

San Jose State University

Department of English and Comparative Literature

Course: English 100WB, Written Business Communication (GE Area Z)

Section 07 (#23259 Seminar), Spring 2017

Instructor: Carlos Mujal (Office Hours: T/Th, 5:00 – 6:00 PM)

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Class Days/ Time: W (6:00 –PM 8:45 PM), BBC 128

Required Texts:

- Kitty O. Locker and Stephen Kyo Kaczmarek, *Business Communication, Building Critical Skills*
- Daniel Yergin and Joseph Stanislaw, *The Commanding Heights*

Course Overview and Description:

English 100WB is a participatory upper-division core course in which students will develop advanced proficiency in college-level writing. While reinforcing and advancing the students' understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A, English 100WB broadens and deepens those abilities to include mastery of the discourse specific to business communications. With an emphasis on critical thinking through scenario-based assignments that utilize both practical and theoretical aspects of organizational communication, English 100WB provides students with opportunities to practice both the oral and the written skills necessary for successful business communications.

This course is also designed to simulate actual business communications scenarios using a critical thinking approach. This course contains both practical and theoretical aspects of organizational communication to prepare students for “audience-oriented” communication. Both communication mechanics and style (practical), and the appropriateness of messages and methods based on specific organizational situations (theoretical) will be emphasized. Course activities provide students with opportunities to practice oral and written communication skills necessary for success in business and will require students to analyze communication scenarios, choose the appropriate methods and messages, and then properly communicate the message. Reading, writing, thinking and speaking are all parts of the communication process; all four are necessary to communicate intelligently and effectively. This is a writing-intensive course (8000 words per student, minimum) **and regular attendance is essential for your success.**

Prerequisites:

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

Attendance:

Students are expected to attend every class and be on time. Attendance is necessary for success in this course due to the following work: in-class weekly quizzes, in-class writing assignments, in-class weekly worksheets/handouts, and student/group presentations which are scheduled. Please notify me by e-mail at mujal@sbcglobal.net if you can not attend a particular class. Due to the amount of materials which will be given, there is no make-up work possible for any in-class work which was missed.

Communication Expectation:

Students are expected to demonstrate a high level of both professionalism and respect in all communication in this class. This includes email correspondence and class discussions.

Course Objectives:

Students will develop

1. the ability to analyze and interpret communication scenarios and to respond to them clearly, correctly, concisely, concretely, coherently, completely, and courteously;
2. 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;
3. a rhetorically sophisticated writing style appropriate to upper-division university discourse;
4. mastery of the mechanics of standard English.

Student Learning Goals

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

- write documents and make oral presentations that are clear, correct, concise, concrete, coherent, complete, courteous, and culturally appropriate;
- 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.

GE Student Learning Objectives: SLOs 1 - 3

[English 100WB: English 100W Learning Objectives (G.E. Area Z)]

Student Learning Objective 1 (SLO 1): Students shall be able to refine the competencies established in Written Communication 1A (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)*

Student Learning Objective 2 (SLO 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 (SLO 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.

Course Content

- Diversity: Assignments (both reading and writing) shall address issues of race, class, age, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever appropriate. At least one graded assignment, oral or written, shall address cross- or inter-cultural, -generational, or -gender communications.
- 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. This minimum requirement excludes the final examination, journal writing, quizzes, and impromptu short writing assignments. However, it can include the department diagnostic and assignments that require major revisions to a previously graded or reviewed draft; a major revision is defined as a significant rethinking and reworking of an assignment, and not simply one that “corrects” mechanical errors noted on the original. At least two graded assignments shall be written in class. How the 8000 word minimum will be met and distributed must be clearly indicated on greensheets.
- 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. Contact information for our university research librarian, Ann Agee, is provided in this syllabus under the section entitled, “Research Projects.”
- **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.
- **Grading:** A/B/C/D/F. Grades from A – F will be given; however, this class must be passed with a C or higher for purposes of graduation. A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in those majors that comprise the College of Business.

