

San José State University
Department of English and Comparative Literature
Fall 2013 English 100WB
Written Communication: Business
Section 10

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Course Description

Welcome to English 100 WB, a participatory course that offers a practical approach to business communication, emphasizing situations that require both oral and written communication. In this course, students will develop a rhetorically sophisticated writing style appropriate to upper-division university discourse.

Prerequisites

Passage of the Writing Skills Test (WST), upper-division standing (56 units), and completion of CORE GE. This course satisfies the upper division, GE writing requirement.

Required Texts and Materials

Successful Writing at Work Concise Third Edition, Philip C. Kolin
Course Reader, Maple Press
A paperback dictionary
Blank paper/notebook for notes and in-class writing assignments
Access to internet and printer

Recommended:

The Everyday Writer with Exercises, Fifth Edition, Andrea A. Lunsford

Canvas:

All students are encouraged to regularly check the class Canvas group. Copies of the syllabus, announcements, and assignment reminders will be posted in Canvas.

Communication and Research Objectives

Students will develop the following skills:

- the ability to analyze and interpret communication scenarios and to respond to them using effective communication that is clear, concise, coherent, correct, complete, and cogent.
- advanced proficiency in both traditional and contemporary research strategies and methodologies necessary for research-informed writing and oral presentations that communicate complex ideas effectively and appropriately to both general and specialized audiences;

English 100WB Learning Objectives

Student Learning Objective 1 -- Students shall be able to refine the competencies established in Written Communication 1A and 1B (as summarized below):

1A Student Learning

- Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
- Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
- Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
- Students should be able to write for different audiences (both specialized and general)

1B Student Learning

- Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
- Students should be able to synthesize ideas encountered in multiple readings.
- Students should be able to construct effective arguments.

Student Learning Objective 2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

Student Learning Objective 3: Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

English 100WB Content Objectives

English 100WB students will be expected to demonstrate the ability to

- format, compose, and revise written documents for a variety of organizational situations;
- identify and articulate the audience “take-away” message in every communication;
- utilize a variety of communication tools, techniques, and modes;
- communicate numerical and statistical data appropriately and effectively in both written and oral formats;
- employ advanced research strategies and methodologies and incorporate research appropriately and effectively into both written and oral communications for a variety of organizational and rhetorical situations;
- appreciate the importance of timely communication in organizational settings;
- recognize a variety of organizational communication needs and constraints and employ appropriate communication strategies to meet those needs and/or constraints in a variety of business situations;
- analyze various audiences and compile appropriate options and strategies to communicate effectively with those audiences;
- evaluate and critique communication strategies and techniques for their effectiveness, including the strategies and techniques of their classmates;
- make common-sense communication decisions and use logic to defend those decisions;
- recognize when imagination and “vision” are appropriate to business communications;
- communicate appropriately and effectively in cross-cultural situations;
- create documents and make oral presentations that are ethically and legally defensible.

Assignments

Writing

Assignments shall emphasize those analytical and interpretive skills and activities in writing and thinking that produce types of writing useful in business communications, which include but are not limited to the following: both formal and informal correspondence for various purposes and audiences (email, memos, letters); employment application materials (resumes, cover letters, follow-up letters); formal and informal reports; white papers; abstracts, summaries, annotated bibliographies; proposals. Graded writing assignments will be appropriately sequenced throughout the semester and will total a minimum of 8,000 words; at least one of those assignments will be significantly informed by research. Students shall receive frequent evaluations of their writing from their instructor. In evaluating student writing, instructors shall comment on specific features of individual assignments. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

Reading

Assigned reading will address issues of business communications. Instructors may choose from several department-approved Business Communication textbooks that contain models of effective business communication and from several department-approved comprehensive writing handbooks; instructors may also create a short course reader that contains journalistic and/or scholarly writing in the field of business. Other appropriate reading may include texts that address the global marketplace, online communication, visual communication, and collections of business scenarios.

