

**San José State University**

**College of Humanities and Arts, Dept. of English and Comparative Literature**

**Engl 100WB, Fa22**

**Course and Contact Information**

Instructor: Kirsten Schwartz

Office Location: Online via Zoom

Email: [kirsten.schwartz@sjsu.edu](mailto:kirsten.schwartz@sjsu.edu)

Office Hours: By appointment via Zoom M-F 8-4pm

Classroom/Times: Zoom! 1:30-2:45, Tuesdays and Thursdays

Prerequisites: A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of [ENGL 100A / LLD 100A](#) with C or better; and upper division standing. Allowed Declared Majors: All Business Administration majors, Industrial Arts, Industrial Technology, Professional & Technical Writing, Public Relations, Hospitality Management. Or Graduate or Postbaccalaureate level.

GE/SJSU Studies Category: Satisfies SJSU Studies Z: Written Communication II. Must be passed with a grade of C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).



## **Course Format, and Canvas and MYSJSU Messaging**

This is a semester long online course. We will meet twice a week via Zoom on Tuesdays and Thursdays at 1:30pm until 2:45pm. The organization of the course is module-based. There will be 17 modules, one for each week of the class and one introductory/getting started module. Module contents will be revealed to you each Sunday at 12:00am as each week begins with the exception of holiday weekends (modules will be released one day later). Throughout this program you will work closely with fellow business students, as well as with me. You are responsible for checking your email and the Canvas course page regularly. Online readings, copies of major assignments, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible.

You should check your SJSU email regularly. Please use this account when contacting me through email: not your personal account. Since this is a business communications class, you should use proper email etiquette, including using an informative subject line and a clear articulation of your question, comment, or concern. Read the rhetorical situation! (Any questions about that? Ask me!) I will try to respond to emails on the day they are received, but emails received after 7 pm may not be answered until the next day. Emails received on weekends may not receive replies on the same day.

Each week I will hold open and office hours to provide additional assistance and guidance as well as space to check in. Given our virtual status, my office hours are by appointment only, so please feel free to email me with 3 times that work for you, and I will respond with a confirmation of one of those times. We will also have mandatory conferences one time per semester to check in, so be on the lookout for a digital signup within the first month of the semester.

Because this course is a hybrid course (sometimes we meet on Zoom, other times we work asynchronously), we will need to spend time becoming accustomed to the online platform and learning environment. Consult the "Start Here" introductory module in Canvas which will walk you through a variety of course materials, activities, and steps to ensure that you understand how this course works and ensure your computer is properly set, and that you can use the elements of Canvas needed for this course.

## **Technology Use**

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during classes. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible.

## **Course Description**

Written communications for business majors; includes minimum of 8,000 words of writing spaced throughout the semester.

This hands-on course is designed to simulate actual business communication scenarios (oral and written) that are encountered by business professionals daily during the course of their careers. Assignments will enable students to practice and immediately apply both practical and theoretical aspects of organizational communication directly in real-life work situations. Communication mechanics and style (practical), and the appropriateness of messages and methods based on specific organizational situations (theoretical) will be emphasized.

## **Course Goals and Learning Outcomes**

### GE Learning Outcomes

- Learning Outcome 1(GELO1): Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression
- Learning Outcome 2(GELO2): Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- Learning Outcome 3(GELO3): Organize and develop essays and documents for both professional and general audiences.
- Learning Outcome 4(GELO4): Organize and develop essays and documents according to appropriate editorial and citation standards.
- Learning Outcome 5(GELO5): Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

## **Course Learning Outcomes**

After successful completion of this course, students should be able to do the following:

- Create texts and make presentations that are appropriate for a variety of audiences and situations
- Analyze organizational and rhetorical situations in business communications and employ appropriate strategies for communicating based on audience, purpose, and context
- Identify and explain genres and written and visual conventions used in business communications
- Participate in both intra-organizational communication as well as communications with others outside of the organization
- Explain the role of ethics in business communications

- Understand the role of collaboration in business communications
- Use photos, illustrations, and other tools as appropriate in business communication.
- Communicate complex data
- Understand the basic principles for document layout and design
- Adapt a text to meet the needs of varying audiences

## **Required Texts/Readings**

Textbook: MacRae, P. (2019). Business and Professional Writing: A Basic Guide. Peterborough, Canada: Broadview Press. (ISBN: 9781554814718) \*Digital or e-books are fine.

Other Readings: Online readings posted on Canvas.