Application:

Apply the mechanics of effective communication

Employ the “seven Cs” of effective communication -

Clear, Concise, Concrete, Correct, Cohesive, Complete & Courteous

Clear: Message needs to be clear to be effective.

Concise: Message needs to be brief if it is to read by busy people.

Concrete: Message needs concrete (specific) terms for accuracy and credibility.

Correct: Message must include proper spelling, grammar, punctuation and format.

Coherent: Message needs to “hang together” so that ideas flow from one to the next through smooth transitions.

Complete: Message needs to include enough relevant and useful information.

Courteous: Message should be positive to build goodwill, and focus on the audience.

Assignments:

Modules/ Chapters must be read by the beginning of the class for which they were assigned. Read closely, take notes, and be prepared to discuss the assigned materials in class and to take a quiz on the material.

Expect a quiz and/or other in-class writing and worksheets/handouts every class meeting. These assignments will help improve your writing and are important to your learning. These assignments can not be made-up.

This is a writing intensive class; students can expect to have a typed, printed and stapled sample of writing due frequently, as well as frequent in-class writing assignments. Out-of-class class work is due at the beginning of class. Assignments will not be accepted by email. Due to the brevity of the summer session, a late assignment will **only** be accepted by the next class meeting after its original due date and the maximum amount of credit which it will be given is fifty percent of the original point value. The only exception to this policy involves the final paper. The final paper will only be accepted on the due date listed in the syllabus

Besides the main textbook, *Business Communication, Building Critical Skills* one other text, *The Commanding Heights*, has been assigned.

Business communication is not only written, it is also spoken. One short speech and two longer presentations are required for the class. Students will be expected to not only present both of these but also provide feedback on their classmates' presentations.

The final exam is used to gauge student progress in the course and is necessary for success in the course. The final exam will be given on Wednesday, May 24, 2017 at 7:45 PM – 10:00 PM. Since, the final exam is mandatory, students must take the final exam in order to pass the class.

Grading Standards:

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.

[90 - 100% (A); 80 – 89% (B); 70 – 79% (C); 60 – 69% (D); sub- 60% (F)]

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.

All class assignments (written and oral) will be graded for:

Precision (clarity, conciseness, completeness, cohesiveness, and correct use of grammar, punctuation, spelling, well-organized paragraphs, and appropriate diction and syntax.).

Attention to the importance of the message and the audience you are addressing.

Appropriateness and **Courtesy** of your communication, and your ability to follow directions.

A = Excellent Communication

(100 – 90% A)

Demonstrates impeccable grammar, punctuation, and spelling (if written); demonstrates impeccable grammar, vocal quality, and speaking style (if oral). Excellent analysis of business situation and audience, coordinated with appropriate choice of communication style, mode and tone. Excellent composition (organization and format) of message and outstanding transitions, enabling the audience to understand and follow the writer's or presenter's logic. Message is superbly crafted, articulated and delivered to leave audience with a clear "take away." Presentation may be unique and is exciting to the audience.

B = Good Communication

(89 – 80%)

(Demonstrates good grammar, punctuation and spelling (if written); demonstrates good grammar, vocal quality, and speaking style (if oral), Appropriate analysis of business situation and audience, coordinated with appropriate choice of communication style, mode and tone. Appropriate composition (organization and format) of message and outstanding transitions. The audience should be able to understand and follow the writer's or presenter's logic. Message is superbly crafted, articulated and delivered to leave the audience with a clear "take-away." Presentations may be unique or intriguing to the audience.

C = Satisfactory Communication

(79 – 70%)

Grammar, punctuation, and spelling (if written) are basically acceptable; grammar, vocal quality, and spelling (if written) are basically acceptable; grammar, vocal quality, and speaking style (if oral) are basically acceptable. Demonstrated attempt to analyze business situation and audience, however, choice of communication style, mode and tone may not have been optimal. Audience should be able to determine the organizational pattern, and recognize

the “take-away” message being presented. Presentation may not engage the audience.

