San José State University
College of Science/Computer Science
CS100W, Technical Writing Workshop, 01, 02, 03, & 04, FALL Semester, 2019

Course and Contact Information

Instructor:	Debra Caires
Office Location:	TBD
Telephone:	I do not have a designated desktop phone number. Please send your message via Canvas, as I use the mobile application on my cell phone and my response is usually within the hour. During lecture, I will also give you alternate ways to contact me directly.
Email:	debra.caires@sjsu.edu (response within 24 hours, M-F)
Office Hours:	FRIDAY 2:15 PM till 3:15 PM (in-person) AND ONLINE Zoom 10:00-11:00 AM, AND M-F by appointment (can be in-person or Zoom Conference Online). Please email me for setting-up in-person office and Zoom online meetings; my office hours can get fairly packed and I don't want to miss a meeting with you.
Class Days/Time:	Section 01: 41290, MW 0900-1015 Section 02: 41291, MW 1030-1145 Section 03: 41292, TR 0900-1015 Section 04: 44216, TR 1030-1145
Classroom:	All sections meet in SH 435
Prerequisites:	Upper Division Undergraduate Student Standing, Pass WST
GE/SJSU Studies Category:	Area Z

Course Format

This course follows a flipped model of in-class participation. The first meeting of each week will include a guided lecture and a Q&A session. The second meeting of each week will include group work and hands-on activities. Although you will approach and tackle work as a group, individually you will be expected to submit your work to Canvas. The slots will be time and date sensitive (deadlines set), so you will need to attend lectures and the hands-on workshops on a regular basis in order to succeed in this course. We also contribute to quite a few online discussions. If you miss an online discussion or you submit the required writing late, you will neglect to earn the discussion points. We also have impromptu discussions online and class polls (for points and credit), please don't miss class as you'll miss the opportunity to gain these points.

Because you may be working with technologies that are unfamiliar to you, this course will require your patience and time to deal with technology. Here are the technologies you should have ready access to for the course:

1. An E-mail account that lets you attach and receive files - this means that you need to have enough of your storage quota left to handle files for class; I suggest setting up a Google Drive folder labeled [2019 Spring CS100W] so

that you can remain organized during the semester. Please activate your SJSU email account and check it frequently, as **you can only access my Google forms (often uploaded to Canvas) using your @sjsu.edu email** account (FERPA compliant).

2. Internet Access - you will need a reliable way to browse the Web and store Web-enabled files. You will also need an understanding of working online in a cloud-based platform (Google Drive, Canvas, Dropbox, Zoom, and possibly Slack, which is an industry-standard
3. Google Chrome, Google Apps, and Google Drive: sign-up for and download plug-ins for all; please make sure your Google Chrome is the latest version. Here is the G Suite user guide to accessibility and the link is https://support.google.com/a/answer/1631886?hl=en.
4. You will need to develop your Canvas account with an **updated profile paragraph and profile photo**; I will need to see a photo of you in your **Google mail (sjsu.edu email or Gmail)** so that I know the identity of the sender and receiver (my goal is to get to know you personally). Additionally, you will need a clear headshot photo for Canvas or your assignments will **NOT** be graded. Please upload the Canvas App to your cell phone, as it is a fast and secure format for you and me to communicate and exchange needed information if you have concerns or questions. **Warning:** do not use the Canvas Mobile app for uploading assignments if you can help it, as students have had problems in the past.
5. During the course of the semester, you will also develop a professional profile on LinkedIn and post your past and current work, projects, and education for employers to view.
6. Zoom: you will need to activate your SJSU Zoom account (you may need to download a plug-in if you have not used Zoom in the past please visit our Zoom enterprise application by visiting this page here or visiting this link: https://sjsu.zoom.us/. Create your account, download the Chrome plug-in, and also download either "Install Zoom Scheduler for Chrome or Firefox."
7. You will need to download **Adobe's Creative Cloud** software, including Adobe's Spark, from SJSU's Adobe Software Program which can also be found at http://its.sjsu.edu/services/software/adobe/; I have submitted your name and SJSU student ID number, and have been informed that you have access. **If you DO NOT, please alert me immediately.** When you fill out the form for access you will need to also **attach a copy of THIS syllabus** for proof that you're enrolled and Adobe's Creative Cloud is a requirement.
8. You will need to learn professional time management skills; therefore, create a Google calendar that you can follow and check often.