## **Course Requirements and Assignments**

In this course, you'll be responsible for online and in-class assignments, five major out-of-class assignments, and a presentation. You'll also be attending at least two conferences with me, completing drafts of work and participating in review of your peers' work, and, finally, taking part in a series of post-unit reflections.

According to University Policy S16-9, "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

## **Assignment Submission**

For the major assignments, you will submit your final written assignments via Canvas after completing a peer review as part of the writing process in Eli Review. If Canvas will not accept a file because of file type or file size, you may email the file to me. All work should be submitted on time, and you are responsible for ensuring that I receive the paper. To avoid a late penalty, you must submit your final projects no later than the time and date that the work is due (typically midnight before the weekend). Remember, these major assignments are due online, and you can submit them from home: they are still due even if you are unable to attend class on the day they are due, and even if class is canceled for some reason. If you need to submit a paper early, that is fine.

## **Final Examination or Evaluation**

The final evaluation for this class is two-fold. Students will complete a report as the final assignment for the course, and they will be responsible for adapting this report to be suitable for a 5-10 minute presentation. Presentations will be given during the final examination period, Wednesday, December 14, 12:15pm -2:30.

## **Grading Information**

The department of English reaffirms its commitment to the differential grading scale defined in the 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.

## **Assignment Grade Distribution**

<b>Category</b>	<b>Points (or % of Grading)</b>
Effort	12%
Attendance	3%
Major Essays	20%
Eli Review	35%
Discussion Threads	30%

You can expect to earn 1 point for each individual activity that I am asking you to do; for example, on major assignments you will earn 1 point for the written paper. For weekly work in Discussions, you can expect 1 point for completion on the activity (most often annotation), 1 point for your thoughtful post, and 1 point for each of your replies to your peers' posts. For work in Eli Review (weekly writing process), you can expect 1 point for the original paragraph, 1 point for comments to peers, 1 point for a thoughtful revision plan, and 1 point for a revised paragraph. As these points add up, you will note that Eli Review and Discussion Threads are collectively the highest stake work when it comes to your grade, so get into the routine and practice of these weekly assignments!

### Notes on Contract Grading

Educator Asao Inoue wonderfully describes my reason for contract grading and why I've abandoned traditional grading practices:

"I chose to adopt contracts because they solve at least three problems I have with grading writing. One, grades are deceptive; not only do they replace real feedback on student writing with a one-dimensional, somewhat arbitrary symbol, but that symbol often is perceived by the student to stand in for how well he or she is doing. Two, grades create false hierarchies that are counterproductive to a collaborative and educative learning environment, making some students feel bad about themselves as writers when they should not and prematurely halting revision in other students (Bleich, 1997; Elbow, 1993). Three, grades tend to create a need in students for more grades, often at the expense of formative and more authentic response (Elbow, 1993; Kohn, 1993). The presence and expectation of grades tend to construct an ill-fitting kind of motivation for the writing classroom, one based on extrinsic rewards that keep students from learning. I prefer to encourage intrinsic rewards for writing."

At any time you can go to the Grades in Canvas and see your current average. You can expect work to be commented on within a week and often within 48 hours.

All of the work that we will do in our class relates directly to the general course objectives and we will frequently reflect upon this in discussions in Canvas and in Zoom.

## **Grading Criteria**

In texts, I look at six major categories:

1. Rhetorical/Contextual Awareness: The criterion on which all others are judged. Students are expected to demonstrate a clear awareness of the rhetorical situation and the context into which they are writing. This includes a demonstrated awareness of purpose, audience, message, constraints (legal, ethical), power structures (hierarchy), etc. In all aspects of grading, awareness of rhetorical/contextual ideas will be most important. For example, a student may write a letter which uses several supporting sources; however, if the audience for that letter has reason to distrust those sources and thus would not be persuaded by them, then the student has not used appropriate support.
2. Focus: Students are expected to maintain a clear and specific focus in their texts, and that focus should be clear to the reader (in some cases, it is stated directly). All supporting details should adhere to this focus.
3. Structure & Organization: Students should structure and organize their texts appropriately. The appropriate structure and organization will depend on the type of text the student is creating and will sometimes be outlined by the assignment itself, or by the reading in the textbook.
4. Development Support: Students should provide appropriate levels of development and support in their texts. Development simply means that there is an appropriate amount of detail for the rhetorical/contextual situation. For example, an average person may not need an explanation of

the technical details of a new platform, but the UX designer for that new platform certainly would need those details. Support refers to backing up claims made in the text by using additional sources (i.e., not just asking someone to take your word for it). These sources could be anything from personal experience, photos or illustrations, to academic articles—the type of sources you use will largely be determined by your audience and purpose.

