

# Written Communication: Business Section 83

## ENGL 100WB

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/16/2024

### Contact Information

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**Student Hours:** on-campus by appointment T/Th 1:15-2:45 (Clark Hall 408N), or,  
on zoom by appointment other days as needed

**Email:** anne.walker@sjsu.edu

**zoom information:** this is the link for any online student hours. Treat it like you would a room:

<https://sjsu.zoom.us/j/88423804462> (<https://sjsu.zoom.us/j/88423804462>).

**student hours:** I am here to help. Drop by. Drop a line.

### Course Information

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This class is meant to give you skills to support your business interests. It is project-based and designed to be front-loaded, leaving the end as light-lifting. If you keep up you will have spaciousness at the end for other courses' finals. In-class work supports graded assignments. Much of this class will focus on how you best learn, digest, and express ideas with unfolding business cultures and communities.

### Course Description and Requisites

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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.½Allowed  
Declared Majors: All Business Administration majors, Industrial Arts, Industrial Technology, Professional & Technical Writing, Public Relations, Hospitality Management, Organizational Studies.

## \* Classroom Protocols

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**a note about questions:** It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Please do ask questions: it helps everyone.

**attendance:** It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group. It will offer interesting new ways to learn. I will, also, take attendance. Still...

**... if you feel sick:** zoom in if you are able. If you can't, email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

**consultations:** There are 2 consultations. Each consultation is worth 1% of your grade (calculated in participation) and all you have to do is show up. Not only do I look forward to meeting with you, but I'm trying to help you to get comfortable with showing up to office hours. It will help your academic progress in all classes and in professional settings. It's a secret code to success. And (low-stakes) practice helps.

## ≡ Program Information

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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

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This course is meant to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. It is meant to help you articulate your own thoughts. We use multiple modalities as well as exploring various ways to approach business writing.

## Course Learning Outcomes (CLOs)

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## Course Materials

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*The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X.

**Adobe Creative Cloud:** you have free access to it through SJSU. We will get you signed up and will be using it through the semester.

**examples of materials:** you will be asked to find examples of materials relevant to your project and present them

**when to complete readings:** Do any reading before the date reading is listed in the syllabus. The material is what we will talk about in class that day. Be prepared to participate.

# Workload Expectations

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

From SJSU [Academic Senate Policy S12-3 \[pdf\]](https://www.sjsu.edu/senate/docs/S12-3.pdf) (<https://www.sjsu.edu/senate/docs/S12-3.pdf>)

This would work out to 6 hours a week of homework in addition to the in-class 3 hours weekly. We'll check in through the semester on how the workload feels to you.

Attendance will be taken and noted in the "Attendance" navigation page.

## Course Requirements and Assignments

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The easiest way to see updated assignment dates is on the syllabus navigation page.

Use the page that starts with "week" and then the correct week number as a primary organizational tool.

assignment	CLO	point value
in-class participation	1 - 4	40
LinkedIn, resume, cover letter	1 - 4	10
elevator pitch with feedback on others' pitches	1 - 4	10
executive summary	1 - 4	5
first of two presentations on final project - ideating - with feedback on others' presentations	1 - 3	10
detailed draft of text for final project	1 - 4	5
completed media draft of final project	1 - 4	5

second of two presentations on final project - demonstrating final project - with feedback on others' presentations	1 - 4	10
reflection	1 - 4	5

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

## ✓ Grading Information

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This class uses process based grading, the idea being, by doing the work you learn and learning is the key focus of this class. More about my use of this practice is [here](https://docs.google.com/document/d/1na0JZYnuv7v7szGrkSiguXBQzlgPh00clpieOiSrXa8/edit?usp=sharing) (<https://docs.google.com/document/d/1na0JZYnuv7v7szGrkSiguXBQzlgPh00clpieOiSrXa8/edit?usp=sharing>).

**grading:** The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

Letter Percentage and Associated Grade: A+ 97-100, A 94-96, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65. By checking the Grades module you should be able to track your progress. Please do ask me for updates any time.

**late policy:** For best learning all assignments should be completed and turned in by the due date. I do accept some late work, which receives a reduced grade.

**assignment specifications:** Each assignment should have clear directions. If it is unclear, contact me. I can explain, and if necessary clarify the assignment's directions. Here is another place where your questions can help everyone.

## University Policies

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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

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Fall 2024

schedule will quite likely shift somewhat

Week	Focus
<b>Week 1:</b> starts August 19 – half week	hellos  digital literacy & writing  hiring materials as a way of introduction
<b>Week 2:</b> starts August 26	hiring materials as a way of introduction: LinkedIn, resume, cover letter
<b>Week 3:</b> starts September 2  – half week –	Labor Day holiday  brainstorming your project interest
<b>Week 4:</b> starts September 9	defining your project interest

<b>Week 5:</b> starts September 16	developing your project interest into elevator pitch  Wednesday study hall
<b>Week 6:</b> starts September 23	presenting elevator pitches - with feedback on others' presentations - and developing executive summaries
<b>Week 7:</b> starts September 30	executive summary to final project
<b>Week 8:</b> starts October 7	developing project toward first presentation
<b>Week 9:</b> starts October 14	first of two presentations on final project - ideating - with feedback on others' presentations
<b>Week 10:</b> starts October 21	creating detailed draft of text for final project
<b>Week 11:</b> starts October 28	integrating project text into final media
<b>Week 12:</b> starts November 4	finalizing project in media and beginning to prepare for presentation – Wednesday study hall
<b>Week 13:</b> starts November 11 – half week–	Monday Remembrance Day holiday  presentation preparation
<b>Week 14:</b> starts November 18	second of two presentations on final project - demonstrating final project - with feedback on others' presentations
<b>Week 15:</b> starts November 25 – half week – Thanksgiving	Monday study hall  Thanksgiving holiday

<b>Week 16:</b> starts December 2	consultations and reflections
<b>Week 17:</b> starts December 9  – half week –	December 9 last day - reflections – all work due by December 11
<b>Week 18:</b> starts December 16 - grading	by December 16 I post all grades in Canvas – any student questions to teacher by December 18 – December 20 grades to University