Research

English 100WB shall provide advanced instruction in both traditional and contemporary research strategies and methodologies, including locating and evaluating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. At least one substantial writing assignment shall be informed by research. As part of this requirement, at least one class session of English 100WB shall include a presentation by a university librarian.

Active Learning

Class sessions shall provide ample opportunities for active student learning in the following ways: formal and/or informal large- and small-group discussion and collaborative writing and thinking activities designed to develop and provide repeated student practice in exercising those rhetorical, analytical, and interpretive skills that produce stylistically appropriate, intelligent, and critical written and oral responses to business-communication scenarios; both formal and informal oral presentations; organizational role-playing and interviewing simulations.

Information available online

Students are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Grading Procedure

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The grading for this course is A – F.

Writing assignments will be graded according to the following rubric:

A: Message is clear, i.e. writing demonstrates clear understanding and appropriate response to the assignment. Paragraphs are well organized and sentences show syntactic complexity and precise word choice. Tone is professional and appropriate to the audience. The piece is free of grammatical errors, superfluous language, and redundancy.

B: Message is clear – no details are missing. Tone is appropriate to the message. Paragraphs may be slightly choppy. Language is professional but not as sophisticated or as varied as the language in an A paper. Grammatical errors and redundancy are minimal. Sentences may need tightening.

C: Message is weak but exists. Language and/or ideas may be repetitive and not always suited to professional discourse. Writing is clear but lacks energy and variety. Paragraphs likely have organizational issues. Sentences lack variety. Grammar needs work but does not distract the reader from the message.

D: Message is severely weakened by grammatical or syntactical errors that distract the reader and cause ‘noise’ or ‘clutter.’ Details may be missing and paragraphs may need fixing. Language is not rhetorically sophisticated and does not demonstrate an understanding of professional discourse. Syntax is not varied.

F: Errors in grammar or word choice make the piece very difficult to understand.

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

Grading scale – 500 points total

Written assignments (totaling 5000 words)	
Out of Class Assignments	130 points
In-class Assignments/Commentaries	80 points
Final Prep Exercise	20 points
5 Quizzes	50 points
Annotated Bibliography (1000 words)	30 points
Individual presentation	20 points
Rough Draft/Peer Review	20 points
Formal Report (2000 words)	100 points
Final Exam	50 points

Quizzes

I will give a series of quizzes throughout the semester on aspects of the assigned readings or class discussions. My goal is to make quizzes brief and straightforward for students who have kept up with their assignments.

Final Exam

There will be a departmental final exam given to all English 100WB students. This semester, the final will take place on Saturday, December 7. The time and classroom will be announced. You are required to bring a yellow examination book, a collegiate dictionary, and pens.

Late work

Use attached coupons to turn in one late out-of-class assignment and to make up one commentary. I recommend that you only use these when necessary, as you never know when things will come up. Quizzes can only be made up in cases of documented illness or injury. Students must be in attendance to complete and receive credit for in-class assignments; they can't be made up.

Classroom Protocol

Please arrive on time for every session with your binder and books ready for class activities and discussion, your assignments read, and hard copies of the homework ready to turn in. Sessions may begin with quizzes, group exercises, or short assignments that cannot be made up if you miss them. If you miss a class, please contact a classmate for notes, reading assignments, and handouts, as the assignment calendar is subject to change. Phones are to be turned off during class unless we are using them for an exercise.

List Names, Phone numbers, and email addresses of three classmates (optional).

- 1.
- 2.
- 3.

Estimation of Student Workload

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>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “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.”
 - 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 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 is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

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 at 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 (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Library Liaison

For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or tmatoush@sjsu.edu.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs for Business majors are located on BBC 3rd Floor. Computers are also available in the Martin Luther King Library.

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

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter

English 100WB, Section 10 Course Schedule

Texts

Successful Writing at Work -- SW
Course Reader – CR

Please note: This schedule is subject to change depending on the needs of the class. If you are absent, please check with a classmate to see what you missed and to confirm assignments for the next session.

