

San José State University
Department of English and Comparative Literature
English 100WB, Written Communication: Business (GE Area Z), Section 2, Spring 2015

Instructor:	Sheree Kirby
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Office Hours:	MW 1:30-2:30 or by appointment
Class Days/Time:	MW 3:00-4:15
Classroom:	Clark 316
Prerequisites:	Pass GE Area A3 with a grade of C or better (C- is not accepted); completion of Core GE; satisfaction of Writing Skills Test, and upper-division standing (60 units completed).
GE Category:	Written Communication II Area Z

Course Description

Welcome to English 100WB, a participatory course that offers a practical approach to business communication, emphasizing situations that require both oral and written communication. Assignments enable students to practice and apply both practical and theoretical aspects of organizational communication.

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This course reinforces and advances the abilities developed in Written Communication I (A2) and Critical Thinking and Writing (A3) courses, and broadens and deepens these to include mastery of the discourse peculiar to business communications.

Course Goals and Student Learning Objectives

Course Goals for Area Z

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. A single final term paper would not satisfy the requirement. Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills. Course syllabi must reflect assignments that meet the 8000-word minimum.

Reading. Readings used in the course should be models of excellence.

Discipline. Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

Pedagogical Approach

- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.

Active Learning

- Each course shall provide for active student participation. The course may not be exclusively lecture format.
- Assignments must utilize library research and oral and written communication skills.
- Courses should promote reflective processes and critical analysis.

Primary sources. Course materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork)

Student Learning Objectives for GE Area Z

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

1. produce discipline-specific written work that demonstrates upper-division proficiency in:
 - language use
 - grammar
 - clarity of expression
2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. organize and develop essays and documents for both professional and general audiences
4. organize and develop essays and documents according to appropriate editorial and citation standards
5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Materials

***Business Communication Essentials* 6th edition, by Courtland Bovee and John Thill**

Print ISBN: 9780132971324

Electronic Edition ISBN: 9780132972062

Recommended Texts (but optional)

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Online: <http://www.macmillanhighered.com/techsupport>

Other Equipment / Material requirements

Access to Internet, email, and printer

Course dedicated notebook and folder or binder

Video recording device (such as smartphone or camera)

Two green books, pens, and a print dictionary

Course Format

This course will employ interactive lecture/discussion activities, in-class simulation activities, critical analysis of readings, analysis and editing of assignments, and workshops. Students will study and practice several communication tools that can improve the effectiveness of both their written and oral communication. We will analyze a number of samples, write for a variety of audiences, and explore a range of formats as we craft resumes, reports, blog posts, proposals, podcast scripts, letters, emails, tweets, and other business messages. Success in this class requires that students come to class on time and prepared for each session.

Document Format

Assignments such as blogs, resumes, reports, letters, and emails, will follow standard business writing format (as explained during lecture, posted on Canvas, and printed in Appendix A of your textbook). Format all other assignments in MLA style. (See Appendix B of your textbook for more details on MLA style.)

Estimation of Per-Unit Student Workload

SJSU classes are designed such that in order to be successful, students are expected to 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>.

Note: This means devoting minimum of 9 hours per week, per class. To pass English 100WB, students should plan on at least six hours (excluding breaks) of dedicated homework time each week.

Students will be graded based on performance on the following assignments:

Assignment Category	Word Count	Points	GELOs
Out-class Documents	4,000	200	1,2,3,4,5
Executive Brief	1,000	40	1,2,3,4,5
Job Search	1,000	50	1,2,3,5
Commentaries	1,200	40	1,2,5
Participation, In-class writing	1,000	50	1, 2
Quizzes		100	1,2
Mid-Term	1,000	40	1,2,3,4,5
Grammar/Punctuation Exit Exam		25	1
Reflective Essay	750	25	1,4,5
Podcast Project	<u>500</u>	<u>30</u>	1,2,3,4,5
	~ 10,450 words	~ 600 points	

* Points and word counts are approximate

Late Work

Late work will not be accepted except in cases of documented illness or emergency. If you will be absent, you may ask a classmate to turn in your assignment, turn it in at my office (FOB 104). All assignments must be turned in on Canvas by due date.

