

San José State University
Department of English and Comparative Literature
English 100WB, Written Communication: Business (GE Area Z), Section 2, Spring 2018

Instructor:	Sheree Kirby
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Office Hours:	M/T/TH 12:00 – 1:00 p.m., or by appointment
Section/Time/Room:	M 9:00-11:45 a.m. BBC 128
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 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 (CLO)

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 (GELO)

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 and Professional Writing: A Basic Guide for Americans*, by Paul MacRae**

ISBN: 978-1-55481-331-5

Course Reader (purchase at Maple Press)

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford – The electronic version of this text is free for all SJSU students on Canvas under *Writer's Help*.

Other Equipment / Material requirements

Access to Internet, email, and printer
Stapler
Course dedicated notebook or journal
Course folder with pockets
Binder paper, pens, pencils, highlighters

Course Format

This course will employ interactive lecture/discussion activities, in-class individual and group simulation activities, team and individual oral presentations, 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. Student success in this class requires coming 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 other assignments in MLA style. (See Purdue OWL or Writer's Help for MLA style.)

Estimation of Per-Unit Student Workload

SJSU classes are designed such that 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 successfully complete English 100WB, students **should plan on approximately six hours of dedicated homework time each week.**

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

Assignment Category	Word Count	Points	GELOs
Job Search Unit/Drafts	1,000	75	1, 3,4,5
Executive Brief and Presentation/Drafts	2,000	50	1,2,3,4,5
Commentaries	750	30	1,2,3,4,5
Other Out-of-class Documents	1,500	160	1,2,3,4,5
Participation, Peer Reviews, and other in-class writing	500	65	1,2,3
Quizzes		60	1,2
Learning Curve (Writer's Help)		60	1
Grammar/Punctuation Exam		25	1
Reflective Essay	750	25	1,2,3,4,5
Formal Report Presentation	500	20	1,2,3,4,5
Formal Report /Outline/Drafts	2,500	110	1,2,3,4,5

Grading Procedure

The Department of English reaffirms its commitment to the differential grading scale as defined in the official 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. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The grading for this course is A – F.

Grades will be assigned according to the following rubric:

A: Message is clear, i.e. writing demonstrates clear understanding and appropriate response to the assignment. Paragraphs are well organized and sentences show syntactic complexity and precise word choice. Tone is professional and appropriate. The piece is free of grammatical errors, superfluous language, and redundancy.

B: Message is clear – no details are missing. Tone is appropriate to the message. Paragraphs may be slightly choppy. Language is professional but not as sophisticated or as varied as the language in an A paper. Grammatical errors and redundancy are minimal. Sentences may need tightening.

C: Message is weak but exists. Language and/or ideas may be repetitive and not always suited to professional discourse. Writing is clear but lacks energy and variety. Paragraphs likely have organizational issues. Sentences lack variety. Grammar needs work but does not distract the reader from the message.

D: Message is severely weakened by grammatical or syntactical errors that distract the reader and cause 'noise' or 'clutter.' Details may be missing and paragraphs may need fixing. Language is not rhetorically sophisticated and does not demonstrate an understanding of professional discourse. Syntax is not varied.

F: Errors in grammar or word choice make the piece very difficult to understand.

Late Work

Late work will not be accepted except in cases of documented illness or emergency (with the exception of assignments covered by late pass coupons). If you will be absent, you may ask a classmate to turn in your assignment either during class, or at my office (FOB 219) before class. All assignments must be turned in on Canvas by due date. **Exceptions include late pass coupons at the end of this syllabus.**

Extra Credit

Extra credit may also occasionally be offered for revisions on select assignments, or for exemplary effort, exceptional finished product, or noteworthy contribution to the class.

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** during class discussions. **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** unless we are using them for an assignment. If you have an emergency and need to keep your phone on, please let me know.
- **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, and missing them may affect your grade in the course.

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

Your reference librarian for 100WB is christa.bailey@sjsu.edu. Her phone number is 408-808-2422. If Ms. Bailey 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>. 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 spaces 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](#) at <http://peerconnections.sjsu.edu> for more information.