COURSE SCHEDULE

Week 1

F 8.23.13 Course Introduction, TED, Importance of Writing in the Workplace, Effective/Ineffective writing, Rhetorical Situation, Writing exercise
Homework: Chapter 1 SW
Annotate Zinsser and Roberts Excerpts on Clutter CR
Annotate brief Articles on Dhaka Factory Collapse CR
Introductory Email due Tuesday 8.27.13
Commentary on Dhaka readings due by noon on Thursday 8.29.13
Bring signed "Letter of Understanding" to next class.
SLOs 1,2,3

Week 2

F 8.30.13 Video, Summary and Synthesis, Emails, Three Step Writing Process (PWC) Audience Focus, Diversity, Writing exercise
Homework: Chapter 2 SW
Annotate "The Social Responsibility of Business is to Increase Its Profits" CR
Annotate "The Case against Corporate Social Responsibility" CR
Revised email due Tuesday 9.3.13.
Commentary on readings due Thursday 9.5.13
SLOs 1,2,3

Week 3

F 9.6.13 Quiz, Discuss homework, Memos, Blog Posts, Tom's Shoes, Writing exercise
Homework: Chapter 3 SW
Annotate "CSR: Why Organizations Can't Ignore it Any Longer" CR
Annotate "How the Voice of the People is Driving Corporate Social Responsibility" CR
Memo and Blog post due Tuesday 9.10.13
Commentary due Thursday 9.12.13
SLOs 1,2,3

Week 4

F 9.13.13 Quiz, Discuss homework, Letters (Good or Neutral News, Bad News), Writing exercise
Homework: Chapter 4 SW
"Ten Trends in CSR" CR
Two Letters due Tuesday 9.17.13
Commentary due Thursday 9.19.13
SLOs 1,2,3

Week 5

F 9.20.13

Quiz, Discuss homework, Persuasive letters, Writing Exercise, TBA

Homework: Chapter 9 **SW**“Strategies for Persuasive Business Messages” **CR**Annotate “Companies Value the Environment Over People” **CR**

Persuasive Letter due Tuesday 9.24.13

Commentary due Thursday 9.25.13

SLOs 1,2,3

Week 6

F 9.27.13

Quiz, Formal Research Report, Formatting, Annotated Bibliography, Reading a CSR Report.

Homework: “How to Read a Corporate Social Responsibility Report” pages TBA **CR**

Research and Choose a Public Corporation for Research. Please email me at least two choices ASAP. I will make assignments as I receive your choices.

SLOs 1,2

Week 7

F 10.4.13

Oral/Visual Presentations, Library Day.

Homework: Chapter 10 **SW**“Presentations” **CR**

Annotated Bibliography due Friday 10.11.13

Presentations due Friday 10.18.13

SLOs 1,2,3

Week 8

F 10.11.13

Annotated Bibliography due. Conference Week. Work on your presentation and rough draft.

Homework: Please be at your conference on time. FOB 114

Prepare your presentation. Due Friday 10.18.25

SLOs 1,2

Week 9

F 10.18.13

Presentations, Research paper outline

Homework: Annotate “How to Read a Corporate Social Responsibility Report” pages TBA

CR

Rough Draft Research Report due 10.25.13 to Turnitin.com and to peer for review. Review and marked draft due back to Peer Tuesday 10.22.13.

