

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 100WB, Written Communication for Business Majors, Section 6,**  
**(23149) Spring 2017**

<b>Instructor:</b>	Dr. Linda Landau
<b>Office Location:</b>	Faculty Office Building (FOB) 115
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<b>Office Hours:</b>	MW 1:45pm - 2:30pm
<b>Class Days/Time:</b>	W 9:00am - 11:45am
<b>Classroom:</b>	BBC 130
<b>Prerequisites:</b>	Completion of GE Area A3, or equivalent second semester composition course (with a grade of C- or better); completion of Core GE, satisfaction of Writing Skills Test (WST), and upper division standing (60 units completed)
<b>GE/SJSU Studies Category:</b>	Written Communication II (Area Z)

## **Course Format**

### **Technology Intensive and Hybrid Courses**

This course will be conducted as a workshop with short lectures interspersed between hands-on activities. The seminar is technology intensive in that you will be required to view YouTube videos, conduct online research, and complete online exercises on *LaunchPad Solo* and, if necessary, *Writer's Help* and *Learning Curve*, and to write reports and emails in class, which will be uploaded to Canvas as Microsoft Word documents, and submitted in print when required. Please bring your laptop to every class session.

### **Faculty Web Page and MYSJSU Messaging**

Course materials such as the syllabus, additional readings and video viewings, assignment instructions, and due dates can be found on our course page on the Canvas learning management system. You are responsible for regularly checking Canvas and your email to learn of updates.

## **Course Description**

English 100WB is a team-based, task oriented participatory course that simulates real business communication scenarios – oral, written, visual – encountered daily by business professionals. Written Communications for Business Majors requires a minimum of 8,000 words of writing spaced throughout the semester. The course, which focuses on both practical and theoretical aspects of organizational communication, will provide you with opportunities to develop proficiency in researching, writing, and speaking for business, academic, and general audiences.

All assignments are designed to promote critical thinking and strategic problem solving in a business environment. In teams and individually, you will create marketing material for a student-created NGO and conference. The course is divided into four overlapping, interconnected sequence units, each featuring specific workplace situations and written genres: 1) Personal Branding—your personal business card, profile, résumé, and portfolio cover letter; 2) Corporate Branding—NGO brochure and website; 3) Workplace Collaboration—conference marketing materials, Prezi or PPT business reports, email correspondence, and a project–team review; and 4) Workplace Book Club—an analytical, researched informed problem paper and panel discussion.

## Course Goals for Written Communication Business Majors

- To develop advanced proficiency in college-level writing and business communication, including recognizing and appreciating the importance of concise and timely communication in organizational settings, identifying and articulating the message in various communications, and properly formatting and strategically composing a variety of different business documents.
- To develop advanced academic research tools and effective documentation and citation practices, according to APA guidelines.
- To recognize the importance of developing communication strategies based on organizational needs and to craft messages accordingly, including an awareness of the demands of different genres and audience expectations.
- To make communication decisions using critical thinking and defend these decisions logically.
- To meet workplace challenges effectively and assertively, including impromptu speeches, team collaboration, structured presentations, interactive email correspondence, reports, etc.

## GE Learning Outcomes for Area Z / Course Learning Outcomes for English 100WB (GELO/CLO)

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

- 1. GELO/CLO 1: produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.**

*To be satisfied by 1) a final editing exam of business correspondence, 2) submitting a portfolio of all major work, written in concise effective language, using strategic academic or business vocabulary, standard principles of grammar, punctuation, and spelling, and recognized formatting, and 3) completing exercises on Learning Curve, some required and others individually assigned according to need.*

- 2. GELO/CLO 2: explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.**

*To be satisfied by writing an informed critical-analytical problem or position paper on a researched workplace or economic issue, and participating in a panel discussion on this issue. **Activities** include a classroom library orientation in research techniques for online and database sources; short lectures and worksheets on evaluating, citing, integrating, and introducing sources according to APA guidelines; exercises on Learning Curve to practice APA style; a preparation assignment – a short collaborative research essay; and workshops on constructing an argument – thesis in context, supporting evidence, peer reviewing, and revising the paper.*

- 3. GELO/CLO 3: organize and develop written assignments and business documents for both professional and general audiences.**

*To be satisfied by reading Chapters 1-9 in Business Writing Scenarios as well as writing a personal and a company profile, a resume, a project review, and a business plan or grant proposal, and providing a visual-oral presentation of the plan or proposal.*

- 4. GELO/CLO 4: organize and develop written assignments and business documents according to appropriate editorial and citation standards.**

