San Jose State University
Department of English and Comparative Literature
ENGL 100WB - 04 (44056) Written Communication—Business
Aug 19, 2022-Dec 6, 2022

Course and Contact Information

Instructor(s):   Joseph Navarro
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Office Hours: Thursdays 1:00PM-4:00PM
Class Days/Time: 6:00PM-8:45PM
Classroom: Clark Building 225A
Prerequisites: A grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), passage of Writing Skills Test (WST) or ENGL/LLD 100A with C or better (C- not accepted), upper division standing (60 units), and completion of Core GE. Student must be a business, industrial arts, industrial technology, public relations, or hospitality management major.
GE/SJSU Studies Category: Written Communication II (Z)

Course Description

This writing course for business majors is designed to explore the nature of contemporary modes of communication that are shaped by globalization, transnationalism, and digital hyperconnectivity. The course assignments, lectures and materials are developed through an intersectional and positional approach to personal inquiry and critical thinking. Furthermore, students will learn to navigate both textual and digital documents as they engage with an antiracist line of inquiry to unpack the theories of digital literacy, racial/cultural literacy, and rhetorical genre.

Course Format

Course Goals

Students will be able to:
- Format, compose, and revise written documents for a variety of contexts
- Identify and articulate the audience "take-away" message in every communication
- Use a variety of communications tools and strategies to communicate effectively
- Communicate numerical data effective in both written and oral formats
- Employ advanced research strategies and incorporate research appropriately into written and oral
- communication for a variety of purposes
- Analyze and adapt communications based on rhetorical situation and pragmatics
- Recognize a variety of communication needs and constraints and employ appropriate strategies to meet those needs in a variety of business situations
- Evaluate communication strategies for effectiveness
- Justify communication decisions using knowledge of pragmatics, business culture norms, and rhetorical situations
- Create communications and presentations that are ethnically, legally, and culturally appropriate

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:
- SLO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in
- language use, grammar, & clarity of expression
- SLO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in
- multiple readings and expressed in different forms of discourse
- SLO 3: Organize and develop essays and documents for both professional and general audiences
- SLO 4: Organize and develop essays and documents according to appropriate editorial and citation
- standards
- SLO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Required Texts/Readings

Course Reader located on Canvas and on the SJSU MLK Library: https://library.sjsu.edu/etextbooks

Other technology requirements / equipment / material

- Notebook
- Flash Drive / Cloud Storage / Personal Email Account (3 save points)
- Internet Access
- Laptop or Desktop Computer (there are also several computer labs on campus)

Course Requirements and Assignments

Projects

The term is staged through four projects. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and community research.
- Project 1, Lateral Research Report (100 points) for this project you will choose a chapter from the text *Weapons of Math Destruction.* You will provide a summary of the chapter and you will update us on the current state of the issue outline in the section as it pertains to California.
    a. O'Neil. (2016). Weapons of math destruction : how big data increases inequality and threatens democracy. Crown.
- Project 2, Literature Report (100 points) this project is part annotation narrative and part book report. Begin by choosing one of the of introduction that we read and reviewed during the first three weeks of the course. Then, utilize the assignment prompt to provide a chapter-by-chapter summary and analysis of three major points from the reading. Your option for the first project:
    a. Bittel, C. J., Leong, E. Y. T., & Oertzen, C. von. (2019). *Working with paper gendered practices in the history of knowledge.* Pittsburgh, Pa University of Pittsburgh Press.
    b. Castells, M. (2015). *Networks of outrage and hope : social movements in the Internet age* (2nd ed.). Cambridge, England ;: Polity.
    c. Coulmas, F. (2013). Writing and Society An Introduction. In Writing and Society. httpsdoi.org10.1017CBO9781139061063
    d. Rice, R., & St.Amant, K. (2018). Thinking Globally, Composing Locally: Rethinking Online Writing in the Age of the Global Internet. Chicago: Utah State University Press.
    e. Vee, A. (2017). Coding Literacy: How Computer Programming Is Changing Writing. https://doi.org/10.7551/mitpress/10655.001.0001

     f.   Zhu, Y. (2005). Written Communication Across Cultures: A Sociocognitive Perspective on Business Discourse. John Benjamins.

- <u>Project 3, Professional Portfolio (150 points)</u> this project will contain several elements including: 1) a Cover letter, 2) a CV, 3) a Resume, 4)Video Resume, and 5)LinkedIn Profile/Web Page
- <u>Project 4, Digital Short (100 points)</u> for the following project you will pull from your previous three assignments and develop a scholarly argument around an issue in the state of California in the form of a Digital short. The Digital short should pull from your three (3) Formal assignments and your informal assignments as evidence. You should reflect on the progression of your research, and look forward to where this research might head next?

