Written Communication: Business Section 04

ENGL 100WB

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/21/2024

🕐 Course Information

Class meets in the Boccardo Business Center (BBC) Room 221, T/Th, 12 - 1:15 p.m.

Email: sian.sloan@sjsu.edu

Office: Faculty Office Building (FOB) 221

Office Hours: T/Th, 10:30-11:30 a.m. Online office hours by request.

💻 Course Description and Requisites

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

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: All Business Administration majors, Industrial Arts, Industrial Technology, Professional & Technical Writing, Public Relations, Hospitality Management, Organizational Studies.

Letter Graded

✱ Classroom Protocols

Course Format, Canvas, Tips for Success, Technology

Basic Course Description:

- This is a semester long in person course.

- We will meet twice a week in person at the above days and times.
- The organization of the course is module-based.
- There will be 17 modules, one for each week of the class.
- Module contents will be available at the start of each class.
- You can find due dates for major assignments in the syllabus.
- Throughout this program you will work closely with fellow business students, especially in your concentrations, as well as with your professor.

Course Reminders:

- 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.

Email Guidelines:

- Check your SJSU email regularly.
- Use SJSU email or Canvas messaging when contacting me through email, not your personal account.
- This is a business communications class, so use proper email etiquette.
- 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.

Tips for Succeeding in the Course:

- Get to class on time (figure out your parking/transportation routine now!).
- Attend class regularly.
- Use Office hours if you want help with a draft assignment, or for clarification on an assignment.
- Complete all assignments, large and small.
- Bring a positive attitude.
- Don't define yourself as "bad at writing". All students can succeed in this course if you just put in the work!

What to Do if You Have to Miss a Class:

- Let me know, via Canvas messaging, with a simple reason. Details about your illness or specific personal challenges aren't necessary, it's ok to keep them private.
- FYI, I may not have time to respond to messages sent right before class.
- Check that week's Canvas Module for material you have missed.
- You can also ask a classmate to help you catch up on what you missed.
- Only ask me what you have missed after you check course modules.
- Note: I won't reteach missed course material so it's up to you to catch up.

Technology Use

Students are required to have an electronic device (laptop, desktop or tablet). 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.

See [Learn Anywhere website](#) for current Wi-Fi options on campus.

⠿ Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes Upon successful completion of a Writing in the Disciplines course, students should be able to:

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

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

◎ Course Goals

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 business 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

📊 Course Learning Outcomes (CLOs)

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

📘 Course Materials

There is no textbook for this class.

I will provide all class readings as pdf's or links to online articles in weekly Canvas modules.

≡ Course Requirements and Assignments

5 Main Writing Assignments (70% of your grade)

Writing Assignment 1: Professional Biography 15%

- The Professional Biography will give you a chance to write about your education and experiences, previous paid work and volunteer work, and your future goals and aspirations.
- It will act as the foundation for your job search assignment, LinkedIn profile and resume.

Writing Assignment 2: Job Documents and LInkedIn 15%

- You will conduct a job search, write a job ad analysis, and create a cover letter and resume based on your analysis.
- We will follow best practices from the SJSU Career Center for this assignment.

Writing Assignment 3: Professional Correspondence and AI 15%

- The use of AI is increasing in business, and in this assignment you will complete some basic writing tasks using different AI tools and assess it's usefulness for various business writing tasks.
- You are the researcher here, so use this opportunity to learn, explore, and assess.

- You will also consider, and write about, the ethics of using AI in business.

Writing Assignment 4: Business Newsletter (concentration group assignment) 15%

- Working in concentration groups formed by me you will create a "Business Department" newsletter for incoming SJSU students in your concentration.
- Each student will write an individual article which will be part of the newsletter.
- You will also need to create an overall design for the online newsletter, using Canva.
- The newsletter should be cohesive and have a clear theme, as well as mini-bios for each writer, a cover page, and a table of contents.
- Topics are up to you but should be relevant to students in your concentration.