*To be satisfied by effectively evaluating and documenting sources according to APA guidelines, in a written and revised problem paper on a researched workplace or economic issue explored by one of the books on the class required reading list. APA guidelines will be studied in detail in class and online at Writer's Help and Learning Curve.*

- 5. GELO/CLO 5: locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.**

*To be satisfied by composing business emails – in particular a request for a recommendation – that convey a strategically worded message with a clearly stated purpose that elicits a positive response from a classmate.*

## Required Texts and Readings

- Ramsey, J. (2016). *Business Writing Scenarios with access to LaunchPad Solo for Professional Writing*. New York: Macmillan. ISBN 978-1-319-07313-8.  
Can be purchased at the Spartan Bookstore, where LaunchPad is offered free with the handbook. If you rent a book, purchase access to LaunchPad Solo online at [www.macmillanhighered.com/professionalwriting1e](http://www.macmillanhighered.com/professionalwriting1e) (\$15).
- *Writers Help 2.0*, which includes Andrea Lunsford’s *Everyday Writer* and *Learning Curve*. Available free on Canvas.
- A college level **dictionary** and **thesaurus**—print or online. Bring to class every session.
- Articles and videos, or their links, posted on Canvas
- **One** of the following books selected for your Workplace Book Club analytical problem paper – panel discussion.  
Can be purchased online or in bookstores.
  - Carnegie, D. (1936). *How to Win Friends and Influence People*. (any edition)
  - Godin, S. (2011). *We Are All Weird: The Rise of Tribes and the End of Normal*. New York: Penguin Random House.
  - Reich, R. (2015). *Saving Capitalism for the Many, not the Few*. New York: Alfred A. Knopf.
  - Sandberg, S. (2016). *Lean In for Graduates*. New York: Alfred A. Knopf.
  - Vanderbilt, T. (2016). *You May Also Like*. New York: Alfred A. Knopf.
  - Newport, C. (2016). *Deep Work: Rules for Focused Success in a Distracted World*. Grand Central Publ.

## Course Requirements and Assignments

**Credit hours:** As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means you should spend at least **9 hours per week** preparing for class, participating in classroom instruction and course activities, and completing assignments.

**Assignments** include reading our textbook *Business Writing Scenarios*, posted articles, and at least one of our Workplace Book Club selections; viewing assigned sample documents and videos on Launchpad; and writing both in-class work and revised out-of-class reports for which you will be given a specific prompt detailing all requirements, including due dates, scope, and criteria for evaluating your work. You will submit a **Portfolio** containing all your business documents (sequences 1-3) on the 8<sup>th</sup> week of the semester, at which time the **Workplace Book Project** begins.

