

San José State University
Department of English and Comparative Literature
English 100WB, Written Communication: Business (GE Area Z), Section 6, Fall 2015

Instructor:	Sheree Kirby
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Office Hours:	M 12:00 – 1:00 p.m., T 5:00-5:45 p.m. or by appointment
Section/Time/Room:	Section 6, T 6:00 – 8:45 p.m. BBC 120
Prerequisites:	Pass GE Area A3 with a grade of C or better (C- is not accepted); completion of Core GE; satisfaction of Writing Skills Test, and upper-division standing (60 units completed).
GE Category:	Written Communication II Area Z

Course Description

Welcome to English 100WB, a participatory course that offers a practical approach to business communication, emphasizing situations that require both oral and written communication. Assignments enable students to practice and apply both practical and theoretical aspects of organizational communication.

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This course reinforces and advances the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3) courses, and broadens and deepens these to include mastery of the discourse peculiar to business communications.

Course Goals and Student Learning Objectives

Course Goals for Area Z

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. A single final term paper would not satisfy the requirement. Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills. Course syllabi must reflect assignments that meet the 8000-word minimum.

Reading. Readings used in the course should be models of excellence.

Discipline. Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

Pedagogical Approach

- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.

Active Learning

- Each course shall provide for active student participation. The course may not be exclusively lecture format.
- Assignments must utilize library research and oral and written communication skills.
- Courses should promote reflective processes and critical analysis.

Primary sources. Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)

Student Learning Objectives for GE Area Z

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

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

Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

***Business Communication Essentials* 6th edition, by Courtland Bovee and John Thill**

Print ISBN: 9780132971324

Electronic Edition ISBN: 9780132972062

Course Reader (purchase at Maple Press)

Recommended Texts (optional)

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

Other Equipment / Material requirements

Access to Internet, email, and printer

Stapler

Course dedicated notebook and folder or binder

Video recording device (such as smartphone or camera) – cameras can be checked out on Campus

Two green books, pens, and a print dictionary

Course Format

This course will employ interactive lecture/discussion activities, in-class simulation activities, critical analysis of readings, analysis and editing of assignments, and workshops. Students will study and practice several communication tools that can improve the effectiveness of both their written and oral communication. We will analyze a number of samples, write for a variety of audiences, and explore a range of formats as we craft resumes, reports, blog posts, proposals, podcast scripts, letters, emails, tweets, and other business messages. Success in this class requires that students come to class on time and prepared for each session.

Document Format

Assignments such as blogs, resumes, reports, letters, and emails, will follow standard business writing format (as explained during lecture, posted on Canvas, and printed in Appendix A of your textbook). Format other assignments in MLA style. (See Appendix B of your textbook for more details on MLA style.)

Estimation of Per-Unit Student Workload

SJSU classes are designed such that in order to be successful, students are expected to 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>.

Note: This means devoting minimum of 9 hours per week, per class. To pass English 100WB, students should plan on at least six hours of dedicated homework time each week.

Students will be graded based on performance on the following assignments:

Assignment Category	Word Count	Points	Percent	GELOs
Out-class Documents	4,000	180	30%	1,2,3,4,5
Executive Brief	1,000	50	8%	1,2,3,4,5
Job Search	1,000	50	8%	1,2,3,5
Commentaries	1,200	50	8%	1,2,5
Participation, In-class writing	1,000	55	9%	1, 2,3
Quizzes		80	14%	1,2
Midterm	1,000	40	7%	1,2,3,4,5
Grammar/Punctuation exam		25	4%	1
Reflective Essay	750	25	4%	1,4,5
Podcast Project	500	50	8%	1,2,3,4,5
	~ 10,450 words	~ 600 points	100%	

* Points and word counts are approximate

Late Work

Late work will not be accepted except in cases of documented illness or emergency. If you will be absent, you may ask a classmate to turn in your assignment, turn it in at my office (FOB 104). All assignments must be turned in on Canvas by due date.

Classroom Protocol

Please arrive prepared and on time for every session with your journal and books ready for class activities and discussion, your assignments read, and hard copies stapled and ready to turn in. Sessions may begin with quizzes, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to **ask questions** about anything that is not clear to you. If I don't have an answer, I will find one and get back to you.
- Students are encouraged to **share insights and opinions** during class discussions. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes in this class**. Much of what you will learn will come from lectures, class discussions, and in-class exercises.
- **Computers** are to be used **for note taking only** -- *absolutely no social media or Internet surfing in this class unless required for a specific in-class assignment.*
- **Cell phones** are to be **turned off and put away**.
- **Sleeping is not allowed** in class. Please get enough sleep so you are able to participate fully.