D = Communication

(69 – 60%)

Grammar, punctuation, and spelling (if written) are partially acceptable; some aspects of grammar, vocal quality, and spelling (if written) are flawed; grammar, vocal quality, and speaking style (if oral) are also partially flawed. Demonstrated attempt to analyze business situation and audience, however, choice of communication style, mode and tone may have several problems. Audience is unable to determine the organizational pattern, and recognize the “take-away” message being presented. Presentation may not engage the audience.

F – Unsatisfactory Communication

(59 – 0%)

Use of upper division quality grammar (written and oral), punctuation, and spelling (if written) is a requirement of satisfactory work. Although one major flaw will not result in an unsatisfactory grade, multiple major flaws compound to create unacceptable work. An unacceptable number of errors in either the content of the communication; the analysis of the business situation and audience, and resultant choice of communication style, mode and tone; the composition (organization, format and transitions) of the message; or the inability of the writer/ presenter to identify and craft a “take-away” message will result in unsatisfactory work.

SJSU Academic Integrity Policy

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but it is not limited to: 1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Campus Policy on Compliance with Americans Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>

Grade Distribution

Value

Group project

- Topic proposal – 600 words 25 points (Assign.# 3)
- Investigative report – 500 words 25 points (Assign.# 4)
- Intro paragraph and outline – 200 20 points (Assign.# 5)
- Paper – 1500 words 100 points (Assign.# 7)
- Presentation – (12 -13 minutes) 50 points

Individual project

- Proposal – 500 words 25 points (Assign.# 8)
- Investigative report – 500 words 25 points (Assign.# 9)
- Intro paragraph and outline – 200 words 20 points (Assign.# 10)
- Paper – 2000 words 100 points (Assign.# 15)
- Presentation – (7 – 9 minutes) 50 points

Other writing

- Intro 25 points (Assign.# 1)
- In-class writing – 200 X 3 = 600 words 45 points (Assign.# 6, 12, 13)

(Document revision)

- Self critique – 300 word 25 points (Assign.# 2)
- Career plan – 600 words 40 points (Assign.# 11)
- Critical analysis essay – 750 words 75 points (Assign.# 14)

Quizzes & tests

- Quizzes and other in-class writing 100 points

Worksheets (Modules)

100 points

Participation

50 points

Final exam (10% of grade)

100 points

Final Course Grade is based on 1000 points.

CALENDAR

Week 1: February 1

Lecture - Introduction, Roll, Syllabus
Homework: Purchase required texts
In-class: Worksheet(s)

Week 2: February 8

Lecture – Types of communication, How to communicate professionally
Student introduction
Completed reading and outline of modules 1 & 2
In-class: Worksheet(s)
Quiz on module 1 & 2 and/or lecture
Written Assignment #1: February 8 (SLO 1)

Week 3: February 15

Lecture – Team communication
Completed reading and outline of module 18
In-class: Worksheet(s)
Quiz on module 18 and/or lecture
Written Assignment #2: due February 15 (SLO 1)

Week 4: February 22

Lecture – Conducting research and documenting sources
In-class: Worksheet(s)
Library research class (February 22)
Written Assignment #3: due February 22 (SLOs 1 – 3)

Week 5: March 1

Lecture – The writing process
Completed reading and outline of modules 4, 5
In-class: Worksheet(s)
Quiz on module 4, 5 and/or lecture
Written Assignment #4: due March 1 (SLOs 1 – 3)
Written Assignment #5: due March 1 (SLOs 1 – 3)

Week 6: March 8

Lecture: Critiquing, Revising, Editing,

Complete reading of MLK, “I Have a Dream”
Complete reading of “Gettysburg Address”
In-class: Worksheet(s)
Written Assignment #6: due March 8 (SLOs 1 – 3)

Group research paper workshop – March 8 - bring 2 copies of a rough draft of the research paper – 1000 word minimum
In-class: Worksheet(s)
Film: “Commanding Heights” (Part 1)

Week 7: March 15

Group presentation – March 15
In-class: Worksheet(s)
Written Assignment #7: due March 15 (SLOs 1 – 3)