Classroom Protocol

Please arrive prepared and on time for every session with your journal and books ready for class activities and discussion, your assignments read, and hard copies stapled and ready to turn in. Sessions may begin with quizzes, group assignments, or short assignments that cannot be made up if you are late or absent.

- Please feel free to **ask questions** about anything that is not clear to you. If I don't have an answer, I will find one and get back to you.
- Students are encouraged to **share insights and opinions** on the work we study. **Respect** for each other is key here.
- If you **miss a class**, please **contact a classmate** for notes, reading assignments, and handouts. Also, remember to ask if any changes have been made to the assignment calendar.
- I strongly encourage you to **take notes in this class**. Much of what you will learn will come from lectures, class discussions, and in-class exercises.
- **Computers** are to be used **for note taking only** -- *absolutely no social media or Internet surfing in this class unless required for a specific in-class assignment.*
- **Cell phones** are to be **turned off and put away**.
- **Sleeping is not allowed** in class. Please get enough sleep so you are able to participate fully.
- **Recording, filming, or photographing** any parts of lectures or course material requires my permission. See rules on technology use:
<http://www.sjsu.edu/english/comp/policy/index.html>.

Attendance and Participation

University policy F69-24, "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." **Note:** A large portion of student learning occurs in class from lectures, discussions, and exercises. In-class assignments and participation points cannot be made up.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Resources

Library Liaison

The reference librarian for 100WB is Ms. Ann Agee. Her contact information is 408-808-2033 and ann.agee@sjsu.edu. If Ms. Agee is not available when you need assistance, use the Ask A Librarian feature (located at <http://library.sjsu.edu/ask-librarian-0>) to chat with an on-call reference librarian even when the library is *closed*. For immediate assistance with any research related question, call 1-408-808- 2100 during business hours.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.



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): <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 Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Below, please write down the names, email addresses, and phone numbers of three classmate contacts.

- 1.
- 2.
- 3.

English 100WB, Spring 2015, Course Schedule

BCE – Business Communication Essentials **OL – Online, Print from Link** **HO – Handout**

This schedule is subject to change depending on the needs of the class. In the event of a change, a class announcement will be made on Canvas.

Week 1

1.26.15 Introductory exercise, text, audience/purpose, syllabus, Canvas

Homework

- **OL** -- Read and annotate Zinsser and Roberts excerpts on Clutter
- **OL** -- Read and annotate brief articles on Dhaka Factory Collapse
- Write an email to me introducing yourself. Save as draft. Print and bring two hard copies to class.

1.28.15 Peer review email, 6 C's of Effective Writing, Grammar Diagnostic

Homework

- Write a 250 word commentary on the Dhaka Factory Collapse
- Print, read, and review "The 12 Comma Rules"
- Rewrite email. Send to me. Print and turn in a hard copy in class

Week 2

2.2.15 **Due: Email Introduction**

Diversity, Ethics, Audience focus, Tom's Shoes Example, Commentary

Homework

- **BCE** -- Read and annotate chapter 1
- Review BCE Handbook section 1.1
- Do Level 1 exercises
- Analyze the Tom's Shoes case, and write and submit a 300 word commentary

2.4.15 **Due – Commentary on Tom's Shoes**

Quiz, Global Audiences, Universal Language, Listening, Class Exercise pg. 75-6

Homework

- **BCE** – Read and annotate chapter 2 (pp. 40-47)
- Review handbook section 1.2
- Do Level 1 exercises
- **OL** -- Read and annotate "The Case Against Social Responsibility," and write and submit a commentary.