- **Recording, filming, or photographing** any parts of lectures or course material requires my permission. See rules on technology use:
<http://www.sjsu.edu/english/comp/policy/index.html>.

Attendance and Participation

University policy F69-24, “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.” **Note:** A large portion of student learning occurs in class from lectures, discussions, and exercises. In-class assignments and participation points cannot be made up.

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/>.

Resources

Library Liaison

Your reference librarian for 100WB is Ms. Ann Agee. Her contact information is 408-808-2033 and ann.agee@sjsu.edu. If Ms. Agee is not available when you need assistance, use the Ask A Librarian feature (located at <http://library.sjsu.edu/ask-librarian-0>) to chat with an on-call reference librarian even when the library is *closed*. For immediate assistance with any research related question, call 1-408-808- 2100 during business hours.

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 may be available in your department/college. 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): <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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study spaces are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Below, please write down the names, email addresses, and phone numbers of three classmate contacts. Please connect with one or more if you miss a class.

- 1.
- 2.
- 3.

English 100WB, Fall 2015, Section 6 Course Schedule

BCE – Business Communication Essentials

CR – Course Reader

This schedule is subject to change depending on the needs of the class. In the event of a change, a class announcement will be made on Canvas. If you miss a class, please also check with a classmate for notes and changes.

Week 1

8.25.15 Introductory exercise, text, audience/purpose, syllabus, resumes, Canvas Overview of the 8 C's of strong written business communication: *clear, concise, complete, correct, coherent, convincing, courteous, culturally sensitive*. Grammar diagnostic.

Resources for class session

<https://www.youtube.com/watch?v=HbJHkwHZCCM>

Make Your Resume Pop -- Video

<http://www.careerspots.com/newPlayer/default.aspx?key=U12sQdaeUia74PsK7ubHBw2&pref=&src=>

Tailor your Resume – PowerPoint video

<http://www.brainshark.com/sjsuedu/vu?pi=zHyzAsqf5zDsv8z0>

<http://www.sjsu.edu/careercenter/docs/resume-samples/precareer/lucas-college-and-graduate-school-of-business/general-business00.pdf>

<http://www.sjsu.edu/careercenter/docs/resume-samples/precareer/lucas-college-and-graduate-school-of-business/human-resources-management00.pdf>

www.sjsu.edu/careercenter/docs/resume-samples/precareer/lucas-college-and-graduate-school-of-business/marketing00.pdf

Homework

- **CR** -- Read and annotate Zinsser excerpt on clutter.
- **CR** – Review the OWL sheets on clauses and comma rules.
- Write a one-page (at least three solid paragraphs) email introducing yourself to me. Proofread and submit on Canvas by 8.28.15.
- Register for SJSU Career Center. Find an internship or job that interests you. Print out job description.
- **CR** – Read and annotate articles on resume preparation
- Watch assigned Career Center videos. Take notes in your journal.
- Resume 101 <http://www.brainshark.com/sjsuedu/resume101/zlWztWbiKzDsv8z0>
- Interviewing Parts 1, 2, and 3.
http://www.sjsu.edu/careercenter/students/videos_workshops_and_handouts/virtual-workshops-videos/index.html#interviewing
- Draft a resume tailored to the internship or job you chose. Submit to Canvas before class. Bring two hard copies and job description with you to class on 9.1.15.

Week 2

9.1.15 **Due: Email Introduction (8.27.15)**

Due: Signed Letter of Understanding

Due: Rough draft of resume

Discuss resumes, cover letters, thank you letters, and interviews. Resume workshop.

Resources for class session

CR -- Resume and cover letter samples for exercise

CR -- Mock Interview worksheet

Homework

- **BCE** -- Read and annotate chapters 13 and 14
- Review Handbook sections 3.4, 4.1, 4.4, and 4.3. Do Level 1 exercises for each chapter.
- Revise your resume based on class discussion and resume workshop.
- Write a cover letter tailored to the job or internship you chose.
- Strongly encouraged: Make a conference appointment with me. (Click Calendar on Canvas. Then click scheduler to see available times.) Slots are limited and conference times cannot be rescheduled. Bring a hard copy of your revised resume and the draft of your cover letter.
- Strongly encouraged: Make an appointment with the Writing Center and/or Career Center to review your cover letter.

