

**San José State University**  
**Department of English, School of Humanities**  
**English 100WB, Sec 09 (49855), Fall 2019**

<b>Instructor:</b>	John Hessler
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<b>Office Hours:</b>	Mon-Wed 1:00-3:00 pm
<b>Class Days/Time:</b>	Mon/Wed 3:00-4:15 pm
<b>Classroom:</b>	Clark Bldg, Room 302
<b>Prerequisites:</b>	Passage of the Writing Skills Test, upper-division standing (56 units), completion of CORE GE
<b>GE/SJSU Studies Category:</b>	Written Communication II (Z)

### **Messaging**

You are responsible for regularly checking your email and the class website at Canvas. Important announcements and additional reading assignments will be distributed in one or the other of those manners. **Primary contact with instructor is via personal email listed above.**

### **Course Description**

English 100WB – a General Education, Area Z, class – 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 and 1B, 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.

### **Course Goals and Learning Outcomes**

**GE Learning Outcome 1 (GELO1):** Produce discipline-specific written work that demonstrates upper-division proficiency in:

- Language use
- Grammar
- 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.

**Discipline-specific course learning outcomes:**

- 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.

## Required Texts/Readings

Textbook (one or the other of the following):

- *The Everyday Writer* (special SJSU 5<sup>th</sup> ed., Lunsford, Bedford/St. Martin's, 2013, ISBN 978-1-4576-6712-1) – later editions okay
- *The Business Writer's Companion* (6<sup>th</sup> ed., Alred, et.al., Bedford/St. Martin's, 2011, ISBN 978-0-312-63132-1) – later editions okay

## Other Readings

Course Materials (posted on Canvas)

Additional background readings posted on Canvas or by email

## Course Requirements and Assignments

SJSU classes are designed so that, in order to be successful, it is expected that students will 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>.

The weekly assignments are described in the tentative course calendar that begins on page 7 of the syllabus. Due dates and assignments are subject to change with fair notice. Unless otherwise noted, formal writing assignments are typically due at the next class meeting. There is a final exam, administered per the exam schedule published by the University. By department policy, students who miss the final exam without compelling reason receive an automatic F for the course.

## Assignments and Grading Policy

Assignments include:

- Formal written report (“research paper”)
- Midterm and final exam
- Possible occasional, unannounced, quizzes
- Reading and writing assignments, virtually every class meeting
- Regular in-class exercises, which cannot be made up if missed

Formal written assignments	300 points
Midterm	60 points
Final writing project	120 points
Group exercises	120 points
Final exam	60 points (~10%)
<b>Total</b>	<b>660 points</b> (totals subject to change)

This course is graded A/B/C/D/F. 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.

**This course must be passed with a C or better as a CSU graduation requirement.**

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.

One written assignment prior to the midterm may be revised for an improved grade. In order to resubmit your work, you must engage in substantive re-vision (or re-conception) of that work. Remember, editing and simple changes to style or grammar do not constitute global reconsideration of writing processes and techniques.

Writing assignments are subject to a 20% penalty if late. Late work can be handed in up to the next class meeting, ordinarily without penalty. Missed work is recorded as a zero.

In a participation-intensive course like this one, your consistent, active participation is crucial. Not only does your on-time, focused and engaged presence contribute to your grade, it will also make you a better learner and member of this class. Should an emergency arise, please contact me to see whether alternate arrangements can be made. University policy F69-24 states: “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.”

## **Classroom Protocol**

Eating and drinking in the classroom (except water) is prohibited.

Students are expected to turn their cell phones off or put them on vibrate mode while in class. They are expected not to answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor may be referred to the Judicial Affairs Officer of the University.

In the classroom, students are expected to use computers only for class-related activities. These include activities such as taking notes on the lecture underway or finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities will, at a minimum, be asked to leave the class and will lose participation points for the day, and, at a maximum, may be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.)

## **University Policies**

### **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](http://info.sjsu.edu/static/catalog/policies.html) 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/](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/>.

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

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “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.”
- “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.”

To obtain permission, please send the instructor an email explaining the need and indicating the specific class to which the request pertains. In classes where active participation of students may be on the recording, permission of those students must be obtained as well.

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](#), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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](#) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the Americans with 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 [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **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.