Below, please write down the names, email addresses, and phone numbers of three classmate contacts. Please connect with one or more if you miss a class.

- 1.
- 2.
- 3.

Spring 2018 Course Schedule

English 100WB Section 02

BPW – Business and Professional Writing

CR – Course Reader

LC – Learning Curve (on Writer’s Help – Canvas)

HO -- Handout

This schedule is subject to change with fair notice depending on the needs of the class. Changes will be announced on Canvas and/or in class. If you miss a class, please check with a classmate and on Canvas for notes and changes. Homework assignments are due at the next class session unless otherwise noted.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1.29.18	<p>Introductory exercise; the writing process; text, audience, purpose; syllabus, letter of understanding; Canvas; brief introduction to the 8 Cs of strong written business communication: <i>clear, concise, concrete and specific, complete, courteous, coherent, constructive, and correct</i>. Discuss Commas. Resume Workshops. Job and Internship Fair – Thursday, Feb. 22, 11:00-3:00 p.m. -- Student Union Ballroom.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ CR -- Read and annotate pages 1-26. ▪ LC – Complete “Commas” and “Comma Splices and Fused Sentences” ▪ Write a one-page (at least three solid paragraphs) draft of an email introducing yourself to me. Concrete and specific details are most memorable. Submit on Canvas by class. Bring a hard copy to class. ▪ Register for SJSU Career Center if you are not already registered. Find an internship or job that really interests you either on <u>Handshake</u> <i>or</i> on another source, such as <u>indeed.com</u> or <u>internships.com</u>. Make sure to circle all key words on the copy of the job description. Print out three copies of the job description. Staple them to your resume drafts (as described below). ▪ Purchase both of your texts today, if you have not done so already.
2	2.5.18	<p>Discuss resumes and cover letters. Clips on resume writing. Discuss parts of speech.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW -- Read and annotate pages 13-59, and 191-200. Do and study quiz on page 6 in preparation for brief group presentations on first seven Cs. ▪ Read the tips on resume writing; I have provided links on Canvas. Draft a resume tailored to the internship or job of your choice.

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Proofread it carefully. Submit on Canvas before class. Bring a hard copy (stapled to one copy of the job description) with you to class.</p> <ul style="list-style-type: none"> ▪ Sign up for a resume workshop with me, so I can offer extra help.
3	2.12.18	<p>Resumes and resume workshop. Discuss cover letters; discuss parts of speech; group presentation on the first 7 Cs.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Revise your resume based on your peer review. Attach a hard copy to your original rough draft and job description. Bring stapled hard copy to a resume workshop. ▪ Revise your resume again after our workshop. Submit on Canvas. Bring a hard copy of your final draft of your resume, stapled top to bottom in the following order: final draft, draft we went over during appointment, peer-reviewed rough draft stapled to job description. Note: Hard copies must be turned in by due date for credit. ▪ CR – Read and annotate pages 27-38. Circle all complete addresses, and change to include only city, state. Make and keep a list of any questions in your notebook for class next week. ▪ BPW—Read and annotate pages 61-80 (grammar). Write down <u>all</u> questions you have on grammar and punctuation in your notebook for review on 2.19.18. ▪ Review cover letters from class. Write a draft of a cover letter tailored to the job or internship you chose. Submit on Canvas. For Peer review. Bring a copy to class stapled to job description.
4	2.19.18	<p>Cover letter workshop, Interviews (clips), parts of speech and clauses</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW – Read and annotate pages 81-94 (punctuation at the end). Do and study quizzes at the end. ▪ CR – Read and annotate pages 40-54. Write a one-minute elevator speech by completing page 44. Prepare for mock interview by completing pages 45 and 46. ▪ LC – “Word Choice” and “Fragments” ▪ Write final draft of cover letter. Submit on Canvas under appropriate assignments. Bring hard copies of the following <u>stapled together in this order top to bottom: cover letter, final resume, peer-reviewed draft of cover letter stapled to job description.</u>
5	2.26.18	<p>Quiz, Mock interviews, thank you letters/emails, the 8th C – grammar and punctuation. Discuss executive brief assignment; choose countries. Cultural Competency handout.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Ho --Read and annotate assigned handout on “Communicating in a World of Diversity.”