Week 8: March 22

Film: “Commanding Heights” (Part 1)
Lecture – Job hunt
Completed reading and outline of module 26
In-class: Worksheet(s)
Quiz on module 26 and/or lecture
Written Assignment #8: due March 22 (SLOs 1 – 3)

Week 9: March 29

Spring Recess

Week 10: April 5

Film: “Commanding Heights” (Part II)
Discussion – *Commanding Heights* by Daniel Yergin and Joseph Stanislaw

Week 11: April 12

Lecture & workshop– Résumés and cover letters
Completed reading and outline of modules 27, 28
In-class: Worksheet(s)
Written Assignment #9: due April 12 (SLOs 1 – 3)

Week 12: April 19

Lecture – The day after the job interview/ Major-minor reports and proposals
Completed reading and outline of modules 21, 23, 24
In-class: Worksheet(s)
Written Assignment #10: due April 19 (SLOs 1 – 3)
Written Assignment #11: due April 19 (SLOs 1 – 3)

Week 13: April 26

Lecture – “You Attitude, Short messages and personal memos”
Completed reading and outline of modules 7, 10
In-class Worksheet(s)

Lecture: Audience/ Ethics
Completed reading and outline of modules 11, 12
In-class: Worksheet(s)
Written Assignment #12: due April 26 (SLOs 1 – 3)

Individual paper workshop –April 26 - bring 2 copies of a rough draft of the Individual research paper to class – minimum 1000 words

Week 14: May 3

Individual presentations – May 3 - Each student will give a 7-8 minute presentation of their research. Power point is allowed, but not required.
Lecture – Intercultural Business Communication
Written Assignment #13: due May 3 (SLOs 1 – 3)
Handouts

Mock Final

Week 15: May 10

Individual presentations (continued if necessary) – December 1
Written Assignment #14: due May 10 (SLOs 1 – 3)
Written Assignment #15: due May 10 (SLOs 1 – 3)

Mock Final
Overview/ Grade Consultation

**Final Exam - May 24 (Wednesday, 7:45 PM – 10:00 PM)
(Location: BBC 128)**

Assignment Descriptions

The syllabus does state that there are in-class quizzes and worksheets; these will be assigned at the instructor’s discretion.

All assignments with the required word count must have the word count written on the paper. For all components of the research paper, refer to the research paper description following the assignment list.

All assignments are to be turned in at the beginning of the class when they were due. A late assignment will **only** be accepted within one week after its original due date and the

maximum amount of credit which it will be given is fifty percent of the original point value. The only exception to this policy involves the final paper. The final paper will only be accepted on the due date listed in the syllabus.

Assignment 1: Write a 300-word document introducing you: tell your business concentration, your expected graduation date, your future career plan, what you want from this class, what you expect from this class, and the grade you hope to earn as well as anything relevant about yourself. (LO 1) Due February 8.

Assignment 2: A 300-word critique of your introduction speech given on September 1. What did you do well; what can be improved; what would make your introduction more professional? (LO 1) Due February 15.

Assignment 3: A 600-word minimum group research proposal. What area of business will the group research; where do you expect to find the majority of your research – textbooks, scholarly journals, websites, personal interviews? Also list which members of the group are responsible for which parts of the project. One per group; all members receive the same grade. (LO 1, 2, 3) Due February 22.

Assignment 4: A 500-word minimum investigative report on one source for the group research project from each student. What is the topic of the course? Summarize the information provided and detail how this source will assist in your research. Each student must do one investigative report on a different source than the rest of the group. (LO 1, 2, 3) Due March 1.

Assignment 5: A 200-word minimum introductory paragraph and a 1 to 1.5 page outline for the group research paper. One copy per group with all group members' names. (LO 1, 2, 3) Due March 1.

Assignment 6: You will be provided an in-class document. Follow these instructions:

1. Analyze the strengths and weaknesses of the document provided.
2. Re-write the document following the guidelines provided in class discussions.

(LO 1, 2, 3) Due March 8.

