

**San José State University**  
**CoSci/CS Department**

**CS100W, Technical Communication, Sections 01, 02, 03, and 04, Spring 2016**

**Course and Contact Information**

|                                  |   |
|----------------------------------|---|
| <b>Instructor:</b>               | Debra Caires (sections 01, 02, 03) and<br>Francisco de la Calle (section 04)  |
| <b>Office Location:</b>          | Debra Caires MQH 218 (CS Dept. Office MQH208) and<br>Francisco de la Calle CL 410F  |
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| <b>Office Hours:</b>             | Debra Caires, Thursday 14:00—17:00, and Monday/Friday WebEX by<br>appointment<br>Francisco de la Calle, Mondays 10:00—11:30 |
| <b>Class Days/Time:</b>          | Section 01, TR 9:00 — 10:15<br>Section 02, MW 10:30 — 11:45<br>Section 03, TR 10:30 — 11:45<br>Section 04, MW 12:00 — 13:15 |
| <b>Classroom:</b>                | Science 311 All sections  |
| <b>Prerequisites:</b>            | Upper Division Undergraduate Student Standing, Pass WST   |
| <b>GE/SJSU Studies Category:</b> | Area Z  |

**Course Format**

This course is taught as a hybrid (see schedule for hybrid days) and follows a flipped model of in-class participation.

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 of your storage quota left to handle files for class. Please activate your SJSU email account.
2. Internet Access - you will need a reliable way to browse the Web and store web-enabled files. You will also need an understanding of working online in a cloud-based platform (Google Drive, Dropbox, and WebEx).
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download all.
4. You will need to develop your Google Plus account with an updated profile and profile photo; I will need to see a photo in the Google mail (sjsu.edu email) so that I know the identity of the emailer.
5. Additionally, you will need a professional (personal is not preferred) Facebook page for joining the both the course (closed private) Facebook group. For this course please create a professional Facebook account; make sure

- you have a professional photo—not an avatar. Posting on this social media site will be closed and private
6. During the course of the semester you will also develop a professional profile on LinkedIn.
  7. WebEx: you will need a WebEx account, make sure you have a photo of yourself (clear) attached to your account; if you do not know how to use WebEx—take the tutorial on SJSU’s WebEx site and read: [SJSU's WebEX Quick Guide for Students](http://www.sjsu.edu/at/ec/webex/WebEx_Tutorial_Attendee_v1.pdf) at [http://www.sjsu.edu/at/ec/webex/WebEx\\_Tutorial\\_Attendee\\_v1.pdf](http://www.sjsu.edu/at/ec/webex/WebEx_Tutorial_Attendee_v1.pdf).
  8. You will need Microsoft Office 365 for education (we use Readability and Usability statistics embedded in the program) or similar office software, especially Word, Excel, and PowerPoint. If you work from home, you should be prepared to transfer files across platforms and versions of software, if necessary. Obtain this software from: [Microsoft Software for Student Owned Machines](http://its.sjsu.edu/services/software/microsoft-students/) at <http://its.sjsu.edu/services/software/microsoft-students/>
  9. You will need to download Adobe’s Creative Suite [SJSU's Adobe Software Program](http://its.sjsu.edu/services/software/adobe/) found at <http://its.sjsu.edu/services/software/adobe/>
  10. You will need to learn, use, and maintain a technical, professional blog (based on peer reviewed literature and use case studies) using [Google's Blogger](https://www.blogger.com) which can be found at <https://www.blogger.com>

In addition to having access to these technologies, you will also need a positive attitude towards learning technologies with which you may be unfamiliar. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to do. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

CS100W is a flipped classroom; this means that much of you will need to complete for assignments will be tackled in class. Attendance and participation in this class are very important. In this class, much like a lab, you will do much of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity among your peers and, often, a poor end result for the client and entire team. Additionally, you will find that this course is mainly a “collaborative” class and not strictly lecture in format. Be prepared to jump-in and work, as many tasks will be required for submission in either hardcopy or email softcopy directly after lecture.