All writing assignments will require:

- Rough Draft
- Revised Draft and Peer Review
- Final Draft

Writing Assignment 5: Proposal Presentation at Final (concentration groups) 10%

Homework Assignments - approximately 15%

- These consist of things like reading notes and drafts, and other various assignments that will help you learn and practice the course material.

In-Class Assignments - approximately 15%

- These are a mixture of individual in-class writing and group work.
- These assignments are important. Missing them will affect your grade if you miss class and don't complete them.
- They will also help you with group assignments (2 out of the main 5 assignments in class).
- You can make up 2 of these assignments out of class.

Grading Information/Late Policy:

- You can do 2 "in-class assignments" out of class if you are absent, for full points. After that you only get half the points if you do the assignment out of class.
- You can rewrite one major assignment for a better grade. You must rewrite the assignment within one week of it being graded.
- Talk to me if you need to turn in a major assignment late. I will try to work with you if you are sick or have some kind of emergency. Generally, I don't accept assignments late, but if you have something that interferes with on-time submissions I'll work with you.

✔ 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.

Final Grading Scale

A: 940 pts and above   A-: 939-900 pts

B+: 899-870 pts   B: 869-840 pts   B-: 839-800 pts

C+: 799-770 pts   C: 769-740 pts   C-: 739-700 pts

D+: 699-670 pts   D: 669-640 pts   D-: 639-600pts

F: 599 and below

This course must be passed with a C or better as an SJSU graduation requirement.

An "A" text is excellent. It demonstrates mastery of the skills for that unit and exceeds expectations in each of the six grading criterion.

A "B" range essay demonstrates competence in the same criteria as an "A" essay, but it may show slight weakness in one of these areas.

A "C" range essay will complete the requirements of the assignment, but it may show weakness in a few of the major criteria (or some weakness in criterion 1).

A "D" range essay will neglect to meet all the requirements of the assignment or will completely disregard the rhetorical/contextual situation (criterion 1).

An "F" range essay does not fulfill the requirements of the assignment.

Criteria

Six Major Categories for Text Assessments:

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 be not persuaded by them, then the student has not used appropriate support.

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.

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.

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.

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.

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.

More specific grading rubrics and instructions are also provided in prompts for assignments.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), 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 the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week 1 , Th, 8/22 - Class and Student Introductions

Th, 8/22 - Roll, Brief Class Overview, Group and Class Discussion.

Homework due by class T, 8/26:

- Read the "SJSU Official Syllabus" in Canvas
- Complete assignment "Write an email to your Professor"
- Post and respond to Discussion "Introduce Yourself to your Fellow Students"

Week 2 – T, 8/27 and Th, 8/29 - Introduction to Business Writing

T, 8/27 - Syllabus Review/Business Writing Goals "Plain Language". "Write an email to your Professor" discussion.

Homework due by class Th, 8/29:

- Reading and Notes: Canavor, Chapter 1 (13 pages) - take notes (not more than 4 pages)

Th, 8/29 - Discuss Chapter 1 ideas. Type, Tone, Style and Format in Business Writing. Professional Biography - Introduction.

Homework due by class T, 9/3:

- Post to discussion on Tone Style and Format in your business writing assignments.
- Read "14 LinkedIn Profiles" and choose two you like best. Explain why. Evaluate tone and style. Submit to assignment.

Week 3 – T, 9/3 and Th, 9/5 - The Professional Biography

T, 9/3 - The Professional Biography - Content, Style, Tone and Format. Discussion "14 LinkedIn Profiles". Group review of student professional biography examples. Prompt.

Homework due by class Th, 9/5:

- Professional Biography Brainstorming

Th, 9/5 - The Professional Biography - Creating the First Draft. Seven C's review. Best Practices for first drafts. Brainstorming to First Draft - assessing content and outlining.

Homework due by class, T, 9/10:

- Professional Biography Rough Draft

Week 4 – T, 9/10 and Th, 9/12 - Professional Biography Editing and Peer Review

T, 9/10 - Editing the Rough Draft. Words/Sentences/Paragraphs/Tone. Condensing for Versions 2 and 3.

