

Written Communication: Business

ENGL 100WB

Fall 2025 Sections 55, 83 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

Course Information

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

University Policies:

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Late Work & Makeup Work:

Every student is allowed one two-day extension once per term on written work, but the student must give 12 hours' notice that they are using their extension. All late work (including late makeup work) will have its final grade reduced by 10% for each day it is late. No assignments will be accepted more than a week out

from their adjusted due date unless there are extenuating circumstances.

Academic Integrity:

All materials must be original works of the student. Plagiarism will not be tolerated. If proved to be plagiarizing—which includes use of AI generated material—the student will receive a failing grade (F) for the course and will be reported to the office of student conduct and ethical development. For additional SJSU policy language regarding academic integrity, review the following link:

<https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>

AI Policy:

In this class we will only use AI for certain specific assignments and as directed by the instructor. If you use anything generated by an AI in the creation of your paper (including building on the in-class tasks in which we will engage AI), you will need to cite that in your paper. All formal assignments submitted in this class via Canvas will be run through the Turnitin plagiarism and AI detection tool. If you misrepresent anything as your own work without clearly placing borrowed language in quotation marks or referencing from whom or what an idea or fact has come, that is considered plagiarism, and you will A) Fail the assignment and B) the instructor will be forced to make a report to the Office of Student Conduct. Please note that Turnitin sometimes produces false positives when it believes it has detected AI. One way of protecting yourself from a misrepresentation of your work as AI is to document the steps you took in finding the research and drafting arguments – steps which we will work on in the course of the class.

E-Mail Communication:

The Family Educational Rights and Privacy Act of 1974 (known as FERPA) requires careful protection of your rights and academic record. To protect your right to privacy, all of our communication will happen using our SJSU e-mail accounts. Please be sure to check your SJSU e-mail account regularly for updates about readings and changes to the course schedule. For policy or assignment questions, please check the course syllabus and the Canvas course shell first before sending a Canvas message or email.

Student Technology Resources:

Computer labs for student use are available in the Academic Success Center (Links to an external site.) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections:

Peer Connections is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students. For more information on services, hours, locations, or a list of current student success workshops, please visit the website at peerconnections.sjsu.edu.

SJSU Writing Center:

The SJSU Writing Center is located in Clark Hall, Suite 126 and 2nd floor, MLK Library. 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 (Links to an external site.) at <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 Counseling Services:

The SJSU Counseling Services is located on the corner of 7 th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website (Links to an external site.) at <http://www.sjsu.edu/counseling>.

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 Overview:

English 100WB is a 1-semester long online English course that upon successful completion, will serve to satisfy your Writing in the Disciplines (WID) area of education requirements towards graduation. The purpose of this course is provide you with as close to 'real world' experience of writing within the scope of business; this writing is more technical and direct than other genres of writing. This hands-on course is designed to simulate actual business communication scenarios (oral and written) that are encountered by business professionals daily during the course of their careers. Assignments will enable students to practice and immediately apply both practical and theoretical aspects of organizational communication directly in real-life work situations. Communication mechanics and style (practical), and the appropriateness of messages and methods based on specific organizational situations (theoretical) will be emphasized.

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 / LLD 100A with C or better; and upper division standing.

Course Objectives and Learning Outcomes

GE Learning Outcomes

- Learning Outcome 1 (GELO1): Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression
- Learning Outcome 2 (GELO2): Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- Learning Outcome 3 (GELO3): Organize and develop essays and documents for both professional and general audiences.
- Learning Outcome 4 (GELO4): Organize and develop essays and documents according to appropriate editorial and citation standards.

- Learning Outcome 5 (GELO5): Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Course Learning Outcomes

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 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 Requirements and Assignments

Writing Assignment 1: Professional Biography (20%)

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: Resume (20%)

You will write a resume, completing a rough draft and then revising it for document design and targeting it to your field/goals. We will follow best practices from the SJSU Career Center for this assignment.

Writing Assignment 3: Job Documents and LinkedIn (20%)

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.

Homework and Participation(20%)

These consist of things like worksheets, quizzes, discussion leader activity, and other various assignments that will help you learn and practice the course material.

Norton Inquizitives (20%)

Throughout the course of the semester, you will complete at least eight Norton Inquizitives at your own pace. These assess various grammar and writing skills that will be covered in course content and more extensively in the Little Seagull Handbook, which you will read at your own pace. These are due by the end of the semester.

Oral Presentation (Final): Because corporate America is utilizing online tools more and more, your final presentation will be an oral presentation (with slides) that is presented fully online using Zoom. You must have your camera on, with a work-appropriate background and work-appropriate clothing so that you gain experience in a professional online environment engaging in professional activities. As interviews, meetings, and presentations are typically done with Zoom in many industries today, this final will give you a realistic opportunity to practice your 21 century skills.

✓ Grading Information

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 in which they are writing. This includes a demonstrated awareness of purpose, audience, message, constraints (legal, ethical), power structures (hierarchy), etc. Awareness of rhetorical/contextual ideas will be most important in all grading aspects. For example, a student may write a letter that uses several supporting sources; however, if the audience for that letter has reason to distrust those sources and thus would not be 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 are 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 that 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.

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.