

**San José State University**  
**Department of English, School of Humanities**  
**English 100WB, Sec 05, Code 27451, Spring 2013**

<b>Instructor:</b>	John Hessler
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<b>Office Hours:</b>	Mon-Thurs 5:30-6:00 pm & 8:45-9:15 pm
<b>Class Days/Time:</b>	Tues 6:00-8:45 pm
<b>Classroom:</b>	316 Clark Building
<b>Prerequisites:</b>	Passage of the Writing Skills Test, upper-division standing (56 units), completion of CORE GE

### **Messaging**

You are responsible for regularly checking the class website at [desire2learn](http://desire2learn.com). Important announcements, blog posts, and occasional reading assignments will be distributed in that manner. Primary contact with instructor is via personal email listed above.

### **Course Description**

English 100WB – a General Education, Area Z, class – is a participatory upper-division core course in which students will develop advanced proficiency in college-level writing. While reinforcing and advancing the students’ understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A and 1B, English 100WB broadens and deepens those abilities to include mastery of the discourse specific to business communications. With an emphasis on critical thinking through scenario-based assignments that utilize both practical and theoretical aspects of organizational communication, English 100WB provides students with opportunities to practice both the oral and the written skills necessary for successful business communications.

### **Course Goals and Student Learning Objectives**

**Learning Objective 1 (LO1):** Students shall be able to refine the competencies established in Written Communication IA and IB (as summarized below).

*IA Student Learning:*

- *Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*
- *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
- *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
- *Students should be able to write for different audiences (both specialized and general)*

*IB Student Learning:*

- *Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.*
- *Students should be able to synthesize ideas encountered in multiple readings.*
- *Students should be able to construct effective arguments.*

**Learning Objective 2 (LO2):** Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

**Learning Objective 3 (LO3):** Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

## **Student Learning Goals & Outcomes**

Students will be expected to demonstrate the ability to:

- write documents and make oral presentations that are clear, correct, concise, concrete, coherent, complete, courteous, and culturally appropriate
- format, compose, and revise written documents for a variety of organizational situations
- identify and articulate the audience “take-away” message in every communication
- utilize a variety of communication tools, techniques, and modes
- communicate numerical and statistical data appropriately and effectively in both written and oral formats
- employ advanced research strategies and methodologies and incorporate research appropriately and effectively into both written and oral communications for a variety of organizational and rhetorical situations
- appreciate the importance of timely communication in organizational settings
- recognize a variety of organizational communication needs and constraints and employ appropriate communication strategies to meet those needs and/or constraints in a variety of business situations
- analyze various audiences and compile appropriate options and strategies to communicate effectively with those audiences
- evaluate and critique communication strategies and techniques for their effectiveness, including the strategies and techniques of their classmates
- make common-sense communication decisions and use logic to defend those decisions
- recognize when imagination and “vision” are appropriate to business communications
- communicate appropriately and effectively in cross-cultural situations
- create documents and make oral presentations that are ethically and legally defensible.

## Required Texts/Readings

### Textbook

- *The Business Writer's Companion* (7<sup>th</sup> ed., Alred, et.al., Bedford/St. Martin's, 2011, ISBN 978-0-312-63132-1)
- *Cradle to Cradle*, William McDonough & Michael Braungart (North Point Press, 2002, ISBN 978-0-86547-587-8)

### Other Readings

Course Materials booklet (provided by instructor)

Readings posted at desire2learn (D2L)

## Classroom Protocol

Eating and drinking in the classroom (except water) is prohibited.

Students are expected to turn their cell phones off or put them on vibrate mode while in class. They are expected not to answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

In the classroom, students are expected to use computers only for class-related activities. These include activities such as taking notes on the lecture underway or finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities will, at a minimum, be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.)

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

- Short informal oral presentation
- Formal written report ("term paper")

- Midterm and final exam
- Possible occasional, unannounced, quizzes
- Reading and writing assignments, virtually every class meeting
- Regular in-class exercises, which cannot be made up if missed

Assignments	240 points (40%)
Midterm	60 points (10%)
Final Writing Project	150 points (25%)
In-class exercises and class participation	90 points (15%)
Final Exam	60 points (10%)
<b>Total</b>	<b>600 points (100%)</b>

This course is graded A/B/C/D/F. A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in those majors that comprise the College of Business.

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.

One written assignment prior to the midterm may be revised for an improved grade. In order to resubmit your work, you must engage in substantive re-vision (or re-conception) of that work. Remember, editing and simple changes to style or grammar do not constitute global reconsideration of writing processes and techniques.

Writing assignments are subject to a 20% penalty if late. Late work can be handed in up to the next class meeting. Missed work is recorded as a zero.