5. Style: Students should maintain an appropriate style for their texts, based on the rhetorical and contextual situation. Style refers to the way that something is written, presented, or created. Sometimes you'll change or vary your style depending on your organization's style or your relationship with the audience. Style may also refer to the way you present the information. If you're going for a playful, informal style, you may include a meme in your presentation, whereas if that's not appropriate for your formal presentation, you may stick with graphs and charts.

6. Formatting & Mechanics: Though formatting and mechanics is the last grading criterion, students are still expected to use appropriate formatting and mechanics. Readers in professional environments will expect texts to look the way they are “supposed” to. For example, when you send a memo to your co-workers, they might be confused if it doesn't look like the memo. They may then throw it away, thinking it is just junk mail. Similarly, if you send a correspondence that is riddled with mechanical errors, a reader may become frustrated. Keep in mind, distracting mechanical errors are different than just a forgotten comma—these errors are consistent and often interrupt the flow of the text or impede the readers' ability to understand the text.

### **Late Work Policy**

If you communicate preemptively with me, we can work out an alternative due date for upcoming due assignments. If you fail to do so, I will accept work for half credit one day late; assignments turned in more than one day late will receive a 0. If you think about it, if you turn in a report late to your boss, that may be a fireable offense!!

### **Extra Credit**

In addition to the potential for extra credit through in-class assignments, students may also revise one of the first three assignments for a higher grade. Revision is more than just editing and improving grammar and sentence structure; the final revised product should demonstrate substantial changes and improvements. The revised assignment is due on the last day of classes, Tuesday, December 6.

## **Classroom Conduct**

Be kind to each other. You are to treat the instructor and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that's okay. Sleeping, watching Netflix, checking Facebook, reading, working on assignments for another class, listening to music during class, etc., are not permitted. To avoid any of these possibilities, simply be respectful of your instructor, your classmates, and yourself.

## **Basic Needs Security**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess. SJSU also has the following initiatives:

- CalFresh Outreach Program
- Emergency Funds
- Emergency Housing
- Food & Shelter Program
- Mental Health Services
- Other: Food Resources
- Student Health Services

## **My Open-Door Policy**

I'm happy to talk with you at any time about the readings, assignments, and any other aspect of the course. Just talk to me after zoom class, during zoom office hours, send me an email, or arrange to meet with me. I can also accommodate phone or Zoom meetings when needed.

## **University Policies and Services**

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when

questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester's Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

#### Timely Feedback on Class Assignments

Per University Policy F13-1, all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

#### Accommodation to Students' Religious Holidays

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up for the work missed.

#### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

#### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Recording Zoom Classes. This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

- Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor. “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

### Student Technology Resources

Computer labs and other resources for student use are available in:

- Associated Students Print & Technology Center at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- TheSpartanFloorat the King Library at <http://library.sjsu.edu/about/spartan-floor>
- StudentComputingServices at <http://library.sjsu.edu/student-computing-services/student-computing-servicescenter>
- ComputersattheMartin Luther King Library for public at large at <https://www.sjpl.org/wireless>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Collaboration & Academic Technology Services located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### SJSU Writing Center

The SJSU Writing Center has two locations: scheduled appointments are in MLK library, while drop-in appointments are 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 online, 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 at <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 Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

## English 100WB, Section12

### Fall 2022 Course Schedule of Major Assignments

This schedule is subject to change. If necessary, I will notify you of any changes to the schedule during class and upload a new schedule document to Canvas.

I will make sure that there is ample time for you to make any schedules to your calendar that you might need to. Most classes will include some time of group work that may not be noted on the schedule. There is also weekly work in Eli Review and Discussion Threads (Canvas). Should you miss a class, know that effort points for group work cannot be made up. You should always consult with a classmate about what you have missed.

Major Assignment	Due Date
Professional Biography	9/9 (draft due in Eli 9/6)
Correspondence Packet	9/23 (draft due in Eli 9/19)
Job Documents	10/14 (draft due in Eli 10/10)
Promotional Materials	11/11 (draft due in Eli 11/7)
Report	12/9 (draft due in Eli 12/5)
Presentation (Final)	Wednesday, December 14, 2022 at 12:15pm