Week 3

9.8.15 Conferences

Homework

- Attend all conferences and appointments that you signed up for with me, the Writing Center, and/or the Career Center.
- Complete final drafts of resume cover letter, and thank you letter. Submit to Canvas. Bring hard copies of the following stapled together in this order top to bottom: job description (with your name on it), resume, cover letter, and thank you letter.
- **CR** – Review and interview and thank you letters and complete assigned worksheets. Prepare for mock interview.
- Prepare for quiz (BCE chapters 13 and 14, other readings, class discussions)

Week 4

9.15.15 **Due – Final drafts resume and cover letter**

Quiz (BCE chapters 13 and 14, readings, class discussions). Mock interviews. Discuss executive brief assignment; assign countries.

Homework

- **BCE** -- Read and annotate chapter 1 and chapter 2 (pages 40-47).
- Review **BCE** Handbook sections 1.1 and 1.2; do Level 1 exercises for both chapters.
- Compile a detailed list of research questions for executive brief. Do preliminary research on the web. (Check out www.kwintessential.co.uk.) Submit to Canvas. Bring a hard copy to class on 9.22.15.
- **CR** -- Read and annotate Friedman's "The Social Responsibility of Business is to Increase Its Profits"
<http://www.colorado.edu/studentgroups/libertarians/issues/friedman-soc-resp-business.html>. Write a 300-word commentary. Submit to Canvas discussions on or before 9.21.15. Turn in a hard copy in class.

Week 5

9.22.15 **Due: Thank you letter**

Due: Friedman commentary

Discuss **BCE** -- diversity, ethics, audience focus, global audiences, universal language, and listening. Discuss executive brief organization, quotations, parenthetical citations, and works cited. Library session.

Resources for class session

Peer Review Sheet

Homework

- **BCE** – Read and annotate chapters 3 and 4
- Review **BCE** handbook sections 1.3 and 1.4; do Level 1 exercises for both chapters.
- Find, read, and annotate sources (4-6) for executive brief. Write citations in MLA format. (See BCE Appendix B, pages 433-434. Also see Purdue OWL MLA Format).
- Organize the information you will use into a logical sequence with specific subcategory headings.
- Review executive brief peer review sheet.
- Write rough draft of executive brief with works cited page.
- Optional but encouraged -- make an appointment with the writing center to review your draft.

Week 6

9.29.15

Due – Rough draft executive brief

Discuss **BCE**. Continue with executive brief discussion. Presentations. Peer review executive brief.

Resources for class session

http://www.ted.com/talks/jane_chen_a_warm_embrace_that_saves_lives

Homework

- **BCE** -- Read, write, and annotate chapter 5, pp. 104-111 and 119-119.
- Review **BCE** Handbook section 1.5; do Level 1 exercises.
- Write final draft of executive brief. Submit to Canvas. Turn in hard copy in class.
- Prepare presentation for class (3-4 minutes).
- Optional but encouraged – see me during extended office hours.

Week 7

10.6.15

Due – Final draft executive brief

Due – Presentation on executive brief

Discuss **BCE**. Preview planning, writing, and completing reports and proposals. Assign short report.

Homework

- **BCE** – Read and annotate chapters 10 and 11
- Review Handbook sections 2.7, 2.8, 2.10, 2.11, 2.12, and 3.2; do Level 1 exercises.
- Plan, write, and complete report. Submit final draft to Canvas. Turn in hard copy in class.
- **CR** -- Read articles on Dhaka factory collapse. Write a 300-word commentary. Submit to Canvas discussions. Turn in hard copy in class.

Week 8

10.13.15

Due – Short Report

Due – Dhaka commentary.

Discuss Proposals and AIDA. Watch/discuss videos of TOMS Shoes.

Resources for class session

- <http://www.bloomberg.com/video/toms-tackles-the-problem-of-kids-without-shoes-I3PDwY~9Q8aboEXTCGcOBQ.html>
- <http://www.tinyspark.org/podcasts/toms-shoes/>

Homework

- Plan, write, and complete proposal. Submit to Canvas. Bring hard copy of proposal to class on 10.20.15.
- Write a 300-word commentary on TOMS Shoes.

Week 9

10.20.15

Due – Proposal

Due – TOMS Shoes commentary

Homework

Review reports and proposals.

- Prepare for mid-term (in-class report or proposal).
- Review grammar/punctuation.
- Bring a green book, dictionary, and pens.

Week 10

10.27.15

Midterm

Review reports and proposals.