Since we will be using AGILE, **every class meeting will contain a “scrum” or team meeting.** Missing this vital meeting time will be that work will be assigned to you and you will not have a voice in whether or not you wish to complete that part of the group project.

Quizzes will be part of most, if not every, lecture meeting. Do not miss out on earning these points.

## 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 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 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.

## Service Learning Outcomes

CS100W is designated as a Service Learning Course; please expect a pre and post survey during the semester.

All SJSU designated Service-Learning (SL) courses support University Learning Goals for Applied Knowledge (ULG 4) and Social and Global Responsibility (ULG 5). As a result of their service learning experience, Learners will be able to:

1. Demonstrate knowledge of the needs and assets of the multidimensional community as expressed in a community organization;
2. Reflect orally and in writing the integration of their service experience with the learning outcomes of the course; and
3. Explain the ethical issues that underlie the community needs and solutions they experience in their service project.

All SJSU designated Service-Learning (SL) courses must incorporate a minimum of ten hours of community-based service and/or research over an extended period of time throughout the term. Service-learning must be integrated with course learning; therefore, learners must produce one or more structured reflections (e.g., in discussion, journals, papers, public presentations) that demonstrate integration of the service experience with course learning outcomes. Learners must complete a CSU-SJSU Learning Plan & Participation Guide, serve only with an SJSU approved community partner organization; and enter all required SL information in the **SJS4-Spartans 4 Service** database.

## Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 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.
2. CLO 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.
3. CLO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. CLO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. CLO 5. Learners will be able to read, understand, and interpret material on technology. They will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. CLO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including on-line research. They will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical blog. Learners will be able to dissect a use case study and understand its parts.

## Required Texts/Readings

The required textbooks are:

1. [Cracking the Coding Interview](http://www.eenadupratibha.net/Engineering-Colleges/Engineering-Jobs/Documents/crackingthecodinginterview.pdf), 4th Edition, by Gayle Laakmann at <http://www.eenadupratibha.net/Engineering-Colleges/Engineering-Jobs/Documents/crackingthecodinginterview.pdf>
2. [Agile for Dummies](http://cs.anu.edu.au/courses/COMP3120/public_docs/AgileForDummies.pdf), CA Technologies Edition at [http://cs.anu.edu.au/courses/COMP3120/public\\_docs/AgileForDummies.pdf](http://cs.anu.edu.au/courses/COMP3120/public_docs/AgileForDummies.pdf)
3. Grammar Essentials for Dummies, by Geraldine Woods with Joan Friedman, Wiley Publishing, Inc.
4. English Grammar Workbook for Dummies, 2nd Edition, by Geraldine Woods

## Course Requirements and Assignments

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 (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 in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Student Learning Objectives (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs)

Learners shall write complete essays that demonstrate college-level proficiency. Learners shall be able to:

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

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, emphasis is placed on the writer clearly defining the audience, rhetoric development, clearly presenting the purpose, and a professional presentation of each document.

Subject to change based on class needs and instructor's discretion. **(Units = weighted units)**

