San José State University
CoSci/CS Department
CS100W, Technical Communication, Sections 01, 02, 03, and 04
SPRING 2017

Course and Contact Information

Instructor:	Debra Caires (sections 01, 02, 03) and Francisco de la Calle (section 04)
Office Location:	Debra Caires MQH 218 (CS Dept. Office MQH208) and Francisco de la Calle CL 410F
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Office Hours:	Debra Caires, Friday 1:00-2:00 p.m. (by appointment in person), Wednesday and Thursday 6:00-7:30 p.m. (WebEX online drop-in); Monday, Tuesday, and Friday WebEX by appointment (standing team appointments will be held Mondays and Tuesdays and be scheduled throughout the entire semester) Francisco de la Calle, Mondays and Wednesdays, 10:30 a.m.-12:00 p.m.
Class Days/Time:	Section 01 TR 09:00 10:15 Caires Section 02 MW 10:30 11:45 Caires Section 03 TR 09:00 10:15 Caires Section 04 MW 12:00 13:15 De la Calle
Classroom:	Science Bldg. 311 for sections 01, 02, and 03 Duncan Hall 450 for section 04
Prerequisites:	Upper Division Undergraduate Student Standing, Pass WST
GE/SJSU Studies Category:	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 and check it frequently; Google Classroom only allows your SJSU email to sign-up for the class (sections 01, 02, and 03), upload assignments, and access all course materials, as these items are protected behind SJSU's firewall.
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, Google Classroom, Dropbox, and WebEx).
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download all; please make sure your Google Chrome is the latest version.
4. You will need to develop your Google Plus account with an **updated profile and profile photo**; I will need to see a photo of you in your Google mail (sjsu.edu email) so that I know the identity of the sender; additionally, you will need a clear head-shot photo for Google Classroom or your assignments will not be graded.
5. Additionally, you will need a professional (personal is not preferred) Facebook page for joining 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; we use this platform as an online forum for question and answer sessions for job announcements, guest speaker and recruiter announcements, and workshop announcements.
6. During the course of the semester you will also develop a professional profile on LinkedIn and post your past and current work for employers to view.
7. WebEX: you will need to activate your SJSU WebEX account (you may need to download a plug-in if you have not used WebEX in the past, make sure you provide a photo of yourself (clear) uploaded to your account profile; 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 at 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 free student software from: Microsoft Software for Student Owned Machines at http://its.sjsu.edu/services/software/microsoft-students/
9. You will need to download Adobe's Creative Cloud software, including Adobe's Spark, from SJSU's Adobe Software Program 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 LinkedIn for blog posting (if you have permission--your profile will need to be developed) or the online platform called Medium.
11. You will need to learn good time management skills; therefore, your instructor has already created a Google calendar for CS100W that reflects all lectures, hybrids, activities, milestones, quizzes, and assignments. You will need to maintain a semester calendar that reflects all of your courses and their requirements.

In addition to having access to these technologies, you will also need a positive attitude towards learning technologies with which you may be unfamiliar and working collaboratively. 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.

CS100W is a flipped classroom format; this means that much of what you will need to complete for assignments will be tackled in class, hands-on, and in teams. Attendance and participation in this course are very important. In this course, much like a lab, you will complete most 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 project 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 uploaded softcopy directly to Google Classroom during our class meeting time. And, by all means, always feel free to ask questions.

Since we will be using AGILE Methodology, **every class meeting will contain a "scrum" or team meeting.** Missing this vital meeting time will mean 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, workshop meeting and hybrid. Do not miss out on earning these points. **If you have completed the reading, quizzes are very straightforward and not difficult.**

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 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.

GE Learning Outcomes (GELO) Learning Outcomes

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 tasks.
2. GELO 2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
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 writing.
6. GELO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including on-line research. Learners 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.

Course Learning Outcomes (CLOs)

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

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. 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. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including on-line research. Learners 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, 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, Inc.
4. English Grammar Workbook for Dummies, 2nd Edition, by Geraldine Woods

Note: Google Classroom for CS100W will provide many resources for your written communication needs. Sources can be found in the "About" section and attached to every assignment.