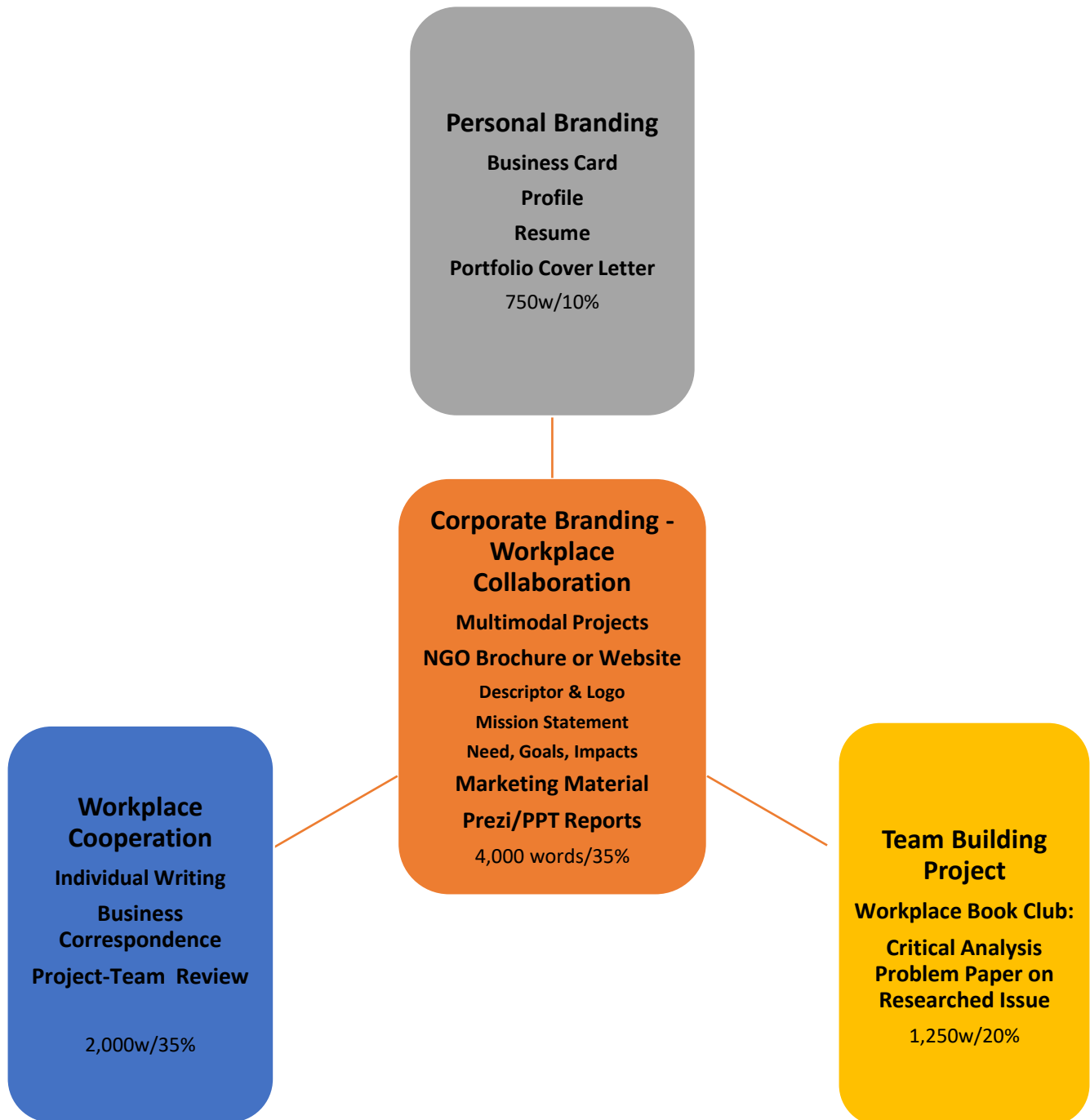
Assignments	Total Words	% of Grade	Total Points	GELO/CLO
<b>Personal Branding:</b> Business Card, Profile, Resume, Cover Letter	750	10%	4	1, 3, 5
<b>Corporate Branding – Workplace Collaboration:</b> Multimodal 1. NGO Brochure or Website: Descriptor, Logo, Mission Statement, Statement of Needs, Goals, Impacts, Pictures + Prezi/PPT reports 2. Marketing Materials: Posters, Flyers, Press Release, Outreach + Prezi/PPT Reports	3,500	35%	14	1 - 5
<b>Workplace Cooperation (individual):</b> Project-Team Review, In-class emails and editing exams, short papers	2,000	30%	12	1, 3, 5
<b>Team Building – Workplace Book Club:</b> Critical-Analytical Problem Paper on a researched workplace or economic issue explored by one of the reading list books, <i>and</i> participation on a panel discussion on the issue.	1,250	20%	8	1, 2, 4
<b>Final Examination:</b> Editing Exam and Reflections	500	5%	2	1 - 5
<b>Total</b>	8,000	100%	40	

# Course Narrative: Assignments

Personal Branding Portfolio in a Corporate Context (5,250 words/65% course grade)

Emails, short papers, and Book Club position paper – panel discussions (2,750 words/35% course grade)

**Competition motivates excellence. Collaboration achieves success.**



## Grading Policy

**Grading: A-F.** This course must be passed with a C or better to satisfy the SJSU graduation requirement, or CSU Graduation Writing Assessment Requirement (GWAR). A passing grade in the course signifies that you have satisfactorily demonstrated advanced proficiency in college-level and business written and oral communication as well as information literacy and critical thinking.

### Grade Determination

Your final class grade will be determined according to the following criteria:

**A (4.0-3.5)** = Exceptional communication skills – appropriate response to prompt that appeals to audience and genre expectations, professional tone and formatting, fully developed content, strategic word choice, and an organized, concise, grammatically correct and convincing message showcasing critical thinking and creative solutions; excellent preparation for class discussion; exemplary mastery of course readings and concepts; intellectual curiosity; enthusiasm and initiative during group activities with insightful contributions to class and team discussions.

**B (3.4-2.8)** = Good communication skills – appropriate response to prompt that appeals to audience and genre expectations, professional tone and formatting, competent word choice, some disorganization, but still concise, mostly grammatically correct message; solid preparation for class discussion; interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities, consistently volunteering in class and on team.