| Assignment/Activity   | Weighted Units  | Date Due (Also See Class Calendar/Schedule)  | SLOs Mastered                         | Word Count                                 |
|---|---|--|---------------------------------------|--|
| TECHNICAL BLOGS 1, 2, 3, 4, and 5<br>Blog Peer Assessments 1, 2, 3, 4, and 5  | 15 Units  | Blog #1: February 19<br>Blog #2: March 4<br>Blog #3: March 18<br>Blog #4: April 8<br>Blog #5: April 22<br>Due Friday Night by 6:00 p.m.  | SLOs 1, 2, 3, and 4                   | 400-600 words each (blog and assessment)   |
| Pop Quizzes and Worksheets  | 8 Units   | TBA  | SLOs 1, 2, 3, 4 and 5                 | Typically scantron, fill-in (short answer) |
| (2 Workshops during the semester)<br>Writing Center Workshop and/or Tech Talks on campus)   | 4 Units of CR/NC (two units for each workshop)  | See Writing Center schedule for times and dates; Tech Talks TBA in Sci 311, Wednesday nights (6:00-7:30 p.m.)  | SLOs 1, 2, 3, 4, and 5 preparation    | 100-150 words each                         |
| LinkedIn Profile  | 3 Units   | Draft Due: March 23/24<br>Final Due: April 8   | SLOs 1 and 3                          | 300-800 words                              |
| Résumé  | 2 Units   | Worksheet Due: February 12<br>Draft Due: March 23/24<br>Final Due During Finals Week   | SLOs 1 and 3                          | 300-800 words                              |
| End of Sprint Report (Written Exam)<br>Sprint One<br>Sprint Two<br>Sprint Three<br>Sprint Four<br>Sprint Five   | 10 Units Total<br>Sprint One 2 Units<br>Sprint Two 2 Units<br>Sprint Three 2 units<br>Sprint Four 2 Units<br>Sprint Five 2 Units<br>=10 units total | Draft Sprint One: March 7/8<br>Draft Sprint Two: March 21/22<br>Draft Sprint Three: April 4/5<br>Draft Sprint Four: April 18/19<br><br>Final Document (Sprints 1, 2, 3, 4, & 5 due | SLOs 1, 2, 3, 4, and 5                | 1000-1500 words each sprint (team project) |
| End of Applied Project<br>Project Manager Self Evaluation and Portfolio/Online Team Evaluations   | 2 Units   | May 6 <sup>th</sup> during the Poster Expo   | SLOs 1, 2, 3, 4, and 5                | 200-500 words                              |
| Hybrids 1-12 (all course reading, viewing schedule, and worksheets)   | 9 Units   | Weekly (weeks 1-15)  | SLOs 1, 2, 3, 4, and 5 preparation    | Flipped classroom activity                 |
| **Post-Grammar Exam   | 15 Units  | See Schedule of Classes for Final Exam Week: Section Dependent, Course Schedule (below), and/or class Google calendar.   |                                       |  |
| Poster Presentation: Final Exam—all must be present (mandatory)<br>100-200 Word Script—elevator speech—and poster jpeg submitted by Midnight May 5th) | 8 Units   | May 6 <sup>th</sup> , Friday, 8:00 am till Noon<br>MQH 2nd Floor (entire floor)  | Culmination of SLOs 1, 2, 3, 4, and 5 | 100-200 word pre-script                    |
|   | *Total/= 76 Units<br>Ending Grade   |  |                                       | 8,000-+15,000                              |

\* Weighted Units for Grading. Each Unit =s a weighted grade. Example: Each Blog=s 3 units or if awarded a B it is calculated as 3x 3.0=9.0

\*\* Pre-grammar exam TBD and will be announced during normal lecture times—does not count toward overall grade.

Online CSU GPA Grade Calculator:

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 (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 in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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.

Please use the [GPA Grade Calculator of Fresno State](#) at <http://www.fresnostate.edu/studentaffairs/advising/gpa-calc.html>.

Utilize this GPA tool during the semester so you can calculate your grade and weighted units (presented in assignment dependent rubrics) on a continual basis. Due to FERPA regulations, I do not discuss grades via email or online.

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.

- Since attendance per se may not be used as a criterion for grading, if you grade on participation (which can be used) some indication of how participation will be assessed should be included, such as, pop quizzes, in-class writing assignments, conversation and discussion groups, etc.

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 insure 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 A, A-, B+, B, B-, C+, C, C-, D+, D, D- AND F

NOTE: this course must be passed with a C or better as a CSU graduation requirement.

Course Individual Assignment Grades (based on rubrics for each assignment) are as follows:

4.00 or an A  
3.70 or an A-  
3.30 or a B+  
3.00 or a B  
2.70 or a B-  
2.30 or a C+  
2.00 or a C  
1.70 or a C-  
1.30 or a D+  
1.00 or a D  
0.70 or a D-  
0.00 or an F = Missing or unacceptable work

## Pre and Post Grammar Exam Grading:

|                |         |          |
|----------------|---------|----------|
| 100-99 A+      | 98-93 A | 92-90 A- |
| 89-86 B+       | 85-83 B | 82-80 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 graded using a standardized rubric (always given to you and it is your responsibility to review grading standards)

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 support 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. 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.