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 [45-hours per 1-unit of credit] (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 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.

Assignment/Activity	Weighted Units	Date Due (Also See Class Calendar/Schedule)	SLOs Mastered	Word Count
TECHNICAL BLOGS 1, 2, 3, 4, and 5	15 Units (Each blog=3 units)	All blog posts must be submitted to Criterion before posting and must rate a score 5 or better on Criterion: Blog #1 Due Friday, February 17th: Who's Watching You? Blog #2 Due Friday, March 3rd: College and Career Goals Blog #3 Due Friday, March 17th: Achievements vs. Talents Blog #4 Due Friday, April 7th: Realistic Career Goals Blog 5 is due by Friday, April 21: Blow the Whistle?	SLOs 1, 2, 3, and 4	400-600 words each (based on peer reviewed documentation)
Quizzes and Worksheets	6 Units	See Google Classroom (sections 1, 2, and 3) and Canvas (section 4)	SLOs 1, 2, 3, 4 and 5	Typically online; word count varies
(2 Workshops during the semester) CS100W Tech Talks and Recruiting Events or other instructor approved events	4 Units	Times and Venue TBA	SLOs 1, 2, 3, 4, and 5 preparation	100-150 words each (written evaluation)
LinkedIn Profile	5 Units	First Submission: March 8 & 9 Last Submission: (for grade increase) during Post Grammar Exam	SLOs 1 and 3	300-800 words
End of Sprint Report Sprint One Sprint Two Sprint Three Sprint Four Sprint Five	10 Units Total Sprint One 2 Units Sprint Two 2 Units Sprint Three 2 units Sprint Four 2 Units Sprint Five 2 Units =10 units total	We will work on this document in lecture/workshop and outside of class during the entire semester.	SLOs 1, 2, 3, 4, and 5	1000-1500 words each sprint (team project)
Hybrids 1-12 (all course reading, viewing schedule, and worksheets)	7 Units	Weekly (weeks 1-15)	SLOs 1, 2, 3, 4, and 5 preparation	Flipped classroom activities; word count varies
**Post-Grammar Exam (pre-grammar given during semester; see course schedule)	15 Units	See Schedule of Classes for Final Exam Week: Section Dependent, Course Schedule (below), and/or class Google Classroom calendar.		
SVBPC Presentation or Virtual Presentation Competition	5 Units	May 25 or May 12 (depending on whether your submission has been accepted)	Culmination of SLOs 1, 2, 3, 4, and 5	100-200 word pre-script and final résumé ready for employers or judges
	*Total/= 67 Units Ending Grade			

* 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 does not count toward overall grade. Subject to change based on class needs and instructor’s discretion. (Units = weighted units)

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.

Online CSU GPA Grade Calculator:

Please use the GPA Grade Calculator of Fresno State at
http://www.fresnostate.edu/studentaffairs/advising/students/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

The same GPA distribution will be used for calculating your final course grade.

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 submitted 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 Request Memo, along with 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 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 wisely.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs: http://www.sjsu.edu/gup/syllabusinfo/

CS100W / Technical Writing Workshop, Spring 2017, Course Schedule

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

Lecture and Hybrid Schedule

Note: All reading material will be uploaded to CS100W's Google Classroom (sections 1, 2, and 3) and Canvas (section 04).

