San José State University
College of Science/Computer Science
Fall 2022
CS100W, Technical Writing Workshop, Section 05

Course and Contact Information

Instructor:	Alesya Petty
Office Location:	FOB 224
Email:	Messaging through Canvas preferred (Alesya.Petty@sjsu.edu)
Office Hours:	On Zoom Mondays 10:00-11:00 AM and by appointment
Class Days/Time:	Hybrid - Wednesdays 3:00-4:15 PM in-person and asynchronous.
Classroom:	SB311
Prerequisites:	Grade C or better in English 1B, passage of the Writing Skills Test, upper-division standing, and completion of core GE.
GE/SJSU Studies Category:	Area Z

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 are 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. Students will learn about the principles and practices of effective writing in the workplace, including technical, scientific, and electronic-mediated writing. Activities and assignments focus on the concepts of audience, visual rhetoric, information design, electronic publication, ethics, technical style, and team writing.

Course Format

CS100W is a hands-on professional and technical writing seminar that relies on student-centered and student-driven learning. The mode of instruction for this section is a hybrid with weekly in-person meetings and asynchronous work online in Canvas.

GE Learning Outcomes (GELO)

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

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.

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.

GELO 3. Learners will understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.

GELO 4. Learners will be familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.

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.

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.

Student Learning Objectives

Learners shall write complete essays that demonstrate college-level proficiency (University Policy S14-5) [SLOs] (all course rubrics based on these required SLOs). Learners shall 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

Textbook (Required)

This course is a part of the Affordable Learning Solutions grant and is using Open Educational Resources and MLK Library resources.

Technical Writing Essentials: Introduction to Professional Communications in Technical Fields, by Suzan Last, Candice Neveu, and Monika Smith. - open source textbook, available free on Canvas.

Other Readings (Recommended)

Business Communication Today , 15 th Ed., by Courtland L. Bovee and John V. Thill

Other technology requirements / equipment / material

Please make sure that ALL documents are kept in a cloud folder; do not rely on your laptop/desktop for storage. Please download both the Zoom app and the Canvas app to your cell phone in case a blackout occurs in your area. You will always need to plan for a back-up solution.

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.

Table 1 shows how course assignments will help you meet SLOs and GE learning objectives:

CS100W ASSIGNMENTS FOR COURSE GRADING			
Assignment/Activity	**Weighted Units**	**SLOs Mastered**	**Word Count**
Participation/Writing Concepts/Homework	1%	SLO 1-5 GELO 1-6	In class & online weekly
Career Documents & Professional Writing: Practice, Drafts, Reviews	1%	SLO 1-5 GELO 1-6	online weekly
Technical Writing: Practice, Drafts, Reviews	1%	SLOs 1-5 GELO 1, 3, 4	online weekly
Proposal (Elevator Pitch) & Presentation (Poster Showcase)	1%	SLO 1-5 GELO 1-6	In class & Online
Final Exam	1%	SLO 1,2,3,5 GELO 1,2	700-800 words online
Final **Professional Portfolio**: 1. CV 2. Company Snapshot & Job description 3. Customized Professional Résumé 4. LinkedIn profile: photo, About section, skills, experience. 5. Customized Professional Cover Letter written to the company and position in a snapshot (this letter cannot be written to a fictitious corporation or individual—job spec must be included)	5%	SLO 1-5 GELO 1-6	1500+
Informational Interview Report: Transcript, final draft, share	10%	SLO 1-5 GELO 1-6	1500+
Term Project (Recommendation Report) with 3 separate scores: -Collaborative components (memo, title, table of contents, introduction, conclusion, references); -Individual researched sections; - Annotated Bibliography (6 sources)	10% (group) 60% (individual) 10% (AB)	SLO 1-5 GELO 1-6	1500+ (group) 1200+ (sections) 900+ (AB)

All items above will be posted to Canvas inside weekly modules. Activities and assignments place emphasis on developing the writer's abilities to clearly define the audience and purpose, practice genre and language conventions, and design a professional presentation of each document.

"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 and Policy

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.

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."

Most assignments are based on 4-point holistic grading rubric (major assignments are weighted differently). Submissions are scored as follows:

4	• intelligently addresses the all parts/instructions of assignment
	• meets all expectations in the rhetorical choices of the assignment,
	  including genre, purpose, format, evidence, tone, conventions, etc.
	• is well-organized and thoroughly developed, with details, references, etc. showing nuanced/in-depth understanding of the material.
	• shows good or superior control of grammar, including syntactic
	  variety, range of vocabulary, etc.

3	• may address some parts/instructions of the assignment better than others
	• meets most of the rhetorical expectations of the assignment, including
	  purpose, format, etc.
	• is somewhat organized but may require more development, details, references, etc. showing adequate understanding of the material, might lack minor details/some depth
	• may contain some grammatical errors, inappropriate word choice, or
	  incorrect usage that does not affect readability and rarely obstructs the reader's understanding.

2	• omits/misunderstands some parts/instructions of the assignment.
	• meets few rhetorical expectations of the assignment.
	• shows lack of development/critical thinking/cohesion and/or inappropriate
	  rhetorical choices, may sound too general in some places, not reflecting adequate understanding of some parts of materials.
	• shows an accumulation of grammar and syntactical errors that
	  interfere with readers' understanding.