SLOs 1,2,3

Week 10

F 10.25.13

Rough Draft and Outline of Research Paper due. Presentations, Revising and Refining

Homework: Peer Review of Rough Draft back to Peer due Tuesday 10.29.30

“How to Read a Corporate Social Responsibility Report” pages TBA **CR**Annotate “How the U.S. Lost out on iPhone Work” **CR**

Commentary on “iPhone Work” due Thursday 10.31.13

SLOs 1,2,3

Week 11

F 11.1.13

Presentations, Resumes, Cover Letters, Interviews, Elevator Pitches

Homework: Chapter 5 **SW**Annotate brief Business Insider Job Search Articles **CR**

Resume Rough Draft due Tuesday 11.5.13

Cover Letter Rough Draft due Thursday 11.7.13

SLOs 1,3

Week 12

F 11.8.13 Quiz, Resume and Cover Letter Workshop, Finding a Job
 Homework: Final Draft Resume and cover letter due Tuesday 11.12.13
 "The Lie Factory" **CR**
 Commentary on "The Lie Factory" due Thursday 11.14.13
 SLOs 1,3

Week 13

F 11.15.13 Press Releases, Proposals, Short Reports
 Homework: Chapter 8 **SW**
 Press Release, Proposal, Short Report Examples **CR**
 Brief Proposal due Tuesday 11.19.13
 Press Release Due Thursday 11.21.13
 SLOs 1,2,3

Week 14

F 11.22.13 Review homework, In-class writing exam
 Homework: Short Report due Tuesday 11.26.13
 Final Draft Research Paper 12.6.13
 SLOs 1,2,3

Week 15

F 11.29.13 Thanksgiving Break.
 Homework: Final Draft Research Paper 12.6.13
 SLOs 1,2,3

Week 16

F 12.6.13 Review exam. Collect Research Papers. Prepare for Final.
 SLOs 1,2,3

S 12.7.13 Final -- Room/Time TBA

SLOs 1,2,3

Fall 2013 Calendar

Monday	August 19	Academic Year Begins – Fall Semester Begins
Monday-Tuesday	August 19-20	Advisement, Faculty Meetings and Conferences
Wednesday	August 21	First Day of Instruction – Classes Begin
<i>Monday</i>	<i>September 2</i>	<i>Labor Day - Campus Closed</i>
Tuesday	September 3	Last Day to Drop Courses
Tuesday	September 10	Last Day to Add Courses & Register Late
<i>Monday</i>	<i>November 11</i>	<i>Veteran's Day - Campus Closed</i>
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
<i>Thursday</i>	<i>November 28</i>	<i>Thanksgiving Holiday - Campus Closed</i>
<i>Friday</i>	<i>November 29</i>	<i>Rescheduled Holiday - Campus Closed</i>
Saturday	December 7	Final Examinations English 1A, 1B, 100WB
Monday	December 9	Last Day of Instruction - Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams)
Wednesday-Friday	December 11-13	Final Examinations
Monday-Tuesday	December 16-17	Final Examinations
Wednesday	December 18	Final Examinations Make-Up Day
Friday	December 20	Grades Due From Faculty - End of Fall Semester

Make-up Commentary – Due before next class

Name_____

Class/Section_____

Date Commentary Due_____

Subject of assigned commentary_____

Subject/Title of make-up commentary_____

Date turned in_____

Please turn in article and commentary online. Attach this coupon to a hard copy of the commentary and article and turn into my office prior to next class.

Late Out-of-Class Assignment -- Due before next class

Name_____

Class/Section_____

Date Due_____

Date Turned In_____

Assignment _____

Please turn assignment in online. Attach this coupon to hard copy and turn in at my office.
FOB114.

**Letter of Understanding
English 100 WB, Section 10**

I, _____, have read the syllabus and understand the objectives of this course and what is required of me to achieve them. I know that my success in this course depends on my choice to participate in class activities, to complete assignments both in and out of class, and to commit myself to improving the effectiveness of my written and oral communication.

I, Sheree Kirby, will make myself available during class, office hours, and by appointment to help facilitate your growth as a writer. I encourage you to feel comfortable asking questions and expressing concerns. I will do my best to provide you with useful feedback on the effectiveness of your responses to written and oral assignments.

Student Signature _____

Instructor Signature Sheree Kirby _____

Date _____

Course/Section _____