**C (2.7-2.1)** = Satisfactory communication skills – appropriate response to prompt though it may not entirely appeal to audience and genre expectations, semi-professional tone and mistakes in formatting, some disorganization, wordiness, repetition, missing details, grammatical flaws, and bland word choice that detract from the message, which is clear but unconvincing; fair preparation for class discussion; competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities, only occasionally volunteering in class and on team.

**C-/D (2-1)** = Limited communication skills – unsuitable response to prompt, non-professional tone, and weak message because of poor word choice, faulty grammar, wordiness, repetition, or missing information; uneven preparation for class, and indifferent or non-participation; inattentive during class; rare contributions during group activities; consistent tardiness and disruptive behavior; failure to submit essays and homework. **C- is NOT a passing grade.**

**F (0)** = Weak communication skills – incomprehensible or illogical message; little to no preparation for class; little evidence of reading assignments; no response when prompted and never volunteers; demonstrates potential hostility to discussion; irrelevant, distracting, or missing contributions to team.

**Revision for a higher grade.** A professional writer proofreads, edits, and revises first drafts before sending a final draft to a client or supervisor. Because revision and editing is a vital part of the writing process, you will be expected to review all your work before submitting it for a grade. **Class Policy 1:** All written work submitted for peer review should be revised using peer recommendations. **Class Policy 2:** Work that is unprofessional (e.g. not clear or does not follow the prompt instructions) will *not be accepted* for partial credit. **Class Policy 3:** Graded and evaluated work may be revised once for a higher grade, except the final portfolio. All work should be revised *before* submitting your final portfolio.

### Grading Scale

Excellent		Very Good → Good		Competent → Not Passing		Not Competent		Not Here	
3.9 – 4.0	A+	3.4 – 3.3	B+	2.7 – 2.6	C+	1.9 – 1.7	D+	0	F
3.8 – 3.6	A	3.2 – 2.9	B	2.5 – 2.1	C	1.6 – 1.1	D		
3.5	A-	2.8	B-	2.0	C-	1.0	D-		

## Classroom Protocol

**Diversity:** SJSU studies include an emphasis on diversity. You will engage in integrated reading, writing, and oral assignments to construct your own arguments on complex issues (such as class and social equity, gender and racial equality) that generate meaningful public debate. Classroom discussion will always be inclusive and respectful of other viewpoints.

**Participation and Collaboration:** Sharing ideas, asking questions, and providing valuable feedback contribute to yours and your team's success. In-class activities cannot be made up. If you cannot attend a workshop, it is your responsibility to notify your team and make arrangements to exchange papers with a team member.

**Late Papers and Missed In-class Essays:** Late reports and correspondence will lose you a client or a job in the business world. Late reports in class will hold up your teammates. Hence, late papers are not acceptable, and quizzes cannot be made up. If you miss an in-class exam or an independent assignment (not part of a team project) and you have a valid excuse (documented illness, religious holiday), you will be allowed to make up the exam during my office hours or submit your essay late on condition you notify me *before* the missed exam date and hour.

**Electronic equipment:** Smart phones, laptops, tablets may be used during class ONLY for writing and revising assigned reports and emails, and for research and dictionary use. Using electronic equipment for texting and other personal entertainment constitutes non-participation: besides being rude, it distracts you from the work at hand and makes you miss important information and instructions. You will be asked to put it away. If you have a serious electronic device addiction, the Health and Wellness Center, Room 300B, offers withdrawal therapy.

**Tardiness:** If you are not *in* class, you cannot participate, and thus cannot learn. Arriving late disturbs the class and results in your missing important discussion and activities. Students who are late will lose participation points.

**Food and drinks.** ONLY drinks properly covered and dry food are allowed in the classroom. Warm food is NEVER allowed in the classroom.

**Class Recording and Public Sharing of Instructor Material:** As per university policy [University Policy S12-7](#), you do NOT have my permission to audio or video record any of our class sessions, or to share course material, such as exam questions, lecture notes, or homework solutions with anyone outside this class.

## Reference Library Liaison

Ann Agee, [ann.agee@sjsu.edu](mailto:ann.agee@sjsu.edu), (408) 808-2033 Libguide: <http://library.sjsu.edu/profile/annagee>

Bookmark the King Library website: <http://library.sjsu.edu>

Call (408) 808-2100 for immediate assistance with research related questions during library hours.