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> ▪ LC -- “Verbs” and “Subject-Verb Agreement” ▪ Write a thank you email for your job interview. ▪ Do preliminary research about your country for executive brief. Compile a detailed list of research questions for executive brief. Submit to Canvas. Bring a hard copy to class. We will have a library session in the second half of class on that day. ▪ Prepare for quiz on the seven Cs, job search, and grammar/punctuation up to this point (readings and homework, class discussions).
6	3.5.18	<p>Quiz, class discussion, readings, first seven Cs, plus LearningCurve assignments. Discuss executive brief peer review sheet synthesis handout, and works cited. Library session.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW – Read and annotate pages 251-271 – Presentations. We will discuss this next week. ▪ Find, read, and annotate sources (5-6) for executive brief. At least one source must be a book, e-book, or a peer-reviewed article. Write citations in consistent APA or MLA format. (See Purdue OWL or Writer’s Help.) Organize the information you will use into a logical sequence with specific subcategory headings. Review executive brief assignment and peer review sheet. Write rough draft of executive brief with works cited/reference page. Proofread your work. Rough draft due by 9:00 a.m. on Sunday 3.11.18, so I can pull anonymous examples to help you improve your papers. Bring hard copy of draft to class. Remember draft is double-spaced (final will be single).
7	3.12.18	<p>Discuss executive brief and presentations. Peer review executive brief. Grammar and punctuation – copy editing BPW Chapter 4</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ LC – “Fragments” and “Nouns and Pronouns” ▪ Write final draft of executive brief. Submit to Canvas. Turn in hard copy in class. Staple the following in the following order top to bottom: final draft, peer-review sheet, peer-reviewed rough draft. ▪ Prepare an oral presentation for class (3 minutes). Submit to Canvas Discussions. ▪ Strongly encouraged – see me with questions or concerns about rough draft during extended office hours.
8	3.19.18	<p>Executive brief presentation</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW – Read and annotate pages 133-171 (Chapters 6 and 7 – Correspondence) ▪ LC – “Parallelism” and “Active and Passive Voice” ▪ Revise cover letter. Submit final draft on Canvas. Bring a hard

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>copy to class.</p> <ul style="list-style-type: none"> ▪ CR -- Read “The Social Responsibility of Business is to Increase Its Profits. Write a 300-word commentary in the form of a “Letter to the Editor.” Submit on Canvas discussions. Bring a hard copy to class. Notes on commentary will be on assignment.
9	3.26.18	<p>Spring Break – Yay!</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW -- Read and annotate pages 175-187 – Persuasive Messages ▪ TBA depending on needs of class ▪ Review grammar and punctuation ▪ Have fun. Stay Safe!
10	4.2.18	<p>Quiz, discuss formatting and messages -- neutral, good news, bad news. Class exercise. Return and discuss executive brief.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW – read and annotate pages 223-248 – Promotional Materials ▪ Write two-part airline complaint letter and response. Submit to Canvas. Bring hard copy to class. ▪ Complete letter of recommendation request form, and then write a letter of recommendation request in email format to a professor for a particular job or opportunity (scholarship or internship, for example). Submit to Canvas. Bring a hard copy of your email, completed request form, and your resume stapled together in that order.
11	4.9.18	<p>Midterm grammar and punctuation Exam – Practice exam does <u>not count toward grade</u>. News releases and other promotion on the web. Class exercise.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW – Read and annotate pages 275-296 – Informal Reports ▪ CR -- Read all articles on the Dhaka Factory Collapse. Write a 300-word commentary. Submit to Canvas Discussions. Bring a hard copy to class. ▪ Write a persuasive news release as assigned. ▪ Prepare for a quiz on writing successful messages. Review notes, readings, grammar and punctuation.
12	4.16.18	<p>Quiz. Discuss informal reports and proposals. Group exercise. Discuss formal report assignment.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ BPW – read and annotate pages 299-329 – formal reports. ▪ Carefully read formal report assignment. Read and annotate all required sources.
13	4.23.18	<p>Discuss formal report specific and outline – Start class preliminary research in class. Team game (time permitting).</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Compare the specific corporate social responsibility practices of