Homework

- **BCE** -- Read and annotate chapter 7
- Review Handbook sections 2.1, 2.2, and 2.3; do Level 1 exercises.
- Revise your report or your proposal for extra credit points.

Week 11

11.3.15

Due – Revised proposal or report

Discuss writing routine and positive messages, direct/indirect approach. Assign letter of recommendation request.

Resources for class session

CR -- Letter of recommendation request form

https://www.ted.com/talks/dame_ellen_macarthur_the_surprising_thing_i_learned_sailing_solo_around_the_world?language=en

Homework

- **BCE** -- Read and annotate chapter 8.
- Review Handbook sections 2.4, 2.5, and 2; do Level 1 exercises.
- **CR** -- Read and annotate circular economy articles. Write a 300-word commentary. Submit to discussions. Turn in hard copy in class.
- Write a request for letter of recommendation. Submit to Canvas. Turn in a hard copy in class.

Week 12

11.10.15

Due – Request for Letter of Recommendation

Discuss midterm. Discuss writing and responding to negative messages. Class exercise. Assign complaint letter revision.

Resources for class session

Letters for exercise

Homework

- **BCE** -- Read and annotate chapter 9
- Review **BCE** Handbook section 2.6; do Level 1 exercises.
- **CR** -- Read and annotate "Coming to an Office Near You." Write a 300-word commentary. Submit to Canvas discussions.
- Revise and respond to complaint letter (three parts). Submit to Canvas. Turn in hard copy in class.

Week 13

11.17.15 **Due: Complaint Letter and Response**

Discuss writing persuasive messages, AIDA, and rhetorical appeals.

Homework

- Write assigned persuasive message. Submit to Canvas. Turn in hard copy in class.
- **BCE** -- Read and annotate chapter 6.
- Review **BCE** Handbook sections 1.6.1 and 1.6.2; do Level 1 exercises.
- Prepare for quiz (chapters 7, 8, and 9, readings, class discussions).

Week 14

11.24.15 **Due – Persuasive Message**

Quiz, Discuss blogging and microblogging

Resources for class session

<https://www.youtube.com/watch?v=57dzaMaouXA> Twitter

Homework

- Write assigned internal and external blog posts. Submit to Canvas. Turn in hard copies in class.
- **CR** – Read and annotate "Hidden Devices Scrutinize Employees."
- Write a 300-word commentary. Submit to Canvas discussions. Turn in a hard copy in class.

Week 15

12.1.15 **Due – Blog Posts**

Discuss reflective essay and podcast assignment. Grammar Review

Homework

- Review grammar for final grammar test.
- Write rough draft of podcast script. Submit to Canvas by 12.5.15.
- Begin filming of podcast.

Week 16

12.8.15 **Due – Podcast script rough draft**

Grammar final. Podcast Script discussion/review.

Homework

- Complete filming of podcast. Submit final draft and final film to Canvas.
- Write reflective essay.

Week 17

12.16.15 **Due – Podcast script and podcast presentations**

Due -- Reflective essay

Note: Final Presentations are from 5:15 p.m. until 7:30 p.m. Attendance is required.

Important Dates for Spring Semester 2015

Thursday, August 22 First day of instruction for Fall 2015
Tuesday, September 1 Last day to drop a class without a "W" grade for Fall 2015
Monday, September 7 Labor Day – Campus Closed
Wednesday, September 9 Last Day to Add Courses and Register Late
Thursday, September 17 Enrollment Census Date
Wednesday, November 11 Veteran's Day -- Campus Closed
Wednesday, November 25 Classes that start at 5:00 p.m. or later will not meet
Thursday, November 26 Thanksgiving Holiday – Campus Closed
Friday, November 27 Rescheduled Holiday – Campus Closed
Tuesday, December 8 Last Day of Instruction – Last Day of Classes
Wednesday, December 9 Study/Conference Day (no classes or exams)
Thursday-Friday, December 10-11 Final Examinations
Monday-Wednesday, December 14-16 Final Examinations
Thursday, December 17 Final Examination Make-up Day
Friday, December 21 Grades due from Faculty – End of Fall Semester
December 22- January 26 WINTER RECESS. Have fun. Stay safe.

**Letter of Understanding
Fall 2015, English 100WB**

I, _____, have read the syllabus thoroughly 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 on time, and to commit myself to improving the effectiveness of my written and oral communication. I will abide by all of the class rules for use of technology.

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 _____

Section _____