Assignment 7: A 1500-word minimum group research paper. Once copy per group with all group members' names. All group members receive the same grade on the paper. (LO 1, 2, 3) Due March 15.

Assignment 8: A 500-word minimum individual research paper proposal. What company will be compared to the US company; what is the basis of comparison; where do you expect to find most of your research, and what do you expect to conclude? (LO 1, 2, 3) Due March 22.

Assignment 9: A 500-word minimum investigative report on one source for the individual research project. What is the topic of the source? Summarize the information provided and detail how this source will assist in your research. (LO 1, 2, 3)
Due April 12.

Assignment 10: A 200-word minimum introductory paragraph and 1 to 1.5 page outline for the individual research paper. (LO 1, 2, 3) Due April 19.

Assignment 11: Career Plan

All of the following are required.

1. A career plan providing the following information:
 - Career field
 - Perspective employers and industries
 - Job requirements
 - Current qualifications
 - People and organizations that can help
 - Plan of action
 2. An ad for a job that follows your career plan: a job you would like to get and will be qualified for immediately after graduation.
 3. A résumé tailored to the job.
 4. An application letter tailored to this job.
 5. Research on the company posting the job answering the following:
 - What product/ service do they provide?
 - Who are their customers?
 - Who are their competitors?
 - How will this job help meet your goals?
 6. Prepare a few sentence answer for each of the following interview questions:
 - Why are you interested in this particular area of work?
 - What kind of contribution can you make to the company?
 - What are your long-term objectives?
 - What are your short-term objectives?
 - How do hope to benefit from this job?
- (LO 1, 2, 3) Due April 19.

Assignment 12: You will be provided an in-class document. Follow these instructions:

1. Analyze the strengths and weaknesses of the document provided.
 2. Re-write the document following the guidelines provided in class discussions.
- (LO 1, 2, 3) Due April 26.

Assignment 13: You will be provided an in-class document. Follow these instructions:

1. Analyze the strengths and weaknesses of the document provided.
 2. Re-write the document following the guidelines provided in class discussions.
- (LO 1, 2, 3) Due May 3.

Assignment 14: Submit a 600-word critical analysis essay on *Commanding Heights* by Daniel Yergin and Joseph Stanislaw. (LO 1, 2, 3) Due May 10.

Assignment 15: A 2000-word minimum research paper. Since this portion of the assignment builds on the group research paper, I expect portions of the individual paper to come from the group paper, but no more than 40% can come from the group paper. (LO 1, 2, 3) Due May 10.

Research Projects

Introduction

Research writing involves three steps: conducting research, understanding and evaluating the results of your research, and writing the research paper with accurate documentation. First, you can choose a topic upon which intelligent people have differing opinions. Next, you analyze your sources to decide which position appears most reasonable. Your paper would then take the form of an argument that shows readers you have considered the various positions and chosen a reasonable one.” (Troyka, *The Simon and Schuster Handbook for Writers*, 484-5)

As per University requirements, English 100WB, Written Business Communication includes a writing project involving significant library research. This research project is broken into two parts: a group project and an individual project.

Group Project

Groups of three or four students will jointly decide on a Fortune 500 business in the United States and research this business and its practices in the United States. Beyond a business concentration, focus on components of a concentration for your paper: i.e. benefits, accountability in accounting practices, direct to consumer marketing et al. The group will be expected to compile the research, write the paper and proposal, and present together. One paper per group will be submitted; the paper should read as a coherent whole, not as pieces. All members of the group receive the same grade for the proposal, introductory paragraph and outline, paper, and presentation.

Length: The group paper must be a minimum of 1500 words (5-6 pages); put the word count on the last page.

Sources: The paper must contain a minimum of four academic sources: textbooks, scholarly articles (popular journals or newspapers do not qualify), interviews with industry professionals or professors, and government or academic websites. After the initial four academic sources, additional sources can be taken from popular media. If you are uncertain of your sources qualifies, ask me. All material must be cited properly every

time a source is used in writing (footnote citation) and in your bibliography. Place all direct quotes in quotation marks, provide footnote citations for quoted and paraphrased material, and record all of your sources in the bibliography. Use Chicago citation style. The instructor will provide you with examples of the Chicago citation style for in-text citation and bibliographic usage.