**2.0:** 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 in coherence, 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.

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. Fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion. Fewer grammatical and cosmetic errors. An easier read than the 'C' paper.

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 Clark Hall for tutoring help. You have the choice of whether or not to revise. If you choose not to revise, you will receive the failing grade you have earned and agreed on keeping. All assignments are graded using a detailed rubric.

Late Assignment Reminder:

Deadlines are to be met. Barring personal crisis, family emergency, or severe illness (please let me know ahead of time), all late papers will be subject to **10% grade off per working day late**. Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of computer malfunctioning, minor illnesses, or falling behind). Finally, please refer to the revision policy (below) in considering whether or not you should turn in an "unfinished" formal writing assignment or submit a professional memo asking for an extension, along with your documentation.

Given the nature of our formal assignments, **I will NOT accept late submissions in the classroom**; additionally, do not slide documents under my office door, give to my office mate (as my office mate is not your instructor for CS100W), or hand-in to the CS office staff (they have been advised not to take late assignments). **For example, if you are submitting your midterm late, you will need to mail the document in via mail carrier (FedEX, UPS, USPS, etc.) to:**

San José State University  
Computer Science Department  
Attn: *Your Instructor's Full Name and Title*  
One Washington Square  
208 MacQuarrie Hall  
San Jose, CA 95192-0249

All other assignments, **if late, will need to be turned in during the re-write submission time** and date (no exceptions); if no re-write exists, you will need to make arrangements with your instructor during their scheduled office hours. You will forfeit your re-write opportunity for increasing your grade. However, you will not be penalized for missing the first submission time slot IF, AND ONLY IF, you submit an Extension Memo, along with a cover sheet and documentation, asking for an extension during the original due date.

## **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 using mobile phones. Do not distract your peers or guests by chatting. Be attentive to comments made by the instructor and by your peers.
2. You are expected to be prepared for course 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 this resource wisely.

## **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 arise. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/splash/catalog.html), at <http://info.sjsu.edu/web-dbgen/splash/catalog.html>. 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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies section](http://info.sjsu.edu/static/catalog/policies.html) at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings

are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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 S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/> .

### **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **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) 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. (Note: You need to have a QR Reader to scan this code.)



# CS100W / Technical Writing Workshop, spring 2016, Course Schedule

The following schedule is subject to change with fair notice via email.

## Lecture and Hybrid Schedule

| Week | Dates (M/R*)       | Lecture/<br>Hybrid | Topics Covered   |
|------|--------------------|--------------------|--|
| 1    | Jan 28 (R)         | Lecture            | Lecture: Course Intro, Building Teams, Agile User Stories  |
| 2    | Feb 1/2 (M/T)      | Lecture            | Lecture: Course Intro, Building Teams, Agile User Stories  |
| 2    | Feb 3/4 (W/R)      | Lecture            | Why Projects Fail, Project Requirements and Specifications   |
| 3    | Feb 8/9 (M/T)      | Hybrid             | Nathan Shedroff on Design Strategy and the Merging of Business and Design  |
| 3    | Feb 10/11 (W/R)    | Lecture            | Selecting Your Project and Developing Your Team; Developing and Using Google Calendar for all Courses/Projects; Gathering Points |
| 4    | Feb 15/16 (M/T)    | Hybrid             | Designing a Culture of Innovation - Jeff Gothelf, at USI   |
| 4    | Feb 17/18 (W/R)    | Lecture            | Backlogs, User Stories, Burndown Charts, and Flow Charts   |
| 5    | Feb 22/23 (M/T)    | Hybrid             | Software Testing: A Case Study   |
| 5    | Feb 24/25 (W/R)    | Lecture            | Marketable Skills, Selling What You Can Do for the Client (Project Driven)   |
| 6    | Feb 29/Mar 1 (M/T) | Hybrid             | <a href="#">Sprint One Understanding and Writing Sprint Retrospectives</a>   |
| 6    | Mar 2/3 (W/R)      | Lecture            | Wrapping Up Sprint One, End of Sprint Report, Hand-off to Sprint Two Manager   |
| 7    | Mar 7/8 (M/T)      | Hybrid             | Sprint One Wrap-up and Retrospective   |
| 7    | Mar 9/10 (W/R)     | Lecture            | Determining Progress Based on Burndown/Burnup Charts   |
| 8    | Mar 14/15 (M/T)    | Hybrid             | Looking back: successful retrospectives and group success  |
| 8    | Mar 16/17 (W/R)    | Lecture            | 10-Minute Group In-Class Updates Regarding Project Progress and Wrapping Up Sprint Two   |
| 9    | Mar 21/22 (M/T)    | Hybrid             | Sprint Two Wrap-up and Retrospective   |
| 9    | Mar 23/24 (W/T)    | Lecture            | <b>Pre Grammar Exam (LinkedIn Profile and Résumé Due)</b>  |
| 10   | Spring Break       |                    | <a href="#">Spring Break March 28-April 1, 2016</a>  |