Universal Design of Learning (UDL)

As an alternative to the main essays, the UDL Portfolio will be utilized for those who fall behind and are unable to complete the primary course structure. The assignments point total do not equal the larger portfolio-based projects, but they are enough to help you earn an "C" if you do well with the other course components. UDL responses are due by the end of the term. The directions are set on each of the submission folders.

Digital short (Youtube)
Academic account, based on student email. You will develop a Digital short that will be posted on YouTube based on the final writing that are posted in your Archive. You are not required to make this public but doing so will earn you 10 extra credit points towards the final assignment. Your Digital short will be developed through the three critical papers. It will be a comprehensive project that communicates your research on this Issue to the audience that you desire.

Grading Information (Required - Delete the word "Required" in final draft)

Grade	Percentage
A plus	96 to 100%
A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

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

Classroom Protocol

Messaging: Please, allow me up to 24 hours to respond to any message during the weekdays. On the weekends I will need up to 48 hours to respond. Feel free to email or DM me on Canvas. All course materials including the syllabus, handouts, assignment, readers, lecture notes are located on Canvas. I will use Canvas > Home Page for daily and weekly messages and announcements.

Late work

All late work is accepted and will receive an automatic (-10 point) deduction prior to being graded.
- *Hard deadline-* Assignments posted with a due date have a hard deadline and must be submitted accordingly.
- *Soft deadline –* Within each units all assignments without a posted due date are due at the end of the module. For example, within Module 1 all assignments that do not have a posted deadline will not be considered late until the first essay from Module 1 is due.

Note: The purpose of this arrangement is to allow for the submission of late work, but to understand that there is a penalty for failing to meet the deadline. First, you will only receive this opportunity for late work if you communicate in advance that you will be submitting late. Second, you will be able to utilize this small penalty, but large privilege to develop your own schedule for time management in relation to the structure I have provided.

Feedback

Each Project will have a Peer Review date. This is a firm date, if you wish to receive feedback from both myself and your peers prior to the submission of the final draft of each project, this is when you will submit your draft. This draft may be in the form of an Outline or Rough Draft. We will speak of both of these stages during Module 1.
- You must have an Outline/Rough Draft the day of the Peer Review. You also must complete 2 x 250 word responses to 2 peers projects
- In addition to feedback from 2 peers, if you submit the rough stage (Outline/Rough Draft) of the project, I will provide direct feedback.
- If you do not have a drafting stage prepared, you will forgo the feedback. You may still submit your work for partial credit. You may still visit the writing center for direct feedback, or visit me during office hours and I will answer a few questions regarding the assignment. But, you will not receive the same depth of feedback as will be provided during the peer review.

Participation

If you need to miss class take the follow steps and I will excuse your absence:
1. Email me in advance as to why you are missing class.
2. Explain how you will access the work on Canvas
3. Set a deadline for when you will complete the work

Failure to attend class sessions will impact your grade.

University Policies

Per [University Policy S16-9](#) ,relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

Writing Center

The Writing Center is staffed by knowledgeable Writing Specialists who are trained to assist students to become better writers. Visit www.sjsu.edu/writingcenter to schedule a virtual 1:1 tutoring session or view the numerous homegrown handouts

Wellness Resources

- Student Wellness Center: https://www.sjsu.edu/wellness/
- Student Health Center: https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg
- CalFresh: https://www.sjsu.edu/sjsucares/get-assistance/calfresh.php
- Counseling and Psychological Services: https://www.sjsu.edu/counseling/index.php
- Additional Resources from SJSU: https://www.sjsu.edu/sjsucares/resources/index.php

Schedule of Major Assignments

	Assignments, Activities, Readings, Other Work

Week 1 **8/23-8/25**	Research Workshop
	    ● Research Workshop Assignments
	        ○ Source Documentation
	        ○ Source Identification Activity
	Begin Project 1

Week 2 **8/30 – 9/1**	
Week 3 **9/6 – 9/8**	Peer Review 1 – Outline and Rough Draft; Peer Responses
Week 4 **9/13 – 9/15**	Final Draft of Project 1 Due Begin Project 2
Week 5 **9/20 - 9/22**	
Week 6 **9/27 – 9/29**	
Week 7 **10/4 – 10/6**	Peer Review 2—Outline and Rough Draft; Peer Responses
Week 8 **10/11-10/13**	Final Draft of Project 2 Due Begin Project 3

Week 9 10/18-10/20	
Week 10 10/25-10/27	Peer Review 3—Draft of Professional Portfolio Material Final Draft of Project 3 Due
Week 11 11/1-11/3	Begin Project 4
Week 12 11/8-11/10	
Week 13 11/15-11/17	
Week 14 11/22-11/24	Fall Break - No Class 24th
Week 15 11/29-12/1	
Week 16 12/6	End of Term Project 4 Due