## English 100WB Sec 09, Fall 2019, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Syllabus, course overview, diagnostic writing exercise Writing assignment (due 9/4): Orwell analysis (300 words – 20 points – GELO 1, 2 & 3)
2	8/26-8/28	<b>Immersion Week:</b> <i>How Should American Business Respond to the Climate Crisis?</i> (exploring topics for the research report) Readings for immersion week (linked on Canvas): “Welcome to the Anthropocene” ( <i>The Economist</i> , 2011) and a response from “The Future of Finance Blog” @ the Capitalist Institute (online) World Bank Report (2012) – “Turn Down the Heat” (Executive Summary) “Climate Change and Poverty” – Report of the UN Human Rights Council 2019 The Grantham Report, “Resource Limitations” (Q2, 2011) “The Uninhabitable Earth, Annotated Edition” (New York Magazine, 2017) TED Talk – Jeremy Jackson, “How We Wrecked the Ocean” Andrew A.D. White, “The Human Ecological Footprint”  Reading for 9/4 lecture discussion: <i>Tough, Sweet, and Stuff</i> (Canvas)
3	9/2-9/4	9/2 – Labor Day holiday – no class 9/4 – Lecture/discussion: <i>What Makes Us Sound the Way We Sound?</i> (Unit 1, Course Materials on Canvas) In-class exercise (250 words - 10 points – GELO 1, GELO 2) Writing assignment: grammatical analysis (300 words – 10 points – GELO 1, GELO 2) Grammar review (if needed): Lunsford chaps 25-38, or Alred, chaps 10-12
4	9/9-9/11	QUIZ (multiple choice/short answer) on immersion week readings (25 points) Lecture/discussion: <i>Tough, Sweet, and Stuff</i> . Writing assignment: grammatical analysis of representative passages & summary table (300 words – 20 points – GELO 1 & 2) Readings for next week: 3 excerpts on language + Chomsky video clip (Canvas)
5	9/16-9/18	Lecture/discussion: <i>Tough, Sweet, and Stuff</i> (concluded); <i>Three Aspects of the Communicator’s Concern</i> (introduced) Group exercise 1: Revising email for clarity, correctness, and conciseness (300 words – 30 points – GELO 1, 2 & 3) – 1 <sup>st</sup> draft – 9/23; final 9/30
6	9/23-9/25	Lecture/discussion: <i>Three Aspects of the Communicator’s Concern</i> (concluded) (Unit 2, Course Materials on Canvas) Group exercise 2: Recognizing the Logics (300 words – 30 points – GELO 1, 2 & 3 – first draft 9/30; final 10/7) Writing assignment: Topic selection for end-of-term writing projects (annotated bibliography 10/28; thesis 11/4; rough draft 11/25; abstract 12/2; final 12/17)
7	9/30-10/2	Lecture/discussion: <i>Preparing a Resume</i> . (Unit 3, Course Materials) Writing assignment: Create or revise resume (300 words – 50 points – GELO 1, GELO 2, GELO 3, GELO 4, GELO 5)
8	10/7-10/9	Lecture/discussion: <i>Communicating Routine Information &amp; Good News</i> . (Unit 4) Writing assignment: routine request letter (300 words – 45 points – GELO 1, GELO 2, GELO 3, GELO 4, GELO 5)
9	10/14-10/16	Lecture/discussion: <i>Communicating Bad News</i> . (Unit 5, Course Materials) Group exercise 3: Recognizing the ‘Logics’ (300 words – 30 pts – GELO 1, 2 & 3 – 1 <sup>st</sup> draft – 10/21; final 10/28) Writing assignment: refusal letter (300 words – 45 points – GELO 1, GELO 2, GELO 3, GELO 4, GELO 5)

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	10/21-10/23	Lecture/discussion: <i>Communicating to Persuade</i> . (Unit 6, Course Materials) Group exercise 4: Recognizing the 'Logics' (300 words – 30 pts – GELO 1, 2 & 3 – 1 <sup>st</sup> draft 10/28; final 11/4) Writing assignment: persuasive memo – Seventh Generation case study – does double-duty as takehome midterm (300 words – 60 points – GELO 1, 2, 3, 4 & 5)
11	10/28-10/30	Annotated bibliography DUE (600 words – 45 pts – GELO 1, 2 & 3) Background review for next meeting: Lunsford, chaps 15-19, or Alred, chaps 3-5
12	11/4-11/6	Lecture/discussion: <i>Longer Reports: Organization &amp; Development</i> (Unit 7) Writing Assignment: continue research, formulate thesis, and begin work on rough draft for peer review – thesis only DUE 11/11 (10 pts - GELO 1, 2, 3, 4 & 5)
13	11/11- 11/13	Lecture/discussion: <i>Longer Reports: Organization &amp; Development</i> cont'd, (Unit 8) Writing Assignment: continue research and continue work on rough draft for peer review (GELO 1, 2, 3, 4 & 5)
14	11/18-11/20	Lecture/discussion: how to write a research abstract Writing Assignment: continue research and work on rough draft for peer review (GELO 1, 2, 3, 4 & 5)
15	11/25	Peer reviews of rough draft In-class exercise (Peer review: 200 words – 10 pts (GELO 1, 2, 3, 4 & 5) Writing Assignment: complete final draft of final writing project (no class 11/27 – Thanksgiving holiday)
16	12/2-12/4	Oral presentation of research report abstract (150-250 words – 20 points – (GELO 1, 2, 3, 4 & 5)
17	12/9	Wrap-up and Farewell
<b>Final Exam</b>	12/17	12:15-1:00 pm – Clark 302 – submission of final research report (~2000 words – 120 points – (GELO 1, 2, 3, 4 & 5)