![SJSU San José State University]

College of Science · Computer Science

# Technical Writing Workshop Section 01

## CS 100W

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/21/2023

# 👤 Contact Information

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|---|---|
| **Instructor:** | Alesya Petty |
| **Office Location:** | FOB 224 |
| **Email:** | Messaging through Canvas preferred (Alesya.Petty@sjsu.edu) |
| **Office Hours:** | Mondays 12:00-1:00 PM and by appointment on Zoom |
| **Class Days/Time:** | Hybrid - Wednesdays 12:00-1:15 PM in-person and asynchronous. |
| **Classroom:** | Clark Hall 238 |

# 🖥 Course Description and Requisites

Advanced writing through preparation of technical reports and presentations. Improving skills for writing subject-related reports, project proposals and personal resumes through practice and evaluation. Course assignments will be related to issues concerning careers in computer science.

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; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing. Computer Science or Mathematics majors only.

Letter Graded

# ✳ Classroom Protocols

Course Mode. 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.**

Lateness. Canvas is set up to automatically deduct 10% per day for late submission, which allows you to get partial credit for late work.

In cases of emergency or sickness, extensions are given on a case-by-case basis with a timely notification before the deadline and documented proof of the emergency.

Missing a class. Please, hold yourself responsible to find out what you missed by contacting the classmates through various communication tools available to you through Canvas messaging, other communication channels set up for the class (student-organized Discord, etc.). 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 help you navigate the course and to facilitate the learning. Generally, instructors do not have the capacity to repeat taught lessons to individual students through messaging.

Concerns about performance in the course. Please, message, drop by virtual office hours or schedule an appointment to discuss anything relating to your ability to succeed in the course.

Final submissions. All final drafts and graded assignments must be proofread and polished. 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.

Instructor feedback. As much as students wish to receive individual feedback on all their work from the instructor, I do not have the capacity to go over drafts for individual students due to the amount of written work and the pacing of the course. Instructors for writing courses are not tutors. Please, use free tutoring services at SJSU through Peer Connections and the Writing Center to go over drafts and revise your work. I do provide feedback regularly based on evaluating the performance of the class. I address the issues pertinent to most submissions and show examples of writing to explain expectations of quality. Due to the limited in-person time, please, refer to Canvas resources and search out additional resources on your own to support your learning. I allow revisions when original submissions do not meet basic requirements and score below 70%. In such cases, I will provide comments and an opportunity for the paper to be revised and resubmitted, usually within one week from the date the assignment was graded.

Classroom netiquette. 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.*

# 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 Learning Outcomes (CLOs)

## Course 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:

**CLO 1.** Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression

**CLO 2.** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

**CLO 3.** Organize and develop essays and documents for both professional and general audiences

**CLO 4.** Organize and develop essays and documents according to appropriate editorial and citation standards

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

# 📘 Course Materials

## 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.

# 📋 Course Requirements and Assignments

| Assignments | Learning Outcomes | Percent of Grade | Min.Word Count |
|---|---|---|---|
| Career  Portfolio (Professional Writing):<br><br>1.Curriculum Vitae,<br><br>2. Job Post and Company Specs<br><br>3. Resume customized to specific job/position, with link to LinkedIn Profile;<br><br>4. LinkedIn Profile (photo, banner, About section, skills, experience)<br><br>5. Cover Letter, specific to position and company (same as resume)<br><br>6. Job Interview (mock) | GELO 2<br>CLO1 & 3 | 20% | 1200 |
| Participation/ Homework | GELO 1-4<br>CLO 1- 6 | 5% | 2000 |
| Annotated Bibliography | GELO 1-4<br><br>CLO 1-6 | 15% | 900 |

| Recommendation Report (collaborative) - memo, title, table of contents, executive summary, introduction, table, conclusion, references | GELO 1-4 CLO 1-6 | 15% | 1500 |
|---|---|---|---|
| Recommendation Report (individual) | GELO 1-4 CLO 1-6 | 40% | 1500 |
| Final Exam | | 5% | 600 |
| Total | | 100% | |

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

SJSU 100W **course** grade distribution is as follows:

A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7) AND F (0.0)

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

Grade Distribution based on Canvas 100% grading scale is as follows:

| 100 A+ | 99-97 A | 96-94 A- |
|---|---|---|
| 93-89 B+ | 88-84 B | 83-80 B- |
| 79-76 C+ | 75-73 C | 72-70 C- |
| 69-67 D+ | 65-63 D | 62-60 D- |
| 59 and below F | | |

All assignments are submitted to turnitin.com for plagiarism screening. You must check your originality report for submitted assignments to make sure you are not plagiarizing.

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

Grading Descriptors

**A+:** 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, 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.

A: 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 specific tech tools.

A-: 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 the 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.

B+: 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.

B: 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.

B-: 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.

C+: 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.

C: 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.

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.

Late submissions are automatically reduced  by 10% per day in Canvas to allow partial credit past the deadline. See lateness and extension policy for more details below.

# 🏛 University Policies

Per University Policy S16-9 (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 Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (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.

# 📅 Course Schedule

Spring 2023 Important Due Dates

*All homework is due at 11:59pm on Tuesdays*

*before class meetings on Wednesdays.*

| Weeks | Assignments due |
|---|---|
| Week 1 | Introductions. |
| Week 2 | Professional Writing. Career Portfolio. CV, Resume, LinkedIn profile. Informational Interview Project & Qs. |
| Week 3 | Career Center Orientation. |
| Week 4 | Interviews. Cover Letters. |
| Week 5 | *Career Portfolio due.* Technical Writing. Recommendation Reports. Project-based Learning. Term Project. |
| Week 6 | MLK Library Resources Workshop. |
| Week 7 | Elevator Pitches for Recommendation Report. |
| Week 8 | Annotated Bibliography for research. Analytical Report researching, planning, brainstorming, drafting. |
| Week 9 | Annotated bibliography due. Report set-up. |
| Week 10 | Spring Break |
| Week 11 | Report draft due. |
| Week 12 | Group Workshop. |
| Week 13 | Group Workshop. |
| Week 14 | *Final Report Project due.* |
| Week 15 | Presentations. |
| Week 16 | Presentations. |
| Finals week | See university exam schedule and instructions on Canvas. |