Week 3

2.9.15 **Due – Commentary on "The Case Against Social Responsibility"**

Three Step Writing Process (PWC), Evaluating and Formatting Sources, Executive Brief Assignment, Assign Countries

Homework

- **BCE** – Read and annotate chapter 3
- Review handbook section 1.3
- Do Level 1 exercises
- Compile a list of research questions for executive brief

2.11.15 **Library Day**

Homework

- **BCE** -- Read and annotate chapter 4
- Review handbook section 1.4
- Do Level 1 exercises
- Locate, summarize, and format sources

Week 4

2.16.15 Executive Brief Assignment, Revision, Proofreading, and Editing

Homework

- **BCE** -- Read, write, and annotate chapter 5, pp. 104-111 and 119-119
- Write first draft of report. Submit to Canvas. Bring two hard copies to class.
- Come to office hours with questions

2.18.15 **Due – Rough Draft of Executive Brief**

Quiz, Peer Review of Executive Brief, Sentence work

Homework

- Revise, proofread, and edit report
- Submit online to Canvas, and bring hard copy to class

Week 5

2.23.15 **Due – Executive Brief**

Presentations

Homework

- **BCE** -- Read and annotate chapter 13
- Review Handbook section 3.4
- Do Level 1 exercises
- Compile a list of resume and cover letter questions. Find a sample resume and cover letter.

2.25.15 Resumes, Cover Letters

Homework

- Visit Career Center either in person or online. Search and find an internship or job for which you will tailor your resume and cover letter.
- Write first draft of resume
- Submit to Canvas. Bring two hard copies to class
- Make conference appointment for Tuesday 3.3.15, Wednesday 3.4.15, or Thursday, 3.5.15. Bring hard copy of draft of resume and cover letter.

Week 6

3.2.15 **Due – Rough Draft of Resume and Cover Letter**

Resume Workshop, Applying and Interviewing for Employment

Homework

- **BCE** – Read and annotate chapter 14
- Review Handbook sections 4.1, 4.2, and 4.3
- Do Level 1 exercises

3.3.15 **Conferences**

- 3.4.15 Mock Interviews, Thank You Letters, **Conferences**
Homework
- Write final draft of resume and cover letter
 - Write post-interview thank you Letter.
 - Turn in Resume, Cover Letter, and Thank You letter on Canvas. Bring hard copies to class (stapled -- cover letter, resume, thank you letter).

3.5.13 **Conferences**

Week 7

3.9.15 **Due – Final Draft Resume, Cover Letter, and Thank You Letter**

Quiz Discuss Planning Reports and Proposals, Assign Report

Homework

- **BCE** – Read and annotate chapter 10
- Review Handbook sections 2.7 and 2.8
- Do Level 1 exercises
- Begin planning report

3.11.15

Writing and Completing Reports

Homework

- **BCE** – Read and annotate chapter 11
- Do level 1 exercises
- Plan, write, and complete report. Submit on Canvas. Bring hard copy to class.

Week 8

3.16.15 **Due – Report**

Writing and Completing Proposals

Homework

- Complete proposal. Submit on Canvas. Bring hard copy to class.

3.18.15

Due – Proposal

Grammar/Sentence/Paragraph Review

- Review Reports and Proposals
- Review Handbook sections 2.10, 2.11, 2.12, and 3.2
- Do Level 1 exercises

Week 9

3.23.15 Spring Break

3.25.15 Spring Break

Week 10

3.30.15 **Conferences**

4.1.15 Discuss Reports and Proposals

- Review reports and proposals
- Bring green book, pens, and a print dictionary

Week 11

4.6.15 **Mid-term**

Homework

- **BCE** -- Read and annotate chapter 7
- Review Handbook sections 2.1, 2.2, and 2.3
- Do Level 1 exercises

4.8.15 Writing Routine and Positive Messages, Direct/Indirect Approach

Homework

- Write a request for a letter of recommendation. Submit on Canvas. Turn in hard copy in class.
- **OL** -- Print, read, and annotate "The necessary Art of Persuasion"
- Write a summary of the author's main points. Turn in on Canvas.

