

San José State University
Department of English and Comparative Literature
English 100WB, Written Communication: Business (GE Area Z), Section 5, Spring 2016

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Office Hours:	M 12:00 – 1:00 p.m., Th 2:00-2:45 p.m., or by appointment
Section/Time/Room:	Section 5, Th 3:00 – 5:45 p.m., Sweeney Hall 229
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 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 and Professional Writing: A Basic Guide*, by Paul MacRae**

Print ISBN: 9781554812202

Electronic Edition ISBN: 9780132972062

Course Reader (purchase at Maple Press)

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford – The electronic version of this text is available to all SJSU students free of charge on Canvas under *Writer's Help*.

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

Course Format

This course will employ interactive lecture/discussion activities, in-class individual and group 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 Purdue OWL or Writer's Help for MLA style.)

Estimation of Per-Unit Student Workload

SJSU classes are designed such that 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 successfully complete 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
Job Search Unit	1,000	55	8.5%	1, 3,4,5
Executive Brief	1,000	45	7.0%	1,2,3,4,5
Commentaries	750	30	4.5%	1,2,3,4,5
Other Out-of-class Documents	2,000	160	25.0%	1,2,3,4,5
Participation, Peer Reviews, and In-class writing	1,000	65	10.0%	1,2,3
Quizzes		50	7.5%	1,2
Learning Curve (Writer's Help)		60	9.5%	1
Grammar/Punctuation exam		25	4.0%	1
Reflective Essay	750	25	4.0%	1,2,3,4,5
Video Podcast project	500	30	4.5%	1,3,4,5
Formal Report	2,000	100	15.5%	1,2,3,4,5
	~ 9,000 words	~ 645 points	100%	

* Points and word counts are approximate

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.

Grades will be assigned 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. 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.

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 either during class, or at my office (FOB 114). All assignments must be turned in on Canvas by due date. **Exceptions include pass coupons at the end of the this syllabus.**

Extra Credit

Extra credit may be offered for revisions on select assignments by submitting passes at the end of this syllabus, or by your instructor for exemplary effort, finished product, or contribution to the class.

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** unless we are using them for an assignment.
- **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>. 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](#) 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, Spring 2016, Section 5 Course Schedule

BPW – Business and Professional Writing: A Basic Guide

CR – Course Reader

LC – Learning Curve (on Writer’s Help – Canvas)

This schedule is subject to change depending on the needs of the class. If you miss a class, please check with a classmate for notes and changes. Homework assignments are due at the next class session unless otherwise noted.

Week 1

1.28.16 Introductory exercise; the writing process; text, audience, purpose; syllabus, letter of understanding; Canvas; brief introduction of the 8 Cs of strong written business communication: *clear, concise, concrete and specific, complete, courteous, coherent, constructive, and correct*. Resumes. Resume Conferences. First Job and Internship Fair – February 23, 2016 12:00-5:00.

Homework

- **CR -- Read and annotate** pages 1-26.
- **LC – Complete** “Identifying Verbs, Adjectives and Adverbs”
- **Write** a one-page (at least three solid paragraphs) draft of an email introducing yourself to me. Concrete and specific details are most memorable. **Submit** on Canvas. **Bring** a hard copy to class.
- **Register** for SJSU Career Center if you are not already registered. Find an internship or job that really interests you either on SpartaJobs *or* on another source, such as indeed.com or internships.com. **Print** out two copies of the job description. **Staple** them to your resume drafts (described below).
- **Draft** a resume tailored to the internship or job of your choice. **Proofread** it carefully. **Submit** on Canvas before class. **Bring** two hard copies (each stapled to a copy of the job description) with you to class on 2.4.16.

Week 2

2.4.16 Resumes and resume workshop. Discuss cover letters; discuss verbs and subject/verb agreement; group exercise – the first 7 Cs.

Homework

- **BPW -- Read and annotate** pages 13-21, 25-57, and 191-200. **Prepare** for group work and brief group presentations on the 7 Cs.
- **Revise** your resume based on class discussion and resume workshop. **Bring** a hard copy to your conference with me.
- **CR – Read and annotate pages** 27-36.
- **Write** a cover letter tailored to the job or internship you chose. See additional samples in **CR** – pages **Submit** on Canvas. **Bring** two copies to class stapled to your resume rough draft with job description. **Make sure to circle all key words on the copy of the job description that you will submit with your final drafts.**

Week 3

2.11.16 The seven Cs (group exercise), cover letter workshop, Interviews, thank you letters, parts of speech and clauses

Homework

- **BPW – Read and annotate** pages 61-92
- **LC – Complete** “Verbs” and “Subject-Verb Agreement”
- **Complete** final drafts of resume and cover letter. **Submit** on Canvas under appropriate assignments. Bring hard copies of the following stapled together in this order top to bottom: cover letter, job description (with your name on it.), resume, cover letter peer review, resume peer review.
- **Prepare** for mock interview. **Complete** mock interview worksheets. **Write** a 30-second elevator speech. **Submit** speech on Canvas. **Bring** hard copy to class.