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>two companies in a formal report. This report along with a PowerPoint presentation will be your final.</p> <ul style="list-style-type: none"> ▪ Locate through research all other sources relevant to your companies and topic. Take notes and write questions. Write citations for the sources you will use. Print or copy the parts you may or will summarize and highlight and annotate specifics. Include each source and citation in appropriate outline category. ▪ Organize preliminary information and write a detailed outline of report, including correctly cited entries for works cited (not just links). Submit outline on Canvas. Bring hard copy to class. ▪ If you have required revisions for a passing grade, you may revise one (clearly mark it) to be revised for up to full credit. The other(s) must be revised for minimum passing grades. I need all of these revisions by class on Monday 4.30.18.
14	4.30.18	<p>Discuss questions on formal report. Discuss reflective essay assignment and final presentation on formal report. Team game (if not done last week).</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Write rough draft of all sections of formal report with works cited. Submit on Canvas. Bring two hard copies to class. Final draft will be due on 5.14.18 ▪ Review grammar for final grammar test. ▪ Strongly encouraged -- Make and keep one or more appointments with the Writing Center, EOP, Aspire, or Peer Connections to have a tutor read your rough and/or final draft of your formal report <p>Final drafts are due on day of final.</p>
16	5.14.18	<p>Due – Final Draft. Presentations.</p> <p>Homework</p> <ul style="list-style-type: none"> ▪ Write your two-page reflective essay. Submit to Canvas.
Final Exam	5.22.18	<p>7:15-9:30, BBC 128</p> <p>Due – Reflective Essay.</p>

Semester Schedule

Monday February 5 Last Day to Drop Courses
Monday February 12Last Day to Add Courses
Tuesday February 20Enrollment Census Date
Monday - FridayMarch 26-30 Spring Recess
Monday May 14 Last Day of Instruction
Tuesday May 15Study/Conference Day
Wednesday - Friday May 16-18,Final Examinations
Monday - Tuesday May 21-22 Final Examinations
Friday May 25Grades Due from Faculty

Late Pass – Exception to the “No Late Work Rule”

Things come up for all of us. That is why this pass is available to you to use for turning in one of the following assignments **up to one week late**. Note, that late assignments may be graded and returned later than those turned in by the due date. Please staple this to your assignment. Only one coupon can be used per assignment.

This pass may be used for the following assignments:

- two-part complaint letter
- thank you letter
- one commentary
- letter of recommendation request packet
- news release

Name _____ Section _____

Assignment _____

Date Due _____ Date Submitted _____

This pass **may not** be used for rough or final drafts of resume, cover letter, executive brief, executive brief research questions, or executive brief presentation, final presentation, mock interview worksheets or questions, final report or outline for formal report, or reflective essay. The reason is that the timely completion of these assignments is necessary for time-restricted peer reviews, group work, library visit, job fair, presentations, and/or grades due at the end of the semester.

Late Pass LearningCurve – Exception to the “No Late Work Rule”

This pass entitles you to complete one group (same due date) of LearningCurve topic(s) **up to one week late**. Please submit coupon hard copy in class and write “coupon” in the comment section when you submit your LearningCurve assignment on Canvas. **Note: Topics must be both assigned on same date. Also, if there is a quiz before you do these topics, you will still be responsible for all grammar/punctuation questions.**

Name _____ Section _____

LC Topic(s) _____

Date Due _____ Date Submitted _____

Revise an Assignment for a Passing Grade

This pass entitles you to revise one assignment on which you received a grade lower than a C (below 73%) for a passing grade. The revision must be a substantial rewrite that goes beyond correcting errors that were corrected by me. You must rewrite all areas of concern and make sure that your paper is virtually free of grammar and punctuation errors. **Assignment must be revised and submitted prior to April 23, 2018.**

Name _____ Section _____

Assignment _____

Date Due _____ Date Submitted _____

**Letter of Understanding
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I, _____, have read the syllabus thoroughly 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 on time, 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 _____

English 100WB Section 02