselor, or employer.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

CS100W / Technical Writing Workshop, Fall 2023, Course Schedule

Course Schedule: *The schedule is subject to change based on instructor's discretion and student in-person unanimous vote.*

Week	Textbook Chapter (required reading)	Readings, Discussions, and Workshop Topics: each topic (below) will have a pre-quiz (warm-up), in class collaborative writing assignments, and post-quizzes.	Canvas MODULE Week of	Canvas Modules
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1		*Introduction, Game plan for our Zoom team, overview of syllabus, and ice breaker	Aug 21	ONE
2	1	Professional Communication in a Digital, Social, Mobile World	Aug 28	TWO
3	2	Collaboration, Interpersonal Communication, and Business Etiquette	Sept 4	THREE
4	19	Applying and Interviewing for Employment	Sept 11	FOUR
5	18	Building Careers and Writing Résumés	Sept 18	FIVE
6	10	Writing Routine and Positive Messages	Sept 25	SIX
7	11	Writing Negative Messages	Oct 2	SEVEN
8	12	Writing Persuasive Messages	Oct 9	EIGHT
9	13	Finding, Evaluating, and Processing Information	Oct 16	NINE
10	12 pt 2	Writing Persuasive Messages	Oct 23	TEN
11	4	Planning (General Technical) Business Messages	Oct 30	ELEVEN
12	14 & 15	Writing and Completing Reports and Proposals	Nov 6	TWELVE

13	16	Developing Presentations in a Social Media Environment (Using Technology)	Nov 13	THIRTEEN
14	17	Enhancing Presentations with Slides and Other Visuals Presentations	Nov 20	FOURTEEN
15	5 6	Writing Business Messages Completing Business Messages Presentations	Nov 27	FIFTEEN
16.1		Presentations Wrap-up	Dec 4	SIXTEEN
16.2		Portfolio Due before 11:59 PM	Dec 7th	SEVENTEEN