In addition to having access to these technologies, you will also need a positive attitude towards learning technologies that you don't know as you will be working collaboratively in groups. In most cases, you will not need to be extremely experienced in the specific program or procedure you will be asked to use. Rather, you have to be patient and curious enough to keep trying until you learn the best way to work.

CS100W is a flipped classroom format; this means that much of what you will need to complete for assignments will be tackled in class, hands-on, and in teams; however, you will ALWAYS be responsible for submitting your work (individually) on Canvas.

Attention: CS100W requires in-class writing and submissions during lectures on a weekly basis. As a class, we will discuss openly (small groups and the class as a whole) all writing topics for each writing prompt. **If you have anything blocking you from being able to participate in this way, please, talk with me in person—privately. We can and will create a work-around that best suits your needs.**

Attendance and participation in this course are very important. In this course, much like a lab, you will complete most of the work in collaboration with your peers and in the time provided for class meetings; it can be difficult or impossible to make-up missed work. When working in collaboration with your classmates, a lack of participation will lead to animosity among your peers and, often, a poor end result for the activity and the entire team. Additionally, you will find that this course is mainly a "collaborative" class and not strictly lecture in format. Be prepared to jump in and work (discuss topics and conduct online research) as many tasks will be required for individual submission and uploaded softcopy directly to Canvas during our class meeting time. And, by all means, always feel free to ask questions. **PLEASE ASK**

QUESTIONS! If you have any difficulties with a flipped classroom format, please see me PRIVATELY as soon as possible. You and I together can always find workarounds.

Since we will be incorporating AGILE Methodology into the classroom format, **every flipped class meeting will contain a "scrum" or short stand-up team meeting.** Missing your SCRUM will mean that work will be assigned to you and you will not have a voice in whether or not you wish to complete that part of the group's activity.

Quizzes (pre and post) will be part of most, if not every, workshop meeting and activity. Do not miss out on earning these points. **If you have completed the reading and taken part in the workshop activities, quizzes are very straightforward and not difficult.**

Course Description

The purpose of Technical Writing, CS100W, is to develop advanced proficiency in college-level writing and contemporary research strategies and methodologies through the preparation of proposals, technical reports, and presentations based on peer-reviewed scholarly research. Participants broaden and deepen written, verbal, and non-verbal communication skills such that the mastery of discourse accepted in academia, industry, and the international business sector is achieved by practice and evaluation within the preparation of subject-related reports, project proposals, and personal discourse.

All course assignments will be related to issues concerning careers in computer science, biotechnology, business, and industry; all written, verbal, and non-verbal communication will be assessed for correctness, clarity, and conciseness.

We will cover the principles and practices of effective writing in the workplace. Technical, scientific, and electronic-mediated writing will be introduced. Each assignment includes audience and organizational needs, visual rhetoric, information design, electronic publication, ethics, technical style, usability testing, and team writing.

GE Learning Outcomes (GELO)

Upon completion of this course:

1. GELO 1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
2. GELO 2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. GELO 5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. GELO 6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical essay. Learners will be able to dissect a use case study and understand its parts.

Course Learning Outcomes (CLOs)

As CS100W is a General Education course, the course learning outcomes are identified as GELOs. Upon successful completion of this course:

1. Learners will understand and know how to follow the stages of the writing process (prewriting/writing/rewriting) and apply them to technical and workplace writing tasks.
2. Learners will be able to produce a set of documents related to technology and writing in the workplace, and will have improved their ability to write clearly and accurately.
3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. Learners will be able to read, understand, and interpret material (based on primary and secondary research) related to advanced technology. Learners will have an appreciation for some of the ideas, issues, and problems involved in writing about technology and in workplace writing.
6. Learners will be familiar with basic sources and methods of research and documentation on topics in technology, including online research. Learners will be able to synthesize and integrate material from primary and secondary sources with their own ideas in a technical blog. Learners will be able to dissect a use case study and understand its parts.