Week 4

2.18.16 Mock interviews, thank you letters/emails, the 8th C – grammar and punctuation. Discuss executive brief assignment; choose countries.

Homework

- **CR – Read and annotate** assigned pages on “Communicating in a World of Diversity”
- **LC – “Commas” and “Comma Splices and Fused Sentences.”**
- **Write** a thank you email to the mock hiring manager for your job interview.
- **Compile** a detailed list of research questions for executive brief. Do preliminary research on the web. (Check out www.kwintessential.co.uk and other sites.) Submit to Canvas. Bring a hard copy to class on 2.25.16.
- **Prepare** for brief quiz on job search and grammar/punctuation up to this point (readings and homework, class discussions)

Week 5

2.25.16 Quiz. Discuss communicating in a world of diversity; executive brief – audience, purpose, tone, organization, parenthetical citations, and works cited. Library session.

Homework

- **BPW – Read and annotate** pages 251-271 (presentations)
- **Find, read, and annotate** sources (4-6) for executive brief. Write citations in MLA format. (See Purdue OWL MLA Format or Writer’s Help.)
- **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. **Proofread** your work.

Week 6

3.3.16 Discuss executive brief and presentations. Peer review executive brief. Grammar and punctuation – copy editing **BPW** Chapter 4

Homework

- **LC – “Fragments” and “Nouns and Pronouns”**
- **Write** final draft of executive brief. Submit to Canvas. Turn in hard copy in class.
- **Prepare** presentation for class (4 minutes + 1 minute for comments).

- Strongly encouraged – **see me** with questions or concerns about rough draft during extended office hours.

Week 7

3.10.16 Executive Brief Student Presentations

Homework

- **BPW** – **Read** and **annotate** pages 133-158.
- **LC** – “Parallelism” and “Active and Passive Voice”
- **Revise** the introductory email from 1.28.15. **Submit** final draft on Canvas. **Bring** a hard copy to class.
- **CR** -- Read articles on Dhaka factory collapse. **Write** a 300-word commentary. **Submit** on Canvas discussions. **Bring** a hard copy to class.

Week 8

3.17.16 Discuss formatting and messages -- neutral, good news, bad news. Persuasive messages, AIDA, diction. Class exercise.

Homework

- **BPW** -- **Read** and **annotate** pages 175-187
- **LC** – topics TBA depending on needs of class.
- **Write** two-part airline complaint letter and response. **Submit** to Canvas. **Bring** hard copy to class.
- **Complete** letter of recommendation request form. **Write** a letter of recommendation request in email format to a professor for a particular job or opportunity. **Submit** to Canvas. **Bring** to class a hard copy of email, request form, and resume stapled together in that order.

Week 9

3.24.16 Return and discuss executive brief. Midterm Grammar and Punctuation Exam – Practice exam does not count toward grade. News releases -- group exercise.

Homework

- **BPW** – **read** and **annotate** pages 223-245 – promotional materials
- **LC** – topics TBA depending on needs of class.
- **Write** a persuasive news release as assigned.
- **CR** -- **Read** and **annotate** “Hidden Devices Scrutinize Employees.” **Write** a 300-word commentary. **Submit** to Canvas discussions. **Bring** a hard copy to class.

Week 10

3.31.16 **Spring Break.** Have fun. Stay safe. See you back in class on 4.7.16.

Week 11

4.7.16 Blog posts and other promotion on the web. Grammar and punctuation.

Homework

- **BPW** – **Read** and **annotate** pages 275-296 – informal reports
- **CR** – **Read** and **annotate** assigned pages on proposals and reports.
- **Write** assigned blog post. **Submit** on Canvas. **Bring** a hard copy to class.
- **Prepare** for a quiz on writing successful messages.

Week 12

4.14.16 Quiz. Discuss formal and Informal reports and proposals. Assign informal report or proposal.

Homework

- **BPW – read and annotate** pages 299-329 – formal report.
- **Write** assigned informal report or proposal. **Revise** and **Proofread**. **Submit** to Canvas. Bring a hard copy to class.
- **CR -- Read and annotate** “Coming to an Office Near You.” **Write** a 300-word commentary. **Submit** to Canvas discussions. **Bring** a hard copy to class.
- **Bring** laptop or tablet to class.

Week 13

4.21.16 Discuss formal reports -- types, structure, content, visuals, writing process. Discuss options and choices.

Homework

- **Decide** which of the three options you will choose for your formal report and which companies you will compare.
- **Begin** researching information relevant to your companies and topic. **Take** notes and write questions. **Bring** list to class.
- **Organize** preliminary information and **outline** report. **Submit** outline on Canvas. **Bring** hard copy to class.