Week	Dates (M/T/W/R *)	Lecture /Hybrid	Topics Covered
1	Jan 26 (R)	Lecture	Course Introduction and Syllabus
2	Jan 30/31 (M/T)	Lecture	Course Introduction and Syllabus. Branding and 60-second pitch-be prepared to answer the question: "Why should I want to be in a team with you?"
2	Feb 1/2 (W/R)	Lecture	Career searching strategies
3	Feb 6/7 (M/T)	Hybrid	Setting up your professional presence
3	Feb 8/9 (W/R)	Lecture	Your professional profile pitch
4	Feb 13/14 (M/T)	Hybrid	Developing your LinkedIn profile. (* Sprint #1 starts)
4	Feb 15/16 (W/R)	Lecture	Proof of Concept (PoC)-form groups and determine problem to solve. **(* Blog #1 due Feb 17, Friday, at 6 PM)**
5	Feb 20/21 (M/T)	Hybrid	The art of saying Thank You
5	Feb 22/23 (W/R)	Lecture	End of sprint one presentations **(*EOS reports due Friday, at 6 PM)**
6	Feb 27/28 (M/T)	Hybrid	The art of writing a cover letter that sells you. (* Sprint #2 starts)
6	Mar 1/2 (W/R)	Lecture	Beginning sprint two -define your problem and solution). **(* Blog #2 Mar 3 6 PM)**

Week	Dates (M/R*)	Lecture /Hybrid	Topics Covered
7	Mar 6/7 (M/T)	Hybrid	Condensing your cover letter and uploading to your LinkedIn summary on your LinkedIn profile
7	Mar 8/9 (W/R)	Lecture	End of sprint two. **(* LinkedIn portfolio draft due Mar. 8/9 according to your section).(*EOS reports due Friday at 6 PM)**
8	Mar 13/14 (M/T)	Hybrid	Professionalize your social presence and your digital footprint. (*Sprint #3 starts)
8	Mar 15/16 (W/R)	Lecture	Sprint three design. **(* Blog #3 due Mar. 17, Friday, at 6 PM)**
9	Mar 20/21 (M/T)	Hybrid	The group power presentation: how to think like a crowd sourcing project
9	Mar 22/23 (W/T)	Lecture	Present your group crowd sourcing Presentation (Sell Your Idea Like a Start-Up) and End of Sprint Three (Design).**(*EOS reports due Friday at 6 PM)**
10	Mar 27-30 (M-R)	**Recess**	**No classes. SJSU Spring Recess**
11	Apr 3/4 (M/T)	Hybrid	Building your résumé from your LinkedIn profile (why you can't have a generic résumé). (*Sprint #4 starts)
11	Apr 5/6 (W/R)	Lecture	Sprint four development. **(*Blog #4 due April 7, Friday, at 6 PM)**
12	Apr 10/11(M/T)	Hybrid	Locating that dream position using LinkedIn and other sources
12	Apr 12/13 (W/R)	Lecture	**Pre-Grammar Exam** (bring 2 Scantrons 882E and #2 pencils).**(*EOS reports due Friday at 6 PM)**
13	Apr 17/18 (M/T)	Hybrid	Group conferences with instructor for SVBPC help. (*Sprint #5 starts)
13	Apr 19/20 (W/R)	Lecture	Have your application ready for SVBPC deadline April 28th, Friday. **(*Blog #5 due April 21, Friday, at 6 PM)**
14	Apr. 24-25 (M/T)	Hybrid	Preparation for SVBPC
14	Apr. 26-27 (W/R)	Lecture	Preparation for SVBPC **(*SVBPC Application due Friday, April 28th) (*EOS reports due that Friday at 6 PM)**
15	May 1/2 (M/T)	Lecture	Conferences
15	May 3/4 (W/R)	Lecture	Conferences **(*Business Plan due Friday May 5th)**
16	May 8/9 (M/T)	Lecture	Conferences
16	May 10/11 (W/R)	Lecture	Conferences
17	May 15/16 (M/T)	Lecture	Conferences
18	May23 (Sect.01)	**Final Exam****	Section 01, May 23, 7:15-9:30 AM
	May 19 (Sect.02)		Section 02, May 19, 9:45 AM-12:00 NOON
	May 22 (Sect.03)		Section 03 May 22, 9:45 AM-12:00 NOON
	May 23 (Sect.04)		Section 04, May 23, 9:45 AM-12:00 NOON

(*) Sections 02 & 04 meet on Mondays (M) and Wednesdays (W); sections 01 & 0,Tuesdays (T) and Thursdays (R)
(**) The final exam is the post-grammar exam. All sections have the exam in their respective classrooms