Required Texts/Readings

Textbook (Required)—DO NOT use the free version as your submissions will not be transferred to Canvas; if you make this mistake, I cannot transfer your points over as your submissions will disappear.

Business Communication Today, Edition 14, by Courtland L. Bovee and John V. Thill
MyLab + eText access card ISBN 9780134562735

Other Readings (Suggested)

1. Cracking the Coding Interview, 4th Edition, by Gayle Laakmann
2. Agile for Dummies, by Mark C. Layton
3. Grammar Essentials for Dummies, by Geraldine Woods with Joan Friedman, Wiley Publishing, Inc.
4. English Grammar Workbook for Dummies, 2nd Edition, by Geraldine Woods

Other technology requirements / equipment / material

Including the first class meeting, please bring your laptop (or device) and a power chord to every class meeting; this requirement is mandatory.

Course Requirements and Assignments (Required)

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit [45-hours per 1-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 by visiting University Policy S12-3 or using the link http://www.sjsu.edu/senate/docs/S12-3.pdf.

Student Learning Objectives (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs)

Learners shall write complete essays that demonstrate college-level proficiency. Learners shall be able to:

1. **SLO 1.** Produce discipline-specific written work that demonstrates upper-division proficiency in:
    - language use
    - grammar
    - clarity of expression
2. **SLO 2.** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. **SLO 3.** Organize and develop essays and documents for both professional and general audiences
4. **SLO 4.** Organize and develop essays and documents according to appropriate editorial and citation standards

5. **SLO 5.** Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

CS100W ASSIGNMENTS FOR COURSE GRADING				
Assignment/Activity	**Weighted Units**	**Date Due (See Canvas Calendar/Schedule)**	**SLOs Mastered**	**Word Count**
Weekly Technical Documents based on readings	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, and 4	400-600 words each (based on peer-reviewed documentation); submitted online weekly
Pre-quizzes and Worksheets (Weekly)	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, 4 and 5	Submitted online weekly
Post-quizzes and Activities (Weekly)	20%	Weekly (see Canvas weekly modules)	SLOs 1, 2, 3, 4 and 5	Submitted online weekly
Résumé for Job Fair STEM Undergraduate Job/Internship Fair - Day 1, September 17, 2019; STEM Undergraduate Job/Internship Fair - Day 2, September 18, 2019 **Student Union Ballroom** **Make sure you pre-register via your Handshake account!**	CR/NC	First Submission: Canvas Last Submission: (for grade overview) during Portfolio submission (see midterm)—this document will be graded for course credit.	SLOs 1 and 3	300-800 words
Final **Professional Portfolio**: 1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile 2. Professional Cover Letter written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual—job spec must be included); 3. Two final re-written documents (crafted into professional letters or memos) that have been submitted for credit during the semester; these will represent an example of your writing progression; 4. Final Proof of Concept (created using Adobe's InDesign, NOT MS Word) based on the following: a. Computer Science project from one of your (department) CS courses; b. or a Computer Science project successfully developed (personal or from employment). 5. 60-second pitch video (Video Résumé) using Adobe's Spark Video 6. 2-minute Proof of Concept Pitch (employer ready) using Adobe's Spark Video 7. Website URL (Adobe Spark Page—employer ready) showcasing numbers 1, 4, 5, and 6 above	20%	Dec 9, 2019 (Monday) @ 11:59 p.m. via online Canvas.	SLOs 1, 2, 3, 4, and 5 Culmination of SLOs 1, 2, 3, 4, and 5	1000-1500 words
**Post-Grammar Exam (pre-grammar given during semester; see course schedule) Scantron 882E needed	20%	Post Grammar Exam Schedule (in person): Final exam schedule can be found here. **Section 01**: 41290, Friday, December 13, 0715-0930 **Section 02**: 41291, Thursday, December 12, 0945-1200 **Section 03**: 41292, Monday, December 16, 0715-0930 **Section 04**: 44216, Friday, December 13, 0945-1200		
	100%			

All items above will be posted to Canvas inside weekly dated modules. Unlike essay writing, technical writing is defined by a set of standards often rendered as document templates. Faithfully following prescriptions for documents is often portrayed as the exclusive or single goal of technical writing: it is not. However, document templates will help you organize your ideas by offering a working outline. These templates also provide for transitions among ideas. As you will see in the following grading criteria, the emphasis is placed on the writer clearly defining the audience, rhetoric development, clearly presenting the purpose, and a professional presentation of each document.