1	• misinterprets/misunderstands major parts/instructions of the assignment. • fails to meet the rhetorical expectations of assignment, is written in the wrong genre, does not follow conventions, lacks purpose, format, appropriate tone, etc. • lacks organization/development of ideas, presents generic information applicable to wider topic/common sense, not reflective of specific ideas/information in the materials • contains grammar and syntactical errors that seriously interfere with readers' understanding and/or produces low readability of text. • makes a wrong submission that does not address the correct assignment or submission has issues (wrong format, does not open, etc.) due to which it cannot be processed. Must be resubmitted (late penalty applies).

Though there is no specific extra credit in the course, these low-stakes activities and assignments work in a similar way to extra credit to boost consistent effort, work ethics, and participation, allowing students to catch up with partial credit.

There are automatic Canvas grading settings that will mark a missed submission as a zero, but students are encouraged to catch up and submit work for a partial credit.

Late submissions are automatically reduced by Canvas by 20% per day to allow partial credit past the deadline. See lateness and extension policy for more details below.

Major assignments are scored on a scale of 100 and follow a letter grade scale below.
Overall course grade percentage corresponds to the letter grades as follows:

Grade	Percentage
A	95 to 100%
A minus	90 to 94.99%
B plus	87 to 89.99 %
B	83 to 86.99%
B minus	80 to 82.99%
C plus	77 to 79.99%
C	73 to 76.99%
C minus	70 to 72.99%
D plus	67 to 69.99%
D	63 to 66.99%
D minus	60 to 62.99%

 Passing Grade for the course is C or better. **No** incompletes will be given for the course.

Final Examination or Evaluation

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." In our courses, we will create a portfolio at the end of the semester as our culminating activity.

Classroom Protocol

This is a **hybrid** course with once a week in-person meetings and asynchronous work online. It's crucial to attend in-person classes to keep up with updates in the course and live participation in the learning community of peers.

In-person meetings include collaborative work, interactive workshops, guest speakers, presentations, one-on-one conferences, instructor and peer feedback. Some participation for in-person activities cannot be made up. No amount of solitary or make-up work can replace meaningful interactions with the class learning community in real time.

Asynchronous work must be completed before coming to in-person class and **all assignments are due on Tuesday nights at 11:59pm.**

If you submit a minor assignment late, be aware that Canvas will automatically deduct 20% per day, which allows you to get partial credit to catch up.

If you are unable to submit a major assignment, portfolio or project by the deadline, message me before the deadline to discuss the issue and options. Extensions are given on a case-by-case basis with a timely notification, provided

explanation, and proof of the emergency. Keep in mind that you are given the majority of the semester to complete final drafts of major assignments. Most of them are due at the end of the term, so extensions will be rather limited.

If you miss a class for any reason, please hold yourself responsible to find out what you missed from contacting the classmates through various communication tools available to you from Canvas messaging to Discord or other social media set up for the class. Check updates on Canvas regularly. Class is a learning community of students who can help each other throughout the learning process. The role of the instructor is to facilitate this individual and communal learning process. I am here to help you navigate the course and learning process, but I cannot repeat the lesson for you. Emailing me about "anything important [you] missed in class" is not a resource for finding such information.

If you notice any conflicting information between instructions, due dates, or anything else in regards to the course, please *message* me to point out the issue. I'll follow up with a message to the whole class to let everyone know when it is fixed.

If you need to discuss concerns about your performance in the course, please *drop by* virtual office hours for student support or message me to *schedule* a meeting on zoom.

If you are working on drafts and preparing final submissions, make sure to leverage free resources and tutoring services available to you through the Writing Center and Peer Connections and any other student support that may be known to you and your peers.

If you comment on work and opinions of others in class or online, follow standards of good classroom netiquette, provided in Canvas Welcome module. Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other destructions. You can bring a closed-top cup or water bottle to class, but please no snacking or eating as it interferes with learning.

Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.

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.

COVID-19 and Monkeypox policy
Students registered for a College of Science (CoS) class with an in-person component should view the CoS COVID-19 and Monkeypox Training slides for updated CoS, SJSU, county, state and federal information and guidelines, and more information can be found on the SJSU Health Advisories website. By working together to follow these safety practices, we can keep our college safer. Failure to follow safety practice(s) outlined in the training, the SJSU Health Advisories website, or instructions from instructors, TAs or CoS Safety Staff may result in dismissal from CoS buildings, facilities or field sites. Updates will be implemented as changes occur (and posted to the same links).

CS100W Fall 2022 Course Schedule

All listed assignments are due at 11:59pm the night before the class date. See exact deadlines on Canvas.

Dates	Topics, Activities, and Assignments due
8/24	Introductions. Course overview. Community Building.
8/31	Passionatations! Professional Portfolio & Career Writing. Informational Interview Project & Qs. Resume, LinkedIn profile.
9/7	Career Center Orientation and Professional Documents Workshop with Guest Speaker.
9/14	Applying and Interviewing for Employment. Cover/Application Letter Workshop.
9/21	*Career Portfolio due.* Technical Writing. Recommendation Reports. Project-based Learning. Term Project.
9/28	Elevator Pitches for Recommendation Reports.
10/5	*Q&A Transcript of Informational Interview due.*
10/12	MLK Library Resources Workshop. Analytical Report researching, planning, brainstorming, drafting.
10/19	Annotated Bibliography draft workshop.
10/26	Team Report Draft workshop.
11/2	Report Project Conferences.
11/9	*Final Report Project due.*
11/16	*Informational Interview Report draft due.* Share. Workshop.
11/23	Thanksgiving! No Class.
11/30	Final Rec Report Group Poster Showcase! *Final Informational Interview Report due.*
Finals week	Exam due based on university exam schedule. Tuesday, December 13 at 12:15-2:30 PM