Ask-A-Librarian: <http://library.sjsu.edu/ask-librarian-0> (to chat with an on-call reference librarian when Ms. Agee is not available, even when the library is closed).

## 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 [Writing Center website](#): <http://www.sjsu.edu/writingcenter>.

## University Policies and Services

Students are responsible for reading and understanding **university-wide policy information** relevant to all courses, such as **academic integrity, accommodations, drop policy**, etc., available on **Office of Graduate and Undergraduate Programs' Syllabus Information web page** at <http://www.sjsu.edu/gup/syllabusinfo/>. For appointments at the **SJSU Health Center** call (408) 924-6122. For after-hours **Advice Nurse Line**, call (866) 935-6347. For more information, visit <http://www.sjsu.edu/studenthealth>. For **SJSU Counseling Services**, located on the corner of 7<sup>th</sup> and San Fernando Street, Administration Building, Room 201, visit their website at <http://www.sjsu.edu/counseling>.

## English 100WB – Spring 2017 Course Schedule

*This tentative schedule is subject to change according to class needs. You will be notified on Canvas and in class.*

Week	Date	Topics, Readings, Assignments, Deadlines
		<i>Reading and writing assignments are listed on the day they are due. <b>BWS = Business Writing Scenarios</b></i>
1	2/1	Syllabus, Goals for 100WB – 6, Online and Library Research Introduction to Genres, Audience, Revision: Business Cards, Résumé, Profile, Sponsored Content
2	2/8	<b>BWS Ch.1 Business Writing – Audience, Genre, Clarity, and Brevity and Ch. 3 Resumes</b> (pp. 40-60) <b>Personal Branding (Seq. 1):</b> Business Cards, Personal Profile, Résumé due for Networking, Revision
3	2/15	<b>BWS Ch.7 pp. 159-164</b> and <b>Letter of Inquiry - Grant Proposal (170-181, 197-213)</b> <b>Corporate Branding – Workplace Collaboration (Seq. 2):</b> Mission Statement, Logo, Interviews & Bios Websites: <a href="http://southbayendtrafficking.org">http://southbayendtrafficking.org</a> <a href="http://www.walkingmerchandise.com/">http://www.walkingmerchandise.com/</a> <a href="http://www.kickstarter.com/about?ref=nav">www.kickstarter.com/about?ref=nav</a>
4	2/22	<b>BWS Ch.4 Design, Format, Conventions</b> and <b>Ch.6 Writing to External Audience</b> <b>Email Editing Quiz</b> <b>Corporate Branding (Seq. 2):</b> Statement of Needs, Goals (Statistics, Research– APA) & Outcomes/Impact
5	3/1	<b>BWS Ch.2 Business Writing - Audience, Genre, Clarity, and Brevity in Emails</b> <b>Workplace Collaboration (Seq. 2):</b> Presentation Reports, Marketing Materials, Press Release, Outreach
6	3/8	<b>BWS Ch.5 Writing to Colleagues within the Organization and Ch. 3 Cover Letters</b> (pp. 61-74) <b>Workplace Cooperation (Seq. 3):</b> Presentation Reports, Marketing Revisions, Writing a Review,
7	3/15	<b>BWS Ch.9 Leadership Values in Business Writing</b> <b>Workplace Collaboration (Seq.1-3):</b> Refining the Portfolio, Presentation Reports, Marketing Revisions Redesigning the Resume
8	3/22	<b>Portfolio (Sequences 1-3) due</b> Reflections Selecting a Book Club Crafting an Email
9	4/1	<b>SPRING BREAK: NO CLASSES</b>
10	4/5	<b>Workplace Book Club (Seq. 4): Writing a Researched Analytical Position Papers – Panel Discussion</b>
	4/11	<b>Conference on Human Trafficking – Modern Day Slavery</b>
11	4/12	<b>Workshop: Position Paper data due (reliable sources, APA) – Panel Discussion</b>
12	4/19	<b>Workshop: Position Paper outline and sketch due – Panel Discussion</b>
13	4/26	<b>Workshop: Position Paper draft due for peer review – Panel Discussion</b>
14	5/3	<b>Position Paper due – Panel Discussion Reflecting on Workplace Book Club as Team Building</b>
15	5/10	<b>Review: Email Editing Exam and Workshop</b>
Final Exam	5/22 M	7:15am – 9:30am <b>Email Editing Exam</b>

### Fall 2016 Literary Readings at SJSU

See <http://www.litart.org> for details about readings by awesome artists teaching or visiting at SJSU.