| Week              | Dates (M/R*)                         | Lecture/<br>Hybrid | Topics Covered   |
|-------------------|--------------------------------------|--------------------|--|
| 11                | Apr 4/5 (M/T)                        | Hybrid             | Spring Three Wrap-up and Retrospective for Sprint Three  |
| 11                | Apr 6/7 (W/R)                        | Lecture            | Writing Use Case Studies, Creating Training Modules, Completed Documents for Sprints 1, 2, and 3         |
| 12                | Apr 11/12 (M/T)                      | Hybrid             | Professional Presentation Techniques; Crafting the Elevator Speech                                       |
| 12                | Apr 13/14 (W/R)                      | Lecture            | 10-Minute Sprint Four Project Manager (and Team) Update Presentation                                     |
| 13                | Apr 18/19 (M/T)                      | Hybrid             | Wrap-up and Retrospective for Sprint Four  |
| 13                | Apr 20/21 (W/R)                      | Lecture            | Last Sprint for Getting Deliverables Ready for Final Client Handoff                                      |
| 14                | Apr 25/26 (M/T)                      | Hybrid             | Ready Retrospective for Sprint Five  |
| 14                | April 27/28 (W/R)                    | Lecture            | Poster Expo Review Session and Posters Drafts (Digital Copy) Due   |
| 15                | May 2/3 (M/T)                        | Poster Critique    | Poster Expo Review Session and Posters Drafts (Digital Copy) Due   |
| 15                | May 4/5 (W/R)                        | Hybrid             | Pick-up posters from printer's, ready team for Poster Expo on Friday, May 6                              |
| 15                | May 6                                | Poster Expo Final  | 8:00 a.m. until 12:00 Noon   |
| 16                | May 9/10 (M/W)                       | Conferences        | End of semester one-on-one evaluation (return portfolio)   |
| 16                | May 11/12 (W/R)                      | Conferences        | End of semester one-on-one evaluation (return portfolio)   |
| 17                | May 16 (M)                           | Conferences        | End of semester one-on-one evaluation (return portfolio)   |
| <b>Final Exam</b> | May 19<br>May 24<br>May 18<br>May 19 | Finals             | Section 01, 07:15-09:30<br>Section 02, 09:45-12:00<br>Section 03, 09:45-12:00<br>Section 04, 09:45-12:00 |

- (\*) Sections 02 & 04 meet on Mondays (M) and Wednesdays (W).  
Sections 01 & 03 meet on Thursdays (T) and Thursdays (R)
- (\*\*) The Poster Expo will take place on Friday May 6 (8:00 AM-12:00PM) at MQH 2<sup>nd</sup> floor for all sections.  
This includes the project manager self-evaluations and portfolio online team evaluations.
- (\*\*\*) The final exam is the post-grammar exam. All sections have the exam at SCI311.