Professional Portfolio: we will work on the portfolio the majority of the semester. The following items constituted your final Professional Portfolio (the portfolio must be submitted to Canvas by the final date and include all of the following):

1. Professional Résumé: this will be based on a smaller portion of your fully developed LinkedIn profile
2. Professional Cover Letter is written to the company you select for employment (this letter cannot be written to a fictitious corporation or individual);
3. Two final re-written documents (crafted into professional letters or memos) that have been submitted for credit during the semester; these will represent an example of your writing progression;
4. Final Proof of Concept based on the following:
    a. Computer Science project from one of your (department) CS courses;
    b. or a Computer Science project successfully developed (personal or from employment).
5. 60-second pitch video (Video Résumé) using Adobe's Spark Video
6. 2-minute Proof of Concept Pitch (employer ready) using Adobe's Spark Video
7. A demonstration of your working prototype (Adobe Xd)
8. Website URL (Adobe Spark Page—employer ready) showcasing numbers 1, 5, 6, and 7 above

We will work on and develop the Proof of Concept (POC) and Professional Portfolio over the entire semester.

Final Examination

Post Grammar Exam Schedule:
Spring final exam schedules can be found here.

Section 01: 41290, Friday, December 13, 0715-0930
Section 02: 41291, Thursday, December 12, 0945-1200
Section 03: 41292, Monday, December 16, 0715-0930
Section 04: 44216, Friday, December 13, 0945-1200

NOTE: It should be noted that the Academic Vice President in a memorandum dated October 25, 1977 cites a university policy that states that there shall be an appropriate final examination or evaluation at the officially scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.

Grading Information

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." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Due to FERPA regulations, **I do not discuss grades via email or online**.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that, "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 ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

SJSU 100W **course** grade distribution is as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D- AND F

NOTE: this course must be passed with a C or better as a CSU graduation requirement.

Assignments, Final Portfolio, and Pre and Post Grammar Exam Grade Distribution:

100-99 A+	98-93 A	92-90 A-
89-86 B+	85-83 B	82-80 B-
79-76 C+	75-73 C	72-70 C-
69-66 D+	65-63 D	62-60 D-
59 and below F		

All assignments are graded using a standardized rubric (always given to you and it is your responsibility to review grading standards). You have complete control over your grade at all times and have access to your up-to-date grades on Canvas. Please do NOT wait until the end of the semester, when grades are due, to speak to me regarding where you've let your grades slip. **Please communicate with me often and early IF you are having any difficulties in the course.**

How grades are determined when using a rubric

4.0: The overall communication and presentation show a high level of understanding and perspective. This assignment should be well-conceived and descriptive. The author must have a clear understanding of the audience. The work's purpose and objectives are clearly and convincingly stated. Concise background material clearly sets the context, frames, and introduces the subject. Technical content themes are logically stated and organized and support the overall objective. Data and descriptions are objectively stated and separated from interpretations Content is detailed and suggestive. Conclusions are persuasive and well-supported by the data. The prose is easy to read. It exhibits a defined sense of unity and purpose. Includes topic, paragraph, and sentence transitions, and contains no major and few minor grammatical or technical errors. Graphics, when used, are highly informative, well-designed, and easy to interpret. The document template is used professionally, flawlessly.

3.7: Generally means you meet all criteria for an 'A' except presentation and problems with one or two criteria. Audience and purpose may be clear, for instance, but you failed to develop an idea. For example, a proposal that addresses the criteria provided in an RFP (Request For Proposal) but fails to develop a section pertaining to the budget.