Week 12

4.13.15 **Due – Request for Letter of Recommendation**

Discuss Mid-term, TBA

Homework

- **BCE** -- Read and annotate chapter 8
- Review Handbook sections 2.4, 2.5, and 2.6
- Do Level 1 exercises

4.15.15 Writing and Responding to Negative messages, Class exercise

Homework

- **BCE** -- Read and annotate chapter 9
- Do Level 1 exercises
- Complaint letter revision
- Owner response to a negative review

Week 13

4.20.15 **Due: Revised Complaint Letter and Owner Response**

Writing Persuasive Messages, AIDA, Appeals

Homework

- Write assigned persuasive messages

4.22.15 **Due – Persuasive Messages**

Quiz, Crafting Messages for Electronic and Social Media

Homework

- **BCE** – Read and annotate chapter 6
- Review Handbook sections 1.6.1 and 1.6.2
- Do Level 1 exercises

Week 14

4.27.15 Blogging, Microblogging

Homework

- Review blog posts as assigned
- Write a 250-word blog post. Submit to Canvas. Bring hard copy to class.

4.29.15 **Due: Blog Post**

Business Uses of Facebook, Linked-In, and other Social media

Homework

- Facebook and Twitter Assignments

Week 15

5.4.15 Due: Facebook Analysis and Twitter Assignments

Quiz, TBA

Homework

- Begin planning your 2 minute podcast
- Write a brief outline. Bring to class
- **OL** – Print read and annotate “Working Under a Watchful Eye”
- Write a 300-word commentary

5.6.15 Personal Branding, Marketing, Assign Podcasts, Reflective Essays

Homework

- Review Grammar for Quiz
- Plan and Draft Reflective Essay

Week 16

5.11.15 Due – Rough Draft Reflective Essay

Q &A, Grammar Quiz, Reflective Essays

Homework

- Complete assignment rewrites
- Complete reflective essay

5.13.15 Due – Final Draft Reflective Essay

Discuss Podcast Presentations

Week 17 Final Project Due

5.21.15 9:45 a.m.– 12:00 p.m.

Important Dates for Spring Semester 2015

Monday, January 19 Dr. Martin Luther King Day - campus closed

Thursday, January 22 First day of instruction for Spring 2015

Thursday, January 22 - Tuesday, February 10 Late Registration period for Spring 2015

Tuesday, February 3 Last day to drop a class without a "W" grade for Spring

Tuesday, February 10 Last day to add for Spring

Wednesday, February 18 Enrollment census date for Spring

Monday, March 23 - Friday, March 27 Spring Recess - no classes

Tuesday, March 31 Cesar Chavez Day - campus closed

Thursday, April 23 Last Day to withdraw for Spring

Wednesday, May 13 Last day of instruction for Spring

Thursday, May 14 Study/Conference Day (no classes or exams)

Friday, May 15 - Thursday, May 21 Spring's Final Exams (Exam Schedule)

Saturday, May 23 Commencement

Monday, May 25 Memorial Day - campus closed

Wednesday, May 27 Spring 2015 grades due from Faculty (Preliminary Deadline)

Thursday, May 28 Initial Spring 2015 grades viewable on MySJSU

Letter of Understanding
Spring 2015, English 100 WB, Section 2

I, _____, have read the syllabus and understand the objectives of this course and what is required of me to achieve them. I know that my success in this course depends on my choice to participate in class activities, to complete assignments both in and out of class, and to commit myself to improving the effectiveness of my written and oral communication. I will abide by all of the class rules for use of technology.

I, Sheree Kirby, will make myself available during class, office hours, and by appointment to help facilitate your growth as a writer. I encourage you to feel comfortable asking questions and expressing concerns. I will do my best to provide you with useful feedback on the effectiveness of your responses to written and oral assignments.

Student Signature _____

Instructor Signature _____ *Sheree Kirby* _____

Date _____

Course/Section _____