Homework due by class, Th, 9/12:

- Revised Draft for Peer Review

Th, 9/12 - Peer Review

Homework due by class, T, 9/17:

- Professional Biography FINAL DRAFT

Week 5 – T, 9/17 and Th, 9/19 - Introduction Job Documents assignment

T, 9/17 - Prompt Review & LinkedIn class assignments.

Homework due by class, Th, 9/19:

- Read and take notes, Chapter 12, Canavor.
- Review Career Center Resume Guide.

Th, 9/19 - Resume Presentation/LinkedIn and Job Ad Analysis

9 a.m. and 12 p.m. classes - Resume presentation by Career Center

1:30 and 3 p.m. classes - LinkedIn group activity, Job Ad analysis review and creation.

Homework due by class, T, 9/24:

- Job Ad Analysis assignment

Week 6 – T, 9/24 and Th, 9/26 - Job Documents

T, 9/24 Resume Presentation/LinkedIn and Job Ad Analysis

9 a.m. and 12 p.m. classes - Resume presentation by Career Center

1:30 and 3 p.m. classes - LinkedIn group activity, Job Ad analysis review and creation.

Homework due by class Th, 9/26:

- Resume Rough Draft

Th, 9/26 - Class not meeting/Read Canvas Class Agenda for out of class assignment due T, 10/1.

Homework due by class, T, 10/1:

- Job Document Rough Draft (Job Ad Analysis, Cover Letter, Resume)

Week 7 – T, 10/1 and Th, 10/3 - Job Documents Editing and Peer Review

T, 10/1 - Job Documents in-class editing review

Homework due by class Th, 10/3:

- Job Documents Revised Draft

Th, 10/3 - Job Documents in-class peer review

Homework due by class T, 10/8:

- Job Documents Final Draft

Week 8 – T, 10/8 and Th, 10/10 - Professional Correspondence and AI

T, 10/8 - Writing Email Correspondence. Practice group assignment "Tone Deaf".

Homework due by class Th, 10/10:

- Rewriting an Old Message

Th, 10/10 - Messages with AI - ChatGPT/Google Gemini Prompt Engineering

Homework due by class T, 10/15:

- Create emails using ChatGPT and Google Gemini

Week 9 – T, 10/15 and Th, 10/17 - Professional Correspondence and other work tasks using AI - Writing about your experiences as researchers

T, 10/15

Th, 10/17

Homework due by class T, 10/22:

Week 10 – T, 10/22 and Th, 10/24 - Essay editing and peer review

T, 10/22

Th, 10/24

Homework due T, 10/29:

- Final Draft of paper on your "Business Writing tasks and AI Tools" research

Week 11 – 10/29 and 10/31 - Business student newsletter

T, 10/29 - Intro - Newsletter researching and writing

Th, 10/31

Homework due T, 11/5:

Week 12 – T, 11/5 and Th, 11/7 – Newsletter drafting, writing and designing.

T, 11/5 -

Th, 11/7 -

Week 13 – T, 11/12 and Th, 11/14 - Newsletters editing/Newsletters peer review

T, 11/12 -

Th, 11/14

- Final Draft of Business student Newsletters

Week 14 – T, 11/19 and Th, 11/21 - Proposal Presentation introduction/research

T, 11/19 - Proposal project researching and drafting

Th, 11/21 -

Week 15 – T, 11/26 and Th, 11/28 (no class) – Proposal presentation writing and design

T, 11/26

Th, 11/28 - NO CLASS - THANKSGIVING BREAK

Week 16 – T, 12/3 and Th, 12/5 – Proposals editing and peer review

T, 12/3

Th, 12/5

Due by Final T, 12/17, 9:45 a.m. - 12 p.m.:

- Proposal Presentation

Week 17 – Final – Proposals due and final presentations

Final Date and Time: T, 12/17, 9:45 a.m. - 12 p.m.