3.0: Paper presents content clearly and displays a firm grasp of the material but without as much focus and perspective as an 'A' paper. A successful effort is evident throughout the paper. Slight inconsistencies in identifying audience. The work's purpose and technical objectives may be somewhat ill-defined. Background material sets the context, frames, and introduces the subject. While well-written and adequately detailed, some sections may lack complete development and coherence. Unevenness in presentation and content. No major grammatical errors; some minor grammatical errors but none that disrupt an easy reading of the paper. Graphics are informative, intelligible and support the content of the paper. The document template used may be missing a minor element.

3.3: Exceeds the criteria for a 'B' in one or more areas. For example, the purpose of the paper may possess greater clarity. Audience is clearly identified and the contexts governing the explanation and

interpretation of the information are well-detailed. Greater consistency in execution than a 'B'; better paragraph development and coherence among sentences for example.

2.7: A lack of connection among, for example, audience and purpose. A number of presentation errors affect the meaning of the sentences or structure of the text. A somewhat stronger relationship among the elements of the paper -- audience, purpose, content, style -- than a "C" paper. Still, the paper lacks full development of ideas and demonstrates some problems weaving together a complete understanding of the content with a clearly identified audience, purpose, and context.

2.3: Exceeds the criteria for a 'C' in one or more areas, perhaps more imagination in thought and explanation, greater consistency in determining audience, purpose and objective. There are fewer errors in technical content and somewhat greater coherence in the presentation and the conclusion; fewer grammatical and cosmetic errors are found. An easier read than the 'C' paper.

2.0: Displays a reasonable grasp of the technical content but little original thought. The purpose of the work is inconsistently presented. The audience cannot be clearly identified. While understandable, the purpose and objective are not presented in relationship to the context set in the opening. Treatment of the topic is general. Lapses exist incoherence organization and development. Contains errors in technical content. Technical content marginally supports the conclusion; some major grammatical errors and frequent minor grammatical errors. The paper is difficult to read and lack flow. Graphics do not support content objectives. The document template used may be missing a major element; a required section of a proposal for example.

1.7: The elements of the paper -- audience, purpose, content, style -- are unclear and appear unrelated. For example, a final report about a weapons controversy may deal with a number of different systems in only a cursory way. No explanations are given about how the topics of the paper lead to one another. Presentation errors suggest no revision.

D (of any variety) or F paper will not be accepted.

Determining your course grade outcome:

I will ask you revise C- or BELOW papers until you receive, minimally, a C; you will be expected to visit the Writing Center in the Martin Luther King Library (second floor) for tutoring help. You have the choice of whether or not to revise. If you select not to revise your work, you will receive the failing grade that you have earned and agreed on keeping. All assignments are graded using detailed rubrics that I will share with you BEFORE the assignment is due.

Late Assignment Reminder:

Deadlines are to be met. Barring personal crisis, family emergencies, or severe illness (please let me know ahead of time), all late papers will be subject to **10% grade off per working day late; Canvas will have strict deadlines that need to be met**. Except for abrupt emergencies, no requests for extensions will be heard within 24 hours before the due date (that includes for reasons of a computer malfunctioning, minor illnesses, or falling behind). Finally, please refer to the revision policy (below).

Given the nature of our formal assignments, **I will NOT accept late submissions in the classroom**; additionally, do not slide documents under my office door, give to my office mate (as my office mate is not your instructor for CS100W), or hand-in to the CS office staff (they have been advised not to take late assignments). You will need to make PRIOR arrangements with me if you need to submit a document late. **For example, if you are submitting your final portfolio late, you will need to mail the document in via mail carrier (FedEX, UPS, USPS, etc.)** to (as Canvas might be closed):

San José State University
Computer Science Department
Attn: Debra Caires

One Washington Square
208 MacQuarrie Hall
San Jose, CA 95192-0249

Classroom Protocol

1. You are expected to treat faculty and other students with professional respect. Do not disrupt class by leaving and reentering during class or using mobile phones. Do not distract your peers or guests by chatting. Be attentive to comments made by the instructor and by your peers.
2. If you have to use your mobile phone for a call, please discretely leave the classroom; I realize that some of you are working adults and need to tend to work matters.
3. You are expected to prepare for our course's hands-on activities (the corresponding readings and videos) according to the weekly schedule. We have a limited amount of face-to-face time and we need to use our resources wisely.
4. You DO NOT have permission to record or video lectures unless you have asked beforehand. To do so violates the **privacy of your peers** and your instructor.

University Policies

University Policies, such as academic integrity, accommodations, etc. are available at the web page of the Office of Graduate and Undergraduate Programs by visiting this link here. This link was last visited on August 20, 2019.

CS100W / Technical Writing Workshop, FALL 2019, Course Schedule

Course Schedule: *The schedule is subject to change based on instructor's discretion and student in-person unanimous vote.*

Week	Textbook Chapter (required reading)	**Readings, Discussions, and Workshop Topics: each topic (below) will have a pre-quiz (warm-up), in class collaborative writing assignments, and post-quizzes.**	Canvas MODULE Dates	Canvas Modules
1	1	Professional Communication in a Digital, Social, Mobile World	Aug 21-22	ONE
2	2	Collaboration, Interpersonal Communication, and Business Etiquette	Aug 26-29	TWO
3	19	Applying and Interviewing for Employment Sept 2 (holiday) & Sept 3 (special assignment)	Sept 2-5	THREE
4	18	Building Careers and Writing Résumés	Sept 9-12	FOUR
5	10	Writing Routine and Positive Messages	Sept 16-19	FIVE
6	11	Writing Negative Messages	Sept 23-26	SIX
7	12	Writing Persuasive Messages	Sept 30-Oct 3	SEVEN
8	13	Finding, Evaluating, and Processing Information	Oct 7-10	EIGHT
9	4	Planning Business Messages	Oct 14-17	NINE
10	14	Planning Reports and Proposals	Oct 21-24	TEN
11	15	Writing and Completing Reports and Proposals	Oct 28-31	ELEVEN
12	16	Developing Presentations in a Social Media Environment (Using Technology)	Nov 4-7	TWELVE
13	17	Enhancing Presentations with Slides and Other Visuals	Nov 11-14	THIRTEEN
14	5 6	Writing Business Messages Completing Business Messages	Nov 18-21	FOURTEEN
15		Conferences and Thanksgiving Break	Nov 25-28	FIFTEEN
16	3	Communication Challenges in a Diverse, Global Marketplace	Dec 2-5	SIXTEEN
Finals	Section 01: 41290, Friday, December 13, 0715-0930 Section 02: 41291, Thursday, December 12, 0945-1200 Section 03: 41292, Monday, December 16, 0715-0930 Section 04: 44216, Friday, December 13, 0945-1200 Final exam calendar can be found here.			

Note: Tuesday, September 3, 2019 is the last day to DROP a course without an entry on your permanent record; Tuesday, September 10, 2019 is the last day to add a class on mySJSU. SJSU's fall schedule can be found here.

Thanksgiving holiday November 28 and 29, 2019—no classes.

The full AY2018/19 calendar can be found here.

Reminder: During the course of the semester you will be expected to compose and create documents during every class meeting. Please bring your computer or mobile device (and a power chord) to each lecture; this requirement is mandatory. If you do not own a laptop, you can check one out on a weekly basis from the Martin Luther King Library.

Instructor Assignment and Contact Expectations		
Type of Assignment (Canvas)	Student Time Allowance	Instructor Grading and Turn-around time
Pre-Quiz (weekly)	7 days	Immediate once deadline closes
Post-Quiz (Weekly)	7 days	Immediate once deadline closes
In Class Activities and Writing Prompts (pre-writing)	15-20 minutes	Immediate (in class)
Homework (post-writing)	7 days	24 hours once deadline closes
Final Portfolio	Building over the course of the semester; submitted online during the last week of classes (Monday, December 9, 2019, 11:59 p.m. via Canvas online)	Immediate one-on-one personal critique and grading; 7 days final online assessment once deadline closes