Proposal: The project proposal is a brief description of the research interest of the group, expectations for sources, and division of labor for the group. It will be a minimum of 600 words.

Investigative report: Each student is responsible for writing one investigative report on ONE source for the paper. Summarize the source in a minimum of 500 words.

Workshop: On Week 6 (March 8), research groups will trade papers and offer suggestions for improvement to the other groups.

Presentation: Each group will give a 12 – 15 minute presentation on Week 7 (March 15). The presentation will be a summary of your research findings tailored to the class's interests and needs and must include a power point presentation. All students will critique one or two presentations.

Individual Project

Each student will write a paper comparing the business practices of a Fortune 500 US company with a similar company in another country. From these comparisons, the student will draw conclusions on best business practices. The best practices can be that of one of the two businesses, or a combination.

Length: The individual paper must be a minimum of 2000 words. Since this portion of the assignment builds on the group research paper, I expect portions of the individual paper to come from the group paper, but no more than 40% can come from the group paper.

Sources: In addition to the sources used for the group project, three academic sources on the non-US company's practices must be used. See the description of academic sources above. After the three academic sources, additional material can be taken from popular media. All material must be cited properly every time a source is used in writing (footnote citation) and in your bibliography. Place all direct quotes in quotation marks, provide footnote citations for quoted and paraphrased material, and record all of your sources in the bibliography. Use Chicago citation style. The instructor will provide you with examples of the Chicago citation style for in-text citation and bibliographic usage.

Proposal: The project proposal is a brief description of the research interest and expectations for sources. It will be a minimum of 500 words.

Investigative report: Write an investigative report on ONE source for the paper. Summarize the source in a minimum of 500 words.

Workshop: On Week 13 (April 26), students will trade papers and offer suggestions for improvement to the others.

Presentation: Each student will give a 7-9 minute presentation on Week 14 (May 3) and Week 15 (May 10) if necessary. The presentation will be a summary of your research finding tailored to the class's interests and needs; power point is allowed, but not required. All students will critique one or two presentations.

Research Librarian: Contact Information

Ann Agee
Librarian, School of Information
and Department of Accounting & Finance
Dr. Martin Luther King, Jr. Library
San Jose State University
(408) 808-2033
ann.agee@sjsu.edu

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

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SPRING 2017

Monday *January 2* *New Year's Day - Campus Closed (N)*
Monday *January 16* *Dr. Martin Luther King, Jr. Day - Campus Closed (K)*
Tuesday January 24 Spring Semester Begins
Tuesday-Wednesday January 24-25 Pre-Instruction Activities: Faculty Orientation, Advisement, Faculty Meetings and Conferences **(P)**
Thursday January 26 First Day of Instruction – Classes Begin
Tuesday February 7 Last Day to Drop Courses without an Entry on Student's Permanent Record **(D)**
Tuesday February 14 Last Day to Add Courses & Register Late **(A)**
Wednesday February 22 Enrollment Census Date **(CD)**

Monday - Friday	March 27-31	Spring Recess (*SPRING RECESS*)
<i>Friday</i>	<i>March 31</i>	<i>Cesar Chavez Day (Observed) - Campus Closed (CC)</i>
Tuesday	May 16	Last Day of Instruction – Last Day of Classes
Wednesday	May 17	Study/Conference Day (no classes or exams) (SC)
Thursday - Friday	May 18-19,	Final Examinations (exams)
Monday - Wednesday ...	May 22-24	Final Examinations (exams)
Thursday	May 25	Final Examinations Make-Up Day (MU)
Friday	May 26	Grade Evaluation Day (E)
Saturday.....	May 27	Commencement (C)
<i>Monday</i>	<i>May 29</i>	<i>Memorial Day - Campus Closed (M)</i>
Tuesday	May 30	Grades Due From Faculty (G)
Tuesday	May 30	End of Academic Year - End of Spring Semester