Week 14

4.28.16 Discuss questions on formal report. Discuss reflective essay assignment and final video podcast assignment.

Homework

- **Write** rough draft of all sections of formal report with works cited. **Submit** on Canvas. **Bring** two hard copies to class. Final draft will be due on the date of the final.
- Strongly encouraged -- **Make and keep** one or more appointments with the Writing Center, EOP, or Peer Connections to have a tutor read your rough draft of your final report. **Final drafts are due on day of final.**

Week 15

5.5.16 Formal report peer review workshop. Discuss reflective essay and podcast assignment. Grammar and punctuation review.

Homework

- **Review** grammar for final grammar test.
- **Write** two-page reflective essay.
- **Write** script for 2-3 minute podcast.
- Optional but strongly encouraged – **See me** during extended office hours. **Bring** a hard copy of your rough draft of final report after you make revisions based on peer review and meetings with campus tutors.

Week 16

5.12.16 Grammar final. Podcast Script discussion and peer review.

Homework

- **Film** video podcast. **Submit** final draft of script and final film to Canvas.
- **Revise** your formal report.

Final

5.23.16 **Due -- Final draft of formal report, Video podcast for presentations. 2:45-5:00 p.m. Attendance is required.**

Important Dates for Spring Semester 2016

Thursday, January 28	First day of instruction – Classes Begin
Tuesday, February 9	Last day to drop a class without a "W" grade
Tuesday, February 16	Last Day to Add Courses and Register Late
Wednesday, February 24	Enrollment Census Date
Monday-Friday, March 28-April 1	Spring Recess
Thursday, March 31	Cesar Chavez Day – <i>Campus Closed</i>
Monday, May 16	Last Day of Instruction – Last Day of Classes
Tuesday, May 17	Study/Conference Day (no classes or exams)
Wednesday-Friday, May 18-20	Final Examinations
Monday-Tuesday, May 23-24	Final Examinations
Wednesday, May 25	Final Examination Make-up Day
Thursday, May 26	Grade Evaluation Day
Friday, May 27	Grades due from Faculty – End of Fall Semester
Saturday, May 28	Commencement
Saturday, May 28	End of Academic Year
Monday, May 30	Memorial Day – Campus Closed.

Please write down the names, email addresses, and phone numbers of three classmates whom you can contact for information in the event that you miss class.

1.

2.

3.

Late Pass – Exception to the “No Late Work Rule”

Things come up for all of us. That is why this pass is available to you to use for turning in one of the following assignments **up to one week late**. Please staple this to your assignment. Only one coupon can be used per assignment.

This pass may be used for the following assignments:

- two-part complaint letter
- thank you letter
- one commentary
- letter of recommendation request packet
- final draft introduction essay
- blog post
- informal report

Name _____ Section _____

Assignment _____

Date Due _____ Date Submitted _____

This pass **may not** be used for rough or final drafts of resume, cover letter, executive brief, executive brief research questions, or executive brief presentation, podcast script or presentation, mock interview worksheets or questions, final report or outline for formal report, or reflective essay. The reason is that the timely completion of these assignments is necessary for time-restricted peer reviews, group work, library visit, job fair, presentations, or grades due at the end of the semester.

Late Pass LearningCurve – Exception to the “No Late Work Rule”

This pass entitles you to complete one group of LearningCurve topics **up to one week late**. Please submit coupon hard copy in class, and write “coupon” in the comment section when you submit your LearningCurve assignment on Canvas. **Note: Topics must be both assigned on same date. Also, if there is a quiz before you do these topics, you will still be responsible for all grammar/punctuation questions.**

Name _____ Section _____

Topic 1 _____ Topic 2 _____

Date Due _____ Date Submitted _____

First Writing Center Visit – Extra Credit

This pass entitles you to 5 points extra credit after your first visit to the Writing Center **if used by March 10, 2016.**

Name _____ Section _____

Assignment _____

Date of Visit _____ Time of Visit _____

Writing Tutor Name(Print) _____ Signature _____

For credit, staple this coupon to assignment in question. Write “coupon” in assignment on Canvas.

Revision Pass for Extra Credit – Instructor Choice

This pass is available to you to revise a final draft of one assignment chosen by instructor (for the whole class) for a higher grade. Points will only be awarded if the revision is a substantial rewrite of all areas of concern. The revision must be virtually free of grammar and punctuation errors. Revision is due one week after the graded assignment is returned unless otherwise noted. Only one coupon can be used per assignment.

Name _____ Section _____

Assignment _____

Date Due _____ Date Submitted _____

Revise an Assignment for a Passing Grade

This pass entitles you to revise one assignment on which you received a grade lower than a C (below 73%) for a passing grade. The revision must be a substantial rewrite that goes beyond correcting errors that were corrected by me. You must rewrite all areas of concern and make sure that your paper is free of grammar and punctuation errors. Only one coupon can be used per assignment. **Assignment must be revised and submitted prior to April 14, 2016.**

Name _____ Section _____

Assignment _____

Date Due _____ Date Submitted _____

**Letter of Understanding
Spring 2016, English 100WB, Section 5**

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 _____