In a participation-intensive course like this one, your consistent, active participation is crucial. Not only does your on-time, focused and engaging presence contribute to your grade, it will also make you a better learner and member of this class. Should an emergency arise, please contact me to see whether alternate arrangements can be made.

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you

would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the Americans with Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

**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.

**English 100WB Sec 05, Spring 2013, Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	01/29	Syllabus, course overview, diagnostic writing sample. Lecture/discussion: what do we mean by “communication”? Reading for next meeting: <i>Tough, Sweet, and Stuff</i> (D2L) Writing assignment: Orwell analysis (300 words – 20 points – LO1, LO2)
2	02/05	Lecture/discussion: <i>What Makes Us Sound the Way We Sound?</i> In-class exercise (250 words - 10 points – LO1, LO2) Writing assignment: grammatical analysis (300 words – 10 points – LO1, LO2) Semester blog: Part 1: The Krugman Commentary (600 words – 20 points – LO1, LO2, LO3); Part 2: The Gaza Fact Finding Mission (100 words – 10 points – LO1, LO2, LO3); Part 3: Thinking About Sustainability (100 words –10 points – LO1, LO2, LO3); Part 4: The Orwell Watch (100 words – 10 points – LO1, LO2, LO3) See Course Materials, p 5 Reading for next mtg: review Alred, chaps. 10-12 as necessary
3	02/12	Lecture/discussion: <i>Tough, Sweet, and Stuff</i> . Writing assignment 1: grammatical analysis of representative passages (300 words – 20 points – LO1, LO2) Writing assignment 2: Self-introduction (300 words – 10 points – LO1) Reading for next mtg: Alred, xxix-xxxvi and chap. 1
4	02/19	Lecture/discussion: <i>Tough, Sweet, and Stuff</i> (concluded); <i>Three Aspects of the Communicator’s Concern</i> (introduced) In-class writing (250 words - 10 points – LO1, LO2). Writing assignment 1: Revise student email for clarity, correctness, and cogency (300 words – 20 points – LO1, LO2)

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
5	02/26	Lecture/discussion: <i>Three Aspects of the Communicator's Concern</i> (concluded) Reading for next meeting: <i>Cradle to Cradle</i> , Intro & chap 1, Alred, 233-248 Writing assignment: Thinking About Sustainability (300 wds – 25 pts – LO1,LO2) Topic selection for end-of-term writing projects (annotated bibliography due 03/19; rough draft 04/23; abstract 04/30; final draft 05/06)
6	03/05	Lecture/discussion: <i>Preparing a Resume</i> . In-class writing (250 words – 10 points – LO1, LO2) Writing assignment: Create or revise resume (300 words – 30 points – LO1, LO2) Reading for next mtg: <i>Cradle to Cradle</i> , chap 2 & 3, Alred, chap 7.
7	03/12	Library tutorial (TBA) Lecture/discussion: <i>Communicating Routine Information &amp; Good News</i> In-class writing (250 words – 10 points – LO1, LO2) Writing assignment: routine request letter (300 words – 30 points – LO1, LO2) Reading for next mtg: <i>Cradle to Cradle</i> , chap 4 & 5, Alred, chap 7 cont'd.
8	03/19	Lecture/discussion: <i>Communicating Bad News</i> . In-class writing (250 words – 10 points – LO1, LO2) Annotated bibliography for research paper DUE (600 words – 30 points – LO1, LO2, LO3) Writing assignment: refusal letter (300 words – 30 points – LO1, LO2) Reading for next mtg: <i>Cradle to Cradle</i> , chap 6, Alred, chaps. 1 & 4
9	03/26	Spring break – 03/25 thru 03/29
10	04/02	Lecture/discussion: <i>Communicating to Persuade</i> . In-class writing (250 words – 10 points – LO1, LO2) Writing assignment: persuasive memo – Seventh Generation case study (300 words – 30 points – LO1, LO2)
11	04/09	MIDTERM EXAM (60 points – LO1, LO2) Class discussion: <i>Cradle to Cradle</i> and the challenge of sustainability Reading for next meeting: Alred, review chap 3, 4, and 5
12	04/16	Lecture/discussion: <i>Preparing Longer Reports</i> . Writing Assignment: prepare rough draft for peer review (10 points – LO1, LO2, LO3)
13	04/23	Peer reviews of rough draft In-class writing (Peer review: 200 words – 10 points – LO1, LO2) Continue working on final writing project.
14	04/30	Oral presentation of abstract (150-250 words – 20 points – LO1, LO2, LO3)
<b>Final Exam</b>	<b>SATURDAY 05/04</b>	12:00 noon – 2:15 pm – Room assignment TBA
15	05/07	